Carlingford High School is a comprehensive, coeducational secondary school with a high proportion of students from backgrounds other than English and large numbers of students for whom English is a second language. Its students are largely motivated and engaged. The school places a strong emphasis on extra-curricular activities, including an extensive music program, debating and public speaking. It has effective welfare programs with student awards scheme as a feature. Leadership programs are sponsored by the local Rotary Association.

Carlingford High School is committed to ensuring that quality teaching and learning is the focus of every classroom and that students have access to a broad, relevant curriculum.

**Priority Areas (3 Year horizon)**

1. Enhanced student learning through literacy and numeracy and strengthening HSC results
2. Improved student engagement and attendance
3. Strengthening teacher capacity and leadership to improve student learning outcomes

**Targets (1 year horizon)**

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The plan has been endorsed and approved by:

<table>
<thead>
<tr>
<th>Principal:</th>
<th>Date:</th>
<th>School Education Director:</th>
<th>Date:</th>
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<td>Principal's initials: __________</td>
<td>School Education Director's Initials________</td>
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<tr>
<td>Expected outcomes and targets</td>
<td>Strategies</td>
<td>Timeframe</td>
<td>Responsibility</td>
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| Raise Literacy and Numeracy Levels | • Develop a whole-school Literacy Plan  
• Literacy Plan implemented and embedded in all faculty programs  
• Develop a whole-school Numeracy Plan  
• Numeracy Plan implemented and embedded in all faculty programs  
• Identify at-risk groups/individuals and strengthen LST’s role in coordinating support and communicating information  
• Faculty plans for at-risk groups and individuals  
• data-gathering/sharing with primary schools  
• Develop community of schools with Roselea PS  
• Provision of PL for teachers to support ESL students in the mainstream  
• Analysis of SMART data by faculties and development of needs-based teaching and learning  
• Participation in Even Start program for identified students  
• Provision of PL on literacy, numeracy and ESL best practice and strategies  
• Communicate high expectations through all school publications and events  
• Strengthen differentiated programmes for high achieving students  
• Faculty-based PL on QT dimension – Intellectual Quality - explicit quality criteria and use of BoS ARC aligning work samples to common levels of achievement  
• Participation in UWS research into G&T students  
• Implement Senior Review Team for performance of senior students  
• Review N Awards procedures  
• Provision of PL on effective HSC delivery | Y1 Y2 Y3 | Literacy Team Faculty HTs  
Numeracy Team Faculty HTs  
LST  
Faculty HTs  
DP & LST Exec  
PL Team  
LST & HTs  
LST  
PL Team  
All staff  
All staff  
Faculty HTs  
DP & all staff  
HT T&L, DP  
HT T&L, DP  
PL Team | • Growth in value adding  
• Increased numbers of students in top bands  
• Development of whole school literacy and numeracy plans  
• Evidence of faculty-based Professional Learning plans implemented aligning student work samples to common levels of achievement  
• Design and delivery of differentiated programming for Extension classes in years 7 and 8  
• High expectations evident in all school publications and events  
• Evidence of public recognition for student excellence  
• Fewer N Determinations  
• Increased number of students completing HSC  
• Growth in higher band achievement |
## School Priority Area: Student Engagement and Attendance

<table>
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<tr>
<th>Expected outcomes and targets</th>
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<th>Responsibility</th>
<th>Indicators</th>
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</thead>
</table>
| Enhance relevance of curriculum with focus on vocational education. | • Review current practice for subject selection and advice.  
• Incorporate the elements of the QT model of significance, relevance and connectedness of knowledge into programs and teaching.  
• School to Work Team to establish systems of communication between existing school teams for nomination, identification and placement of vocational education students.  
• School To Work Team investigate and implement strategies for girls in mathematics: Count the Girls In  
• Provision of PL for staff in engagement of all students, including post-compulsory students: explicit teaching of learning habits to empower students to become independent learners.  
• Offer staff opportunities for gaining and maintaining currency in VET accreditation | Y1 Y2 Y3 | Executive, Faculty HTs, School to Work Team | • Evidence of faculty-based Professional Learning plans implemented aligning student work samples to common levels of achievement  
• Design and delivery of differentiated programming for Extension classes in years 7 and 8  
• High expectations evident in all school publications and events  
• Evidence of public recognition for student excellence |
| Increased student access and capacity to use ICT | • Installation of data projectors and Smartboards in classrooms  
• Provision of PL to develop teacher capacity in use of appropriate hardware and software  
• Access of PL in use of interactive classroom technologies to engage students  
• Embed new technologies into quality teaching programs | | School to Work Team, PL Team | |
| Innovative use of interactive technologies for teaching and learning | • Strengthen Positive Behaviour Support (PBS) team  
• Establish school-wide expectations and | | Executive and PBL Team, PBL Team | |
| Promote proactive student wellbeing across | | | | |

