CARLINGFORD HIGH SCHOOL

1. SCHOOL CONTEXT

Carlingford High School is a comprehensive, coeducational secondary school of approximately 1150 students, with a high proportion of students from backgrounds other than English. Carlingford students are largely self-directed, motivated and engaged. The school places a strong emphasis on extra-curricular activities, including an extensive music program, sport, debating and public speaking. It has effective welfare programs with a successful 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 and engaging curriculum. The school has a strong culture of high achievement, high expectations and student success.

2. SCHOOL PURPOSE – developing responsible, independent learners

Mission: Our Mission is to develop considerate, responsible people who can learn and act independently to achieve personal excellence.

Values: Our key values are centred on Cooperation, Achievement, Respect, Learning and Ownership.

3. KEY PRIORITY AREAS

1. **Student learning** - Enhanced student learning through focussed literacy initiatives and teaching strategies which strengthen student outcomes
2. **Student engagement and well-being** - Improved student engagement and the delivery of consistent policies and procedures which support student welfare
3. **Teacher capacity and leadership** - Strengthened teacher capacity and leadership density to ensure the maintenance of a culture of high expectations and high achievement which maximises student learning outcomes.
4. **Technology** – Development and provision of an ICT environment which fosters and improves teaching and learning to maximise student outcomes
4. LONG TERM STRATEGIC GOALS

- Increase levels of literacy and numeracy achievement identified via improved trends against State, Regional and local schools data.
- Promote, develop and provide an ICT environment which fosters quality teaching and learning
- Provide and promote quality PL supportive of quality teaching and learning
- Produce revised T & L programs and assessments which reflect best practice, the NSW Quality Teaching Model and BOS syllabus documents.
- Develop the ongoing leadership and capacity of staff to ensure the maintenance of a school culture focused on high expectations, high achievement and the delivery of a quality education.

5. KEY SHORT TERM TARGETS for 2013

- Increase levels of literacy and overall student achievement in both internal and external assessment
- Increase staff and student access and capacity to use ICT, and increase the effective and innovative use of interactive technologies for teaching and learning
- Complete the development of new Year 7 and 9 programs in English, Mathematics, Science and History which meet the BOS requirements for the implementation of the Australian Curriculum in 2014.

6. CYCLIC EVALUATIONS 2012

EDUCATIONAL AND MANAGEMENT PRACTICE: - School Culture
CURRICULUM EVALUATION: - English and Social Science
MAJOR PROGRAM EVALUATIONS: - Learning Support

7. TOTAL SCHOOL BUDGET, ALL SOURCES

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Principal: | Date: | School Education Director | Date:
CARLINGFORD HIGH SCHOOL

<table>
<thead>
<tr>
<th>SCHOOL PRIORITY AREA</th>
<th>Student learning - Enhanced student learning through focussed literacy initiatives and teaching strategies which strengthen student outcomes</th>
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<tbody>
<tr>
<td>TARGET/OUTCOMES</td>
<td>STRATEGIES</td>
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<tr>
<td></td>
<td>1.1 Increase levels of literacy and overall student achievement in both internal and external assessment. (Target 1)</td>
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<td>Specific targets:-</td>
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<td>Year 7  - Increase percentage of students’ achieving above or equal to expected growth in grammar and punctuation to min 60% of cohort.</td>
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<td>- Increase the number of Yr 7 students at proficiency level in writing by 6%.</td>
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<td>Year 9  - Increase the number of Yr 9 students at proficiency in writing by 6%</td>
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<td>- Reduce the percentage of Yr 9 students below the National Minimum Standard in writing to 5% or below.</td>
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<td>Year 12 - Increase the achievement of Band 6 HSC results in Advanced English (minimum 6% of cohort).</td>
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<td>INDICATORS</td>
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## CARLINGFORD HIGH SCHOOL

### SCHOOL PRIORITY AREA | 1 | **Student learning** – Enhanced student learning through focused literacy initiatives and teaching strategies which strengthen student outcomes

