CASTLE HILL HIGH SCHOOL – CHALLENGING MINDS, BUILDING CHARACTER
Strategic Plan 2015 - 2017

Castle Hill High School builds character and challenges minds of students and staff. We nurture the individual and encourage respectful relationships to inspire lifelong learning in the 21st Century.

To demonstrate the achievement of the Strategic Directions, the following Key Performance Measures will be used:

- 75% of students will demonstrate value-added improvement in external examinations in Years 7, 9 and 12.
- No student enrolled in Year 7, 2015 will fall below the national benchmark in literacy and numeracy in Year 9, 2017.
- 80% of students self-evaluate at a level of 4+ on the 21st Century skills set.
- 100% of staff engage in professional dialogue and implement strategies as outlined in Hattie’s Visible learning with a focus on student feedback.
- 10% of teachers access higher levels of teacher accreditation.
- 100% of teachers will have successfully maintained proficiency in Australian Teaching Standards.
- Student participation in whole school events will increase by 25%.
- Wellbeing, engagement, effective teaching and student performance data in the ‘Tell Them From Me Survey’ is improved compared to ‘replica school’.

Purpose of Strategic Direction 1
To build student capacity that facilitates problem solving, critical thinking and intellectual risk taking in a challenging environment.

Purpose of Strategic Direction 2
To continue to build on teacher capacity where personal reflection and feedback on quality teaching practice leads to challenge, engagement and innovation for students.

Purpose of Strategic Direction 3
To build character by establishing a culture that:
- Values commitment and work ethic
- Nurtures respectful relationships
- Builds resilience
- Facilitates curiosity
- Promotes collaboration

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School Context

Castle Hill High School is a large, coeducational high school set in leafy surrounds with a population of approximately 1480 students (including over 100 international students) and 95 teaching staff. High expectations are reflected in the fact that academic excellence is prized as a priority, for all. Higher School Certificate results, in particular ATARs over 90 continue to reflect a school direction that places academic learning at the centre of the school’s direction. A very strong creative and performing arts program and dynamic sporting tradition complement the school’s academic focus in producing well-rounded students.

Technology enhancements over the last three years have seen a smartboard located in every teaching space, ensuring students have access to contemporary resources to aid learning. Additionally, substantial renovations of student recreation areas – such as improved canteen facilities, paving, modern seating, art gallery, shade areas and toilet upgrades - complement classroom enhancements and ensure that student well-being is a priority.

The school has important links with its partner primary schools and P and C in order to ensure that learning is based on a connected continuum. Relationships between students, teachers, parents and the wider community are highly valued by the school, so these partnerships are critical.

Flagship programs to enrich student lives and academic pursuits are important to the school. There is an exemplary boys’ and girls’ senior mentoring program designed to maximize potential and challenge student capacity. These programs have realized significant gains in HSC results. Additionally, the school’s student leadership and well-being programs, including innovative resilience and ethics training, are excellent and provide opportunity for students to learn about themselves, work in teams and take initiative.

The school believes strongly that values underpin all learning and all relationships. Thus, there is a school culture based on respect, cooperation, celebration and personal responsibility.
**Strategic Direction 3: Challenging Minds – 21st CENTURY LEARNERS**

**Purpose:** To build student capacity that facilitates problem solving, critical thinking and intellectual risk taking in a challenging environment.

**Key Performance Measures:**
- 75% of students will demonstrate value-added improvement in external examinations in Years 7, 9 and 12.
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- 80% of students self-evaluate at a level of 4+ on the 21st Century skills set.

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<tr>
<td><strong>ALARM Team</strong></td>
<td>Engage in professional learning with an expert – Max Woods</td>
<td>• Students construct responses using the ALARM matrix and applying higher order analysis and critical evaluations to written responses</td>
</tr>
<tr>
<td>Facilitate professional learning and a staged implementation over three years to embed ALARM strategies in T&amp;L programs and classroom practice</td>
<td>• Engage in Whole School Professional Learning to develop a shared understanding of faculty specific ALARM strategies</td>
<td></td>
</tr>
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<td><strong>Staff</strong></td>
<td>• Deliver subject specific strategies to students</td>
<td>• 75% of students will demonstrate value-added improvement in external examinations in Years 7, 9 and 12.</td>
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<td>Implement ALARM processes in the classroom and incorporate into T&amp;L programs 7 – 12</td>
<td>• Apply ALARM processes to both short answer and extended responses</td>
<td></td>
</tr>
<tr>
<td><strong>Students</strong></td>
<td>• Support the iSchools’s ICT professional learning</td>
<td>• No student enrolled in Year 7, 2015 will fall below the national standards (PATMATHS) in Year 9, 2017</td>
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<td>Learn the process of ALARM through:</td>
<td>• Develop and implement a high level intervention plan for students who perform at or below the national benchmark (PATMATHS)</td>
<td>• Individually designed intervention programs will strengthen students’ numeracy problem-solving skills by 3 years based on the PATMATHS test</td>
</tr>
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<td>- Study skills</td>
<td>• Students who who are identified at or below the national standards (PATMATHS)</td>
<td>• High intervention students will feel more confident, connected and engaged on re-entry into mixed ability Mathematics classes, as indicated by targeted surveys</td>
</tr>
<tr>
<td>- Classroom Practice</td>
<td>• Engage in high level intervention</td>
<td>• HSC Mathematics results at Band 5 and 6 will be improved by 20%</td>
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| RUMBLE Team | Develop and implement a 3 tiered approach to Numeracy to include: | |
| Develop and implement RUMBLE through: | • Enrichment – Top 15 – 20% | |
| • Direct intervention with students | • Differentiation – middle 60 – 70% | |
| • Development of ILP’s | • High level intervention – lowest 15 – 20% | |
| • Direct support for staff in the classroom | • Literacy Team | |
| Students who are identified at or below the national standards (PATMATHS) | Engage in high level intervention | |
| Engage in high level intervention | • RUMBLE Team | |
| | • Engage in theory based educational intervention designed to enhance students’ fluency in numeracy | |
| | • Staff | |
| | • Engage in Whole School Professional Learning to develop a shared understanding of ALARM strategies | |
| | • Develop subject specific strategies to students | |
| | • Apply ALARM processes to both short answer and extended responses | |

