



Canberra High School 2015-2018 School Plan

Belconnen Network

Endorsement by School Principal

Name: Philip Beecher

Signed

Philip Beecher

Date:

16 February 2015

Endorsement by School Board Chair

Name: Rhonda Payget

Signed

Payget

Date:

16 February 2015

Endorsement by School Network Leader

Name: David Bromhead

Signed

[Signature]

Date:

4 MARCH 2015

School Context

Canberra High School is a year 7 - 10 school within the ACT public schooling system and is located in the suburb of Macquarie. The school has been serving the ACT community since 1938. In 2014 the school embarked on a self-evaluation process that involved External Validation, including the school community in the process, and the ACER Review. The National School Improvement Tool was undertaken by the whole staff and staff came up with a consensus of where Canberra High School was in relation to the Tool.

Some of the areas for development that came out of the Tool include:

- School goals need to be more widely known and focussed, with shared responsibility for achieving school goals.
- Data use is increasing but is still not consistent practice; time is not set aside for data discussion; staff need more professional learning to improve data literacy skills.
- Professional Learning Community principles need to be implemented further.
- A mentoring program needs to be embedded and professional discussions need to be a consistent part of Professional Pathways.
- Partnerships with community need to be part of an overall plan and not just single teachers by themselves.

In addition Canberra High School was a pilot school for an ACER review, using the National School Improvement Tool. From those recommendations the school underwent a process of reflection which included using the ACER reviewers as a critical friend. Using the ACER review, the Executive undertook a process of reviewing the school priorities using the Proletunity Improvement Process from QLA to further refine and develop the next school improvement cycle.

Strategic Priority 1: Differentiated Teaching and Learning

Desired Outcome

- Improvement in student learning outcomes and student engagement.
- All teachers have a shared understanding of what differentiation is in the classroom and use it in their teaching practice.
- School wide and consistent use of assessment tools to establish and identify student learning needs

Performance Measures

- Increase in student performance in standardised tests, that is at or above the cohort average for targeted groups.
- Increase in comparative success in achievement of student SMART goals.

Key Improvement Strategies

- Develop and implement measures that capture student progress.
- Differentiation and its use is a priority of professional learning.
- Effective collection and use of data to inform learning.

Links to Directorate Strategic Plan

Quality Learning, High Expectations, High Performance

Strategic Priority 2: Effective Pedagogical Practices

Desired Outcome

- Consistent pedagogical practice in all teaching areas
- Teaching practices reflect contemporary evidence based research
- Instructional feedback is part of professional practice for all teachers

Performance Measures

- A skill increase in the pedagogical practice of teachers within the Teacher Standards
- There is an increased positive score by students in the questions around engagement in the School satisfaction survey.

Key Improvement Strategies

- Effective pedagogical practices are a priority of professional learning
- Develop, implement and use appropriate instructional classroom observation tool to improve teacher standards.
- Increased rigour of staff Professional Pathways agreements and processes.

Links to Directorate Strategic Plan

Quality Learning, Inspirational teaching and leadership, High expectations, High performance

Strategic Priority 3: A Positive Culture of Learning

Desired Outcome

- A shared understand and responsibility of school priorities and targets
- Engaging and relevant curriculum in all subject areas
- High expectations of staff and students to maximise student learning
- High level of student engagement and success which is celebrated by the school community

Performance Measures

- Increase the proportion of within school matched students who have achieved above the national minimum standard for reading, writing and numeracy.
- Increase in proportion of student satisfaction related to student voice

Key Improvement Strategies

- Consistent and clear communication regarding school priorities and targets
- Professional Learning in the effective use of student learning data
- Access to appropriate and effective tools for identification of student ability and learning

Links to Directorate Strategic Plan

Quality Learning, Inspirational Teaching and Leadership, High expectations, High performance, Connecting with Families and the Community

Strategic Priority 4: School Community Partnerships

Desired Outcome

- Community partnerships that enhance student learning
- Greater awareness and involvement in supporting school priorities
- Effective communication strategy developed for all stakeholders

Performance Measures

- An increase in the percentage of parents agreeing to the degree to which they feel connected to the school.
- Initiate a community partnership register and then increase the number of relevant community partnerships that support student learning.

Key Improvement Strategies

- Development and implementation of the CHS communication strategy
- Access to appropriate and effective tools to support student communication and parent communication between home and school.
- Document current community partnerships and identify opportunities for future partnerships while consolidating and strengthening current partnerships

Links to Directorate Strategic Plan

Connecting with Families and the Community, Business innovation and improvement