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</table>
| **1.2 Raise intellectual quality of teaching and learning** | 1.2 Communicate high expectations in all classrooms.  
- Strengthen differentiated programs for high achieving students.  
- Faculty-based PL on QT dimensions of Intellectual Quality and Quality Learning Environment.  
- PL on embedding QT elements into Stage 6 tasks. | 1.2 Evidence of QT model embedded into targeted programs in faculties.  
- Design and delivery of differentiated programming for Extension classes in Years 7 and 8.  
- Assessments and student work reflect intellectual Quality.  
- Explicit and systematic teaching of literacy across all faculties. | 1 | HT_ T&L  
HT’s  
All staff | State plan  
Regional Plan | |
| **1.3 Complete the development of all new 7and 9 programs which meet the BOS requirements for the introduction of the Australian Curriculum in 2014 (Target 2)** | 1.3 HT’s strategically plan and coordinate within their faculties the development of all new programs and units of work. HT’s work closely with community of schools and other networks to share expertise. | 1.3 Strategic plans developed including timelines. Faculty based meetings with community of schools and networks occur. All Programs complete. | 1 | DP’s  
HT’s  
All staff  
HT_ T&L | State Plan Curriculum and assessment | |
| **1.4 Improved HSC results** | 1.4 PL on attaining Band 6 results. Sharing with other expert teachers in other schools. Focus on low achievers with support to move them out of Bands 1- 2. | 1.4 Growth in higher band achievement. Decrease in number of students achieving Band 1 and 2. | 1 | HT’s  
All staff | | |
<table>
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<tr>
<th>SCHOOL PRIORITY AREA</th>
<th>2</th>
<th>Student engagement and well being</th>
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| 2.1 Enhance relevance of curriculum for all students | 2.1 Incorporate the elements of the QT model into new 7-10 programs.  
- Review effectiveness of Work Education as an elective in Stage 5.  
- School to Work Team to establish systems for communication between existing school teams for nomination, identification and placement of vocational education students.  
- Subject selection and counselling focuses on informed and appropriate course selection. | 2.1 Programs reflect QT elements.  
- Clear system of communication between School to Work Team and other existing school teams for the provision of Vocational Education.  
- Fewer subject changes in Year 11.  
- Extended curriculum links with TAFE. | 1 | Faculty HTs  
Careers Advisor | NSW State Plan |
### CARLINGFORD HIGH SCHOOL

#### SCHOOL PRIORITY AREA 2

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| 2.2 Promote proactive student well-being, positive school spirit and engagement across the whole school. | 2.2 Engage the SRC in developing avenues to build positive school spirit.  
- Build capacity of student leadership in speaking on assemblies, Year meetings etc  
- Review PBEL via staff and student surveys.  
- Development of agreed, consistent PBEL behaviour management strategies across the school.  
- Revise school merit system. | 2.2 Increased opportunities for students to join clubs and become involved in activities.  
- Semester 1 ROSE morning teas reward achievement.  
- Peer Mediation and peer support programs run effectively. Fewer teacher referrals for bullying.  
- PBEL developed strategies, utilized across the school  
- Merit system revised and promoted. Number of awards achieved increased. Students demonstrate greater interest in achieving awards. | 1 2 3 | SRC Coordinators, HT welfare. Careers, YA’s Welfare Team | State Plan Engagement and Attainment |
| 2.3 Improved social and emotional well-being and skills for students with special needs | 2.3 PL on Life Skills and supporting students with other special needs, eg Asperger’s and Mental Health, in the classroom.  
- Implementation of Teachers as Mentors and case managers for targeted students.  
- Evaluation of current communication channels between teams. | 2.3 All students with special needs provided with ILP. Meaningful participation by students with special needs in learning activities provided by the school.  
- Achievement of external credentials by students with special needs. | 1 2 3 | PL Team Learning Support Team | |
| 2.4 Year 10 programs and planning provide a meaningful and engaging year of work without external SC exams. | 2.4 Executive plan around the contingencies of no SC external tests. | 2.4 Planning discussions confirm assessment programs and schedules, beyond Year 10 and term 4 activities. | 1 2 3 | HT welfare Exec | |
## CARLINGFORD HIGH SCHOOL

