School plan 2015 – 2017

Cumberland High School 8905
Excellence in Education

OPPORTUNITIES
AND
LEADERSHIP

EXCELLENCE
AND
ENGAGEMENT

PRODUCTIVE
POSITIVE
PARTNERSHIPS
**Cumberland High School background 2015 - 2017**

*Cumberland High School is a caring and creative learning community which promotes personal best through our core school values Respect, Responsibility and Excellence.*

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<th>School vision statement</th>
<th>School context</th>
<th>School planning process</th>
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<tr>
<td>Our vision at Cumberland High School (CHS) is to nurture a vibrant and positive learning culture that enables students to emerge empowered and resilient individuals, equipped with life-effectiveness skills and able to contribute positively as citizens of the 21st century. At CHS, we seek to maintain a whole-school focus on 21st century pedagogies as an integral component of quality teaching and the achievement of personal best through our core values <em>Respect, Responsibility and Excellence.</em> Our learning community believes in the provision of collaborative leadership that supports professional learning and a diverse curriculum with an emphasis on student and staff leadership, strong partnerships and ongoing personal growth. Cumberland High School is committed to the values of public education and inspiring community confidence in it.</td>
<td>Cumberland High School is a comprehensive high school located in Carlingford in north western Sydney. Cumberland High School (639 population) is currently enjoying a growing student enrolment trend with students from diverse cultural and socioeconomic backgrounds forming our exceptional student body. Cumberland High School is a Positive Behaviour for Learning (PBL) high school that provides strong whole-school wellbeing initiatives for all students including students from a non-English speaking background, gifted and talented and Aboriginal and Torres Strait Islanders. Our school is driven by the core values of Respect, Responsibility and Excellence. These values permeate the teaching and learning environment and provide the context that enables the attainment of academic, sporting and cultural success. The staff at Cumberland High School consists of highly qualified and committed professionals who inspire students to achieve their personal best.</td>
<td>The school planning process has been collaborative and all-inclusive with extensive evaluation of data including value added, HSC, NAPLAN, SMART, RAP, exit, attendance, faculty and curriculum evaluation, Millennium tracking internal data, staff, parent, student surveys and feedback from focus groups. Action Leadership Teams were created with staff aligning themselves to strategic focus areas where they could further develop expertise and interests and grow professionally. These teams were involved in the creation of specific school targets and milestones based on the fusion of baseline data and school vision, thus shaping the three year school plan. The P&amp;C body contributed to the formulation of the vision and participated actively to the planning process. Ongoing feedback from parent, teacher and student focus groups strengthened the planning process with constructive and whole-school community-driven input driving the formulation of targets in the three year strategic school plan.</td>
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Purpose:
To build leadership capacity and enable both staff and students to work collaboratively to design and embrace opportunities that facilitates innovation, professional and personal growth and ongoing self-evaluation and improvement.

To utilise both the Australian Professional Standards for Teachers and the Performance and Development Framework as effective tools to enhance pedagogy and further develop our positive and collegial learning community.

Purpose:
To provide authentic assessment in a highly engaging learning environment so as to ensure that teacher expectations are clearly articulated and teacher/student feedback supports ongoing improvement in the mastery of academic literacy for each learner.

To provide 21st century pedagogies to ensure that students are equipped with the skills to work collaboratively, problem-solve effectively, develop their self-regulation and resilience so that they are able to achieve their personal best.

Purpose:
To nurture and sustain strong relationships and develop ongoing, meaningful and positive partnerships with external agencies and the Cumberland Community Connection that will grow our community.

To strengthen the student, staff and community connection and collaboration so that we are able collectively to improve and enrich the learning experience and empower our learning community.
Strategic Direction 1: Opportunities and Leadership

**Purpose**

*Why do we need this strategic direction and why is it important?*

At Cumberland High School, we believe that it is vital that we build leadership capacity and enable both staff and students to work collaboratively to design and embrace opportunities that facilitate innovation, professional and personal growth and ongoing self-evaluation and improvement.

**Improvement Measures**

- 100% staff belong to an Action Leadership Team and ensure that decision-making processes are evidence-based, and inform team planning and evaluation processes.
- All staff have completed their Performance and Development Plan and have engaged in peer observation.
- 100% professional learning is framed around the Australian Professional Standards for Teachers.
- Increased number of staff seeking accreditation at higher levels.
- Increased student involvement in leadership programs/initiatives including the Helmsman Project, Optus Program, Leos’ Leadership Club, Duke of Edinburgh, Young Women’s Leadership Initiative and PBL.