*Century Skills development through:*
- Communication, collaboration, critical thinking and creativity
- SE – Engage, explore, explain, elaborate and evaluate.
- BYOD

**LITERACY Team**
- Engage in theory based educational intervention designed to enhance students’ fluency in Literacy
- Reintegrate QuickSmart students into mixed ability classes and continue with implementation of student ILP’s (2016 – 2017)
- High intervention students - engage in direct instruction (1teacher:4 students) and be surveyed on exit to determine engagement levels

**Teachers**
- Engage in professional learning on Hattie’s “Visible Learning”, the 4 Cs, 5Es
- The PBL team - engage in intensive sharing and learning to trial PBL strategies
- Incorporate pre-tests and 3 tiered tasks programs as part of assessment of and for learning
- Engage in regular ICT professional learning
- Use 4C’s and SE’s competency criteria to self-assess
- Complete assessment processes as informed by Hattie and 4C and SE competency
- Access BYOD devices regularly to allow more engagement and learning development of 21st century skills

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- Complete assessment processes as informed by Hattie and 4C and SE competency
- Access BYOD devices regularly to allow more engagement and learning development of 21st century skills

**Year 10 Gifted and Talented classes**
- Engage in a PBL trial that develops 21st century learning skills
- Develop 21st century skills to implement across KLAS following evaluation of the trial
**Strategic Direction 2: Challenging Practice – 21st Century Leaders**

**Purpose:** To continue to build on teacher capacity where personal reflection and feedback on quality teaching practice leads to challenge, engagement and innovation for students.

**Key Performance Measures:**
- 10% of teachers access high levels of teacher accreditation.
- 100% of teachers will have successfully maintained proficiency in Australian Teaching Standards.
- 100% of staff engage in professional dialogue and implement strategies as outlined in Hattie’s Visible Learning with a focus on student feedback.

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<td><strong>Senior Executive</strong></td>
<td>Investigate, design and deliver professional learning on Hattie’s Visible Learning with a focus on teacher feedback.</td>
<td>100% of staff engage in professional dialogue and implement strategies as outlined in Hattie’s Visible Learning with a focus on student feedback</td>
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<td><strong>Staff</strong></td>
<td>Engage in film observations of lessons in addition to face to face observations in order to stimulate collegial professional reflection and dialogue.</td>
<td>20% of staff will have filmed a lesson and led a group of teachers in professional reflection and dialogue</td>
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<td><strong>Teachers</strong></td>
<td>Engage in professional learning on Hattie’s Visible Learning</td>
<td>Increased engagement with students as measured by Tell them for Me survey</td>
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**Implement Performance and Development Framework** to include three distinct interdependent phases:
- Phase 1: Plan
- Phase 2: Implement
- Phase 3: Review

**Accreditation – Beginning Teachers**
- Head Teacher Secondary Studies:
  - develop and deliver an induction program
  - oversee the collection of evidence to achieve Proficiency and maintenance of the standards for the following 5 years
- Beginning Teachers:
  - complete induction program
  - collect evidence to demonstrate proficiency and then maintain Australian Professional Standards for the following 5 years

**Higher Accreditation**
- Head Teacher Secondary Studies:
  - develop a professional learning team of teachers who are seeking higher accreditation
  - provide professional learning to staff on the Australian Professional Standards at Highly Accomplished and Lead Teacher
  - oversee the collection of evidence to achieve the level of Highly Accomplishment or Lead Teacher

**Staff**
- Complete professional learning on the Australian Professional Standards in order to maintain Proficiency

**Accreditation – Beginning Teachers**
- Engage in an induction process including professional learning for all beginning teachers that incorporates the Australian Professional Standards and accreditation process to achieve Proficiency.
- Develop and demonstrate a thorough understanding of the accreditation process by collection and submission of evidence to BOSTES.
- Incorporate appropriate release time to allow for mentoring within faculties

**Higher Accreditation - Professional Learning team**
- Establish and collaboratively work together to achieve the levels of Highly Accomplished and Lead Teacher

**Staff**
- Develop and demonstrate a thorough understanding of the accreditation process by collection and submission of evidence to BOSTES.