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| 2.5 Deliver a quality transition to high school for new year 7 students | 2.5 Participation in regional transition program for at risk students ISTB and Individual Transition Plans.  
- Continued development of preparation for HS day with Roselea Public.  
- Curriculum continuity networks continue.  
- Consolidation of Carlo Connections day and program  
- Monitoring of at-risk students. | 2.5 Meaningful participation by students 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.  
- Successfully run, Curriculum continuity programs, Preparation for High School days, Carlo Connections Day. | 1 | 2 | 3 | DP, HT_T&L(T) | HT Welfare | Office of Schools Plan |
| 2.6 Provide greater consistency and understanding in the management of student uniform, attendance via swipe on, every lesson electronic roll mark, lateness, behaviour and effective use of STAN. | 2.6 Clear, consistent policies and procedures developed.  
- Ongoing PL for staff to ensure effective compliance  
- Every lesson electronic roll mark reinforced  
- Consistent late procedure followed up  
- Individual student learning plans, welfare plans and health care plans linked to student rolls so teachers can easily access year to year. | 2.6 Consultation process  
- Policies and procedures developed and implemented  
- Consistent sustainable systems in place  
- Partial truancy levels drop  
- Late arrivals decrease  
- Student plans linked to rolls. | | | | | | |
| 2.7 Provide a greater focus on and promotion of citizenship opportunities for students | 2.7 Identify activities that engage students via our YA’s, SRC eg CANTEEN, clean up Aust, local council volunteer programs, working with the elderly, Stewart House etc. | 2.7 Students actively involved in activities. SRC shows leadership in promoting these opportunities. | | | | SRC Coordinator HT Welfare YA’s | | | | | |
## Teacher capacity and leadership to improve student outcomes

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| 3.1 Improve staff morale, ensure staff feel valued and have opportunities to contribute to whole school teams and activities | 3.1 Clear, consistent and lines of communication exist across the school.  
- Staff are identified for their contributions  
- Promote staff participation in whole school focus areas  
- Survey on staff teams and opportunities.  
3.2 Provide in-school Executive Development program  
- Development of Team leadership, eg PBS, PL team  
- PL to strengthen leadership and implementation QTM.  
- PL plan developed beyond 2013 to improve student learning outcomes | 3.1 Communication across school improves  
- Staff receive awards and recognition  
- School teams operating  
- Increased involvement in whole school initiatives by staff.  
3.2 Increased numbers of staff applying to take leadership positions.  
- Formal steps in place to ensure transition of knowledge  
- Staff leadership encouraged and catered for in PL.  
- Whole school initiatives embedded in PL and LST plans, processes and procedures | ✓   | ✓   | ✓   | P, DPs, Executive HT, T&L DPs | Regional Plan - Build leadership capacity across NSR |
| 3.2 Develop staff leadership and management skills to support school improvement and student learning | 3.4 Current system reviewed  
- Recommendations made  
- Program developed | 3.4 Revised program developed and implemented. | ✓   | ✓   | ✓   | P, DP’s, HT_T&L LST |  |
| 3.4 Review current implementation of the new scheme teacher accreditation process | 3.5 Exec and staff consultation. Timeframes for implementation agreed upon. Australian teaching standards incorporated. | 3.5 New framework developed. Consultation completed. TARS and EARS introduced. | ✓   | ✓   | ✓   | DP (PM) |  |
| 3.5 Introduce a new TARS/EARS process to provide a clear, consistent framework and improved support for staff in terms of professional growth |  |  |  |  |  |  |  |
CARLINGFORD HIGH SCHOOL

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<th>Technology – Promote, develop and provide an ICT environment which fosters and improves teaching and learning to maximise student outcomes.</th>
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4.1 Review targeted whole school strategic technology plan to meet the long term needs of staff and students

4.1 Form a representative technology team to develop evaluation tools and processes to collaboratively review the strategic plan for the school.

4.1 Team formed
- Consultation process occurs
- Plan reviewed and implementation of new plan begins.

4.1 Team formed
- HT_T&L (technology)

4.2 Increase staff and student access and capacity to use ICT, and increase the effective and innovative use of interactive technologies for teaching and learning. (Target 3)

4.2 Technology audit via CLAS to determine current staff needs in ICT skill development.
- Provision of targeted PL to develop teacher capacity in use of identified ICT (focus on Edmodo and Moodle and other digital technologies which form a baseline of teacher expertise across the school).
- Embed new technologies into quality teaching programs.
- Consolidate effective use of IWB’s.
- Explicitly explore ICT options aimed at supporting ESL students.

4.2 Increased use of effective ICT in classroom.
- CLAS audit completed and areas of identified need acted upon via provision of targeted PL.
- Evidence of ICT/Interactive technology embedded into targeted programs.
- Incorporation of digital technologies into teaching practice and assessment tasks.
- Increased hardware and software installed and used in classrooms.
- Technology trials to support ESL students.

4.2 Increased use of effective ICT in classroom.
- HT_T&L (technology)
- DER coordinator

DET Corporate Plan
ICT Strategic Plan
Office of Schools Plan