**People**

*How do we develop the capabilities of our people to bring about transformation?*

**Students will:**
- Define new leadership pathways for the student body by exploring leadership possibilities and participating more actively in leadership opportunities

**Staff will:**
- Utilise both the Australian Professional Standards for Teachers and Performance and Development Framework as effective tools to enhance pedagogy and further develop our positive and collegial learning community.
- Ensure that they are accredited at Proficient level and pursuing accreditation at the higher levels.
- Formulate distinct student leadership opportunities from Year 7 to Year 12

**Leaders will:**
- Develop faculty leadership plans that align to the School Plan
- Lead/provide TPL based on staff professional goals to continue to build leadership capacity

**Parents/Carers will:**
- Continue to engage actively in school life and support student participation in new leadership opportunities

**Community partners will:**
- Continue to provide and support student leadership opportunities to enrich the learning experiences and enhance student life-effectiveness skills.

**Processes**

*How do we do it and how will we know?*

- Enabling the formulation of Action Leadership Teams that are specifically aligned to areas of focus in the School Plan.
- Teachers will choose their team based on personal professional goals.

- Engaging staff in professional learning workshops/meetings/conferences with a focus on the Australian Professional Standards for Teachers and using these standards as a guide for discussions around teacher quality and improved teacher performance.

- Having staff complete their Performance and Development Plan annually and engage in ongoing professional learning that is needs-based and supports individual growth.

- Creation of new partnerships and programs that offer innovative leadership opportunities for students.

  (These include: Student-driven PBL, Helmsman Project, Duke of Edinburgh Program, Establishment of Leo’s Leadership Club, Young Women’s Leadership Program, OPTUS program)

**Evaluation Plan:**

- Review of Performance and Development Plans annually
- Ongoing TPL feedback
- Review of new student leadership pathways and student-driven PBL structure.

**Products and Practices**

*What is achieved and how do we measure?*

**Products:**
- 100% staff belong to an Action Leadership Team and ensure that decision-making processes are evidence-based, and inform team planning and evaluation processes.
- All teachers are connected to a Learning Hub; have completed their Performance and Development Plan (PDP) and have engaged in peer observations.

- Attainment of individual teacher professional goals as expressed in Performance and Development Plans.
- All staff are accredited at Proficient level.
- Increased number of students involved in leadership programs/initiatives including the Helmsman Project, Optus Program, Leos’ Leadership Club, Duke of Edinburgh, Young Women’s Leadership Program and PBL.

**Practices:**

- 100% professional learning is framed around the Australian Professional Standards for Teachers and PDP.
- TPL enabling increased number of staff seeking and achieving accreditation at higher levels.

- PBL student leadership team planning, creating and implementing PBL program including the development of resources and strategic plan to drive Positive Behaviour for Learning relaunch.

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### Strategic Direction 2: Excellence and Engagement

#### Purpose
Why do we need this particular strategic direction and why is it important?
- To provide authentic assessment in a highly engaging learning environment so as to ensure that teacher expectations are clearly articulated and teacher/student feedback supports ongoing improvement in academic literacy for each learner.
- To provide 21st century pedagogies to ensure that students are equipped with the skills to work collaboratively, problem-solve effectively, develop their self-regulation and resilience so that they are able to achieve their personal best.

#### Improvement Measures
- Implementation of whole-school assessment policy and assessment schedules for all year groups including the development of common assessment tasks with specific marking criteria
- Improved HSC results with increased number of subjects performing above State average and increase in number of students achieving Band 6 results from 2% to 4% by 2017
- Higher challenge/greater satisfaction of students in Red Class across 7-10 cohort
- Cross-curriculum project-based learning assessments created for each Red class (Year 7-10)
- Development and implementation of whole-school literacy strategy with explicit focus on writing development and academic literacy which lifts results in the writing domain – NAPLAN

#### People
**How do we develop the capabilities of our people to bring about transformation?**

**Students will:**
- Determine learning goals and collaborate with teachers to ensure that they have a clear understanding of assessment task requirements
- Engage with project-based learning and work with teachers in assessment task design.

**Staff will:**
- Develop understanding of student needs within each class; create learner profiles and develop differentiated assessment tasks with specific scaffolds and explicit marking guidelines
- Engage in professional learning around literacy and enhancing the writing development in all learners.
- Participate in BYOD professional learning
- Work collaboratively with colleagues and students to develop project-based learning.

**Parents/Carers will:**
- Refer to assessment schedules and support children in the preparation and completion of tasks
- Support the use of blended pedagogies with the specific use of technology to deepen understanding and enhance learning outcomes.

**Community partners will:**
- Be invited to participate/assess student work and provide detailed feedback.

**Leaders will:**
- Lead and review assessment processes, practices and submission rates and student feedback within faculties.

#### Processes
**How do we do it and how will we know?**

- Assessment and Reporting Team consults with staff and utilises staff feedback to develop a consistent Year 7-10 Assessment Policy that reflects best practice.
- Staff plan collaboratively and use backward design principles to design authentic tasks and differentiated teaching programs with an explicit focus on writing development.
- Staff review existing assessment practices and use current research to design effective and consistent assessment processes.
- BYOD Professional learning includes Bytes and Pieces workshops to build teacher skill in the use of technology to enhance learning outcomes.
- Blended learning, 21st century pedagogies and the design of project-based learning across 2-3 faculties to challenge our Red learners.