**National Curriculum - Faculty Teams**
- work collaboratively to develop programs in line with the Australian Curriculum and BOSTES requirements

**Scope and sequence teaching and learning programs through professional learning at negotiated, allocated times**

**Implementation of Australian Curriculum occurs accurately and effectively in relevant curriculum areas**
**Purpose:** To build character by establishing a culture that:
- Values commitment and work ethic
- Nurtures respectful relationships
- Builds resilience
- Facilitates curiosity
- Promotes collaboration

### Strategic Direction 3: Building Character – 21st CENTURY CULTURE

#### Key Performance Measures:
- Student participation in whole school events will increase by 25%.
- Wellbeing, engagement, effective teaching and student performance data in the ‘Tell Them From Me Survey’ is improved compared to ‘replica school’.

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| **Head Teacher Resilience**
- Design and implement a resilience framework |
| **Resilience Team**
- Collaboratively work together to analyse data and develop resilience programs |
| **Students**
- Complete the ‘Tell Them From Me’ Survey
- Engage in Resilience programs as part of their curriculum |
| **Parents**
- Attend forum and seminars to increase their understanding of Castle Hill High school’s Resilience Framework and strategies to increase engagement and resilience |
| **Head Teacher Welfare**
- Lead the continued implementation of Glasser’s Choice Theory / Reality Therapy |
| **New staff**
- Engage in Glasser’s Basic Intensive Week Training |
| **Head Teacher Resilience**
- Engage in professional learning to increase knowledge base
- Collect data from students and staff to ascertain level of engagement and academic achievement in order to improve the learning outcomes of students.
- Establish Resilience team and collaboratively work together to analyse results and develop, implement and evaluate programs
- Develop and communicate a Castle Hill High School Resilience Framework to all stakeholders |
| **Students**
- Complete ‘Tell Them From Me’ Survey during Pastoral Care |
| **Parents**
- Endorse Castle Hill High School’s Resilience Framework following consultation
- Host Parent forums to communicate effective strategies to build resilience in young people |
| **Head Teacher Welfare**
- Lead the continued implementation of Glasser’s Choice Theory / Reality Therapy |
| **New Staff**
- Engage in professional learning of Glasser’s Basic Intensive Week |
| **Senior Executive**
- Evaluate ETHICS program to:
  - Include more of an emphasis on 21st century skills
  - Incorporate a link between Year 7 ethics program and Resilience programs |
| **Merit System Team**
- Establish a team to evaluate the current merit system.
- Design and implement a new school merit system which reflects Castle Hill High School’s values and incorporates all facets of school life |
| **Students**
- Establish a consultation process that will give students the opportunity to voice their opinions and have input into the new merit system |
| **Head Teacher T&L (10-12) and Study Skills Team**
- Establish a team to investigate a study skills program that is targeted at students’ self-identified needs to prepare for Stage 6
- Design and implement the new Study Skills Program |
| **Surveyed needs of students in relation to effective study habits in preparation for Stage 6**
| **Use study skills survey results to design, develop and implement a Study Skills Program that meets student needs** |
| **Castle Hill High School Resilience Framework articulated and understood by all stakeholders**
- Resilience Programs are implemented that assist students to develop wellbeing, engagement and effective learning practices |
- Student participation in whole school events will increase by 25%.
- Wellbeing, engagement, effective teaching and student performance data in the ‘Tell Them From Me Survey’ is improved compared to ‘replica school’.
- Staff will reflect the values of Glasser’s Choice Theory / Reality Therapy in their classroom management and development of positive effective relationships |
| **Endorse Castle Hill High School’s Resilience Framework following consultation**
- Host Parent forums to communicate effective strategies to build resilience in young people |
| **Develop new merit system from the results of the Tell Them From Me Survey**
- Design, develop and implement a merit system based on ongoing consultation and feedback with staff and students |
| **New merit system implemented and accessed by staff and students**
- 100% of the school community engaged with the new merit system |
| **Unified Ethics and Resilience programs delivered to the junior school**
- Student participation in whole school events will increase by 25%.
- Wellbeing, engagement, effective teaching and student performance data in the ‘Tell Them From Me Survey’ is improved compared to ‘replica school’ |
| **Rewrite Year 7 Ethics program to incorporate more skills relating to life skills, collaboration, creativity, coping strategies and respectful relationships.**
- Senior Executive - liaise with Resilience Team to ensure clear links between Year 7 Ethics program and Resilience programs |
| **New merit system implemented and accessed by staff and students**
- 100% of the school community engaged with the new merit system |
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**Bands 4 - 6**

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- 100% of the school community engaged with the new merit system