Strengthen Positive Behaviour Support (PBS) team  
Establish school-wide expectations and
<table>
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<th>the whole school</th>
<th>Improved social and emotional well-being and skills for students with special needs</th>
<th>Quality transition to high school</th>
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</table>
| Clearly communicate these to school community  
- Teach all students expected behaviours  
- Continued provision of PL for teachers on classroom and whole-school behaviour management.  
- Review student leadership roles  
- Build capacity of student leadership across years and roles for student voice  
- Implement Recognition of Student Excellence/Effort (ROSE) morning teas  
- Investigate and implement Peer Mediation Program  
- Provision of Individual Learning Plans for students with special needs  
- Regular review of student goals and achievement with parents and regional support  
- Lunch time activity groups for students with special needs  
- PL on Life Skills and supporting students with other special needs, eg Aspergers and Mental Health, in the classroom  
- Use of interagency supports  
- Individual Learning Plans for identified Aboriginal students  
- PL on Teacher as Mentors for targeted students  
- Evaluation of current communication channels between teams  
- Participation in regional transition program for at risk students with ISTB and Individual Transition Plans  
- Continued development of community of schools with Roselea PS  
- Monitoring of at-risk students | All staff  
PBL & PL Teams  
Welfare Team & SRC  
Welfare Team & SRC  
Welfare Team & DP  
HT Welfare  
LST  
LST  
TAs & counsellors  
LST & PL Team  
LST  
Welfare Team – YAs  
PL Team  
Executive  
P, DP and relevant HTs  
LST | • Professional Learning programme for teachers on whole-school positive behaviour management established  
• Reduction in number of suspensions  
• Increase in number of opportunities for student leadership  
• Semester 1 morning teas  
• Peer mediation program  
• Fewer teacher referrals for bullying  
• All students with special needs provided with learning plan  
• Meaningful participation by student with special needs in learning activities provided by the school  
• Achievement of external credentials by students with special needs  
• Meaningful participation by student on Individual Transition Plans in learning activities in Year 7  
• Successful achievement of Stage 4 outcomes by students on Individual Transition Plans and with ISTB support  
• Positive response to QSL survey |
## School Focus Area: Teacher Quality and Leadership

<table>
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<tr>
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</thead>
</table>
| Improve staff morale and contribution | • Establish whole-school collaborative professional learning networks on identified areas of need and interest  
• Increased formal public recognition of staff contribution and effort – letters and certificates  
• Executive Conference  
• Provide in-school Executive development program  
• Access to Career Tool-kit, DET’s PLL site and regional career development programs  
• Development of Team leadership, eg PBS, Literacy/Numeracy Team  
• PL to strengthen implementation of NSW Quality Teaching model  
• Review processes to support junior teachers and transition in staff changes  
• Regular OHS meeting  
• Review New Emergency Plan  
• Practise of Evacuation and Lock-down Plans | Y1 Y2 Y3 | PL Team and HTs  
Senior Exec  
Exec  
DPs  
DPs  
Relevant Team leaders  
PL team & faculty HTs  
Executive  
OHS Committee  
OHS Committee  
All staff | • Strong Professional learning teams  
• Positive response by teachers in QSL surveys |
| Develop staff leadership and management skills to support school improvement an student learning | • Executive Conference  
• Provide in-school Executive development program  
• Access to Career Tool-kit, DET’s PLL site and regional career development programs  
• Development of Team leadership, eg PBS, Literacy/Numeracy Team  
• PL to strengthen implementation of NSW Quality Teaching model  
| | | | • Increased numbers of staff applying to take leadership positions  
• Improved engagement and Intellectual quality in teaching programs  
• Formal steps in place to ensure knowledge management and transition of knowledge |
| Development of a safe and secure working environment | • Establish whole-school collaborative professional learning networks on identified areas of need and interest  
• Increased formal public recognition of staff contribution and effort – letters and certificates  
• Executive Conference  
• Provide in-school Executive development program  
• Access to Career Tool-kit, DET’s PLL site and regional career development programs  
• Development of Team leadership, eg PBS, Literacy/Numeracy Team  
• PL to strengthen implementation of NSW Quality Teaching model  
| | | | • Regular OHS meetings  
• Introduction of electronic referrals of OHS issues  
• Successful Evacuation and Lock-down drills |