**Evaluation Plan**
Review assessment data at the end of each year including submission rates, results through Millennium tracking and student/teacher feedback, regular dialogue and meetings with staff and students and modification of assessment practices to improve assessment and reporting processes and enhance learning outcomes for all students.

#### Products and Practices
**What is achieved and how do we measure?**

**Product:**
- Implementation of whole-school assessment policy and assessment schedules for all year groups including the development of common assessment tasks with scaffolds and specific marking criteria
- Creation of generic assessment task template and exemplar for the design of authentic tasks with scope for differentiation/GAT challenge
- Development and implementation of whole-school literacy strategy with explicit focus on writing development and academic literacy which lifts results in writing domain – NAPLAN
- Improved HSC results with increased number of subjects performing above State average and increase in number of students achieving Band 6 results from 2% to 4% by 2017
- Higher challenge/greater satisfaction of students in Red Class across 7-10 cohort
- Cross-curriculum project-based learning assessments created for each Red class

**Practices:**
- Teachers use assessment data to differentiate learning programs to meet the needs of all students
- Students set goals, assess and reflect on achievement and make informed choices about their learning
- Students utilise feedback provided by staff against success criteria to improve and achieve personalised learning goals
- Creation of project-based learning experiences for Red Class each year over three year period.
Strategic Direction 3: Productive, Positive Partnerships

### Purpose

**Why do we need this particular strategic direction and why is it important?**
- To nurture and sustain strong relationships and develop ongoing, meaningful and positive partnerships with the community.
- To strengthen the student, staff and community connection and collaboration so that we are able collectively to improve and enrich the learning experience and empower and grow our learning community.

### Improvement Measures

- Development of common Community of Schools (CCC-Cumberland Community Connection) targets and strategies to enhance teacher quality, learning outcomes and school promotion across our community.
- All teaching and learning programs across all stages and across the CCC will include explicit and evidence-based teaching strategies and learning experiences, success criteria and explicit feedback.
- Effective leadership programs for staff and students through the establishment of curriculum and extra-curricular networks and K-12 combined student representative leadership group and forums.
- The Cumberland Community Connection website will celebrate collective achievements for staff and students across our Community of Practice (CCC).
- Increase in the number of staff and students who are designing, facilitating and leading school programs within and beyond the school.
- Teachers/set learning intentions, collaboratively develop success criteria with students and provide analytical feedback.
- Increase in the number of staff and students who are designing, facilitating and leading school programs within and beyond the school.

### People

**How do we develop the capabilities of our people to bring about transformation?**
**Students will:**
- Embrace every opportunity available to strengthen community partnerships

**Staff will:**
- Engage in combined Professional Learning opportunities contributing to systematic collaboration across our Community of Practice (CCC).
- Acquire training in and successfully implement evidence-based teaching and learning as reflected in staff, student and parent forums and survey feedback.

**Parents/Carers will:**
- Continue to provide support and ideas for enhanced community partnerships.

**Community partners will:**
- Continue to support our school with leadership initiatives and strengthened partnership programs.

**Leaders will:**
- Explore ways in which to grow funds to support consolidation of CCC.
- Establish and sustain dynamic networks for each curriculum area across our Community of Schools.

**Processes**

**How do we do it and how will we know?**
- The Cumberland Community Connection (CCC) schools are seeking to develop leadership capacity at all levels of experience from Executive staff, to classroom practitioners, to student leaders.
- Our professional learning focus will be centred on evidence-based learning and quality teaching practice supported by our Academic Partner, Mr John De Nobile (Macquarie University) who specialises in systems leadership and will support effective pedagogical development and research-based practice.

**Products and Practices**

**What is achieved and how do we measure?**

**Products:**
- Development of common Community of Schools (CCC) targets and strategies to enhance teacher quality, learning outcomes and school promotion.
- All teaching and learning programs across all stages and across our Community of Schools (CCC) will include explicit and evidence-based teaching strategies and learning experiences, success criteria and explicit feedback.
- Effective leadership programs for staff and students through the establishment of curriculum and extra-curricular networks and K-12 combined student representative leadership group and forums.
- The Cumberland Community Connection website will celebrate collective achievements for staff and students across our Community of Practice (CCC).

**Practices**
- Teachers set learning intentions, collaboratively develop success criteria with students and provide analytical feedback.
- Increase in the number of staff and students who are designing, facilitating and leading school programs within and beyond the school.
- Teachers/students/ parents and school partners accessing the Cumberland Community Connection website for information and as feedback tool.