### School vision statement

**We Care**

Our school motto is We Care and it is from this that we draw our vision of Canley Vale High School.

We care about the academic and psycho-social growth of all students.

We care about building a strong local school that serves our local community.

We care about setting and meeting high expectations for ourselves and those who we work with.

### School context

Canley Vale High School is proudly a local, comprehensive school, geographically located in the South Western suburb of Canley Vale, Sydney.

The current population is 1,425 and has been increasing by approximately 50 students each year for the past seven years. The student body is composed of local enrolments, International students and new arrivals to Australia, 95% of the students come from Non-English Speaking Backgrounds. The predominate language groups are Vietnamese, Khmer, Cantonese and Mandarin.

Canley Vale High School serves a community that is in the lowest 5% for socio-economic status in NSW. Despite this the school holds a consistent average of 90% of HSC graduates entering tertiary study.

The school offers a very broad and balanced curriculum including four VET, Accelerated classes; designated ESL classes; timetabled Literacy and Gifted and Talented classes. Free after school tuition is available to all students after school twice a week and daily tutorials for HSC students are available prior and after school hours.

The school has a purpose built Lecture Theatre that seats 200; Construction Trade Training Centre; Hospitality Kitchen and a range of other specialist learning spaces.

Canley Vale High School has productive partnerships with Canley Vale PS, Lansvale PS and Lansvale East PS under the auspices of the Vale Community of Schools. The University of Technology Sydney with student mentoring programs and pre-service teacher support agreements. The University of Western Sydney with the Fair Go project. Local council and community groups through our student leadership and volunteering initiatives.

### School planning process

In developing this school plan the Senior Executive has been involved in lengthy consultation with the school’s stakeholders.

The consultation process has involved:

- Workshops, feedback sessions and focus groups with the school’s teaching and ancillary staff.
- Planning workshops with the school Executive Team.
- Face-to-face interview surveys with parents.
- External review by an academic research team under the auspices of the HILLS project.
- Discussions with school student leaders.
- Analysis of student learning data.
- Data from the Tell Them From Me staff survey about school performance.

These consultations have been focused on developing a consistent and shared understanding of the planning process and it’s alignment as and with a school vision, our strategic directions and improvement measures.
Purpose:
As a Learning Community we need to be responsive to change. We need to:
- Reflect and review what we do.
- Respond differently to new and old challenges.
- Use the expertise of others.
- Listen to and act upon our collective knowledge.
- Explore 21st Century pedagogies to create 21st Century learners.

Purpose:
As a Learning Community we need to be ethical and purposeful. We need to:
- Share common understandings of the decisions and choices that we make in our Learning Community.
- Provide equitable opportunities for all stakeholders.
- Develop practices that are embedded with natural and restorative justice principles focused on student learning.
- Be accountable to ourselves and each other.

Purpose:
As a Learning Community we need to ensure that we continue to deliver a high standard of educational service. We need to:
- Measure and recognise success through a range of measures.
- Explicitly communicate and demonstrate high expectations.
- Be forward thinking and consider Next Practice.
- Building leadership.
**Strategic Direction 1: Innovation**

### Purpose

As a Learning Community we need to be responsive to change. We need to:
- **Reflect and review** what we do.
- **Respond** differently to new and old challenges.
- Use the **expertise** of others.
- Listen to and act upon our **collective knowledge**.
- Explore **21st Century** pedagogies to create 21st century learners.

### Improvement Measures

- **To increase growth in the Middle Bands in NAPLAN Reading** (Year 7, 2013- Year 9, 2015) from 2.4 points above State to 3.0 points above State for 2015. With a target of 5.0 points above State in 2017.
- **To increase growth in NAPLAN Writing** (Year 7, 2013- Year 9, 2015) from 70.81% to 75% of students reporting growth. With a target of 85% in 2017.
- **To increase staff training and regular use of R2L strategies by staff in their practice** from 7% to 50% across 8 or more faculties by the end of 2017.
- **To increase staff training and regular use of integrated 21st Century pedagogies in their practice** from 7% to 50% across 8 or more faculties by the end of 2017.
- **To increase staff training and regular use of Google tools in their practice** from 7% to 50% across 8 or more faculties by the end of 2017.

### Processes

Develop **Reading2Learn (R2L)** as a collaborative cross curricular literacy based learning project lead by staff from **History, English, Literacy and Science**. This cross curricular team will provide professional support and training for staff across the school, in R2L.

Develop **21st Century pedagogies** as a collaborative cross curricular based learning project lead by staff from **Social Science and Languages**. This cross curricular team will provide professional support and training for staff across the school, in R2L.

Develop **Google tools** as a collaborative cross curricular ICT based learning project lead by staff from **Home Economics, Computing and Science**. This cross curricular team will provide professional support and training for staff across the school, in Google tools.

**Evaluation Plan**

Initiatives will be managed within the current school structures. The data will be collected through, stakeholder feedback, work samples, surveys, events and activities; recorded progress in individual and team Performance and Development Plans; annual school reviews; NAPLAN, HSC, Attendance and N Award data; lesson observations; student progression along the Literacy Continuum recorded in SENTRAL-Student Profiles.

### Products and Practices

#### Products:

- **To increase growth in the Middle Bands in NAPLAN Reading** (Year 7, 2013- Year 9, 2015) from 2.4 points above State to 3.0 points above State for 2015. With a target of 5.0 points above State in 2017.
- **To increase growth in NAPLAN Writing** (Year 7, 2013- Year 9, 2015) from 70.81% to 75% of students reporting growth. With a target of 85% in 2017.
- **To increase the training and regular use of R2L strategies by staff in their practice** from 5% across 4 faculties to 50% across 8 or more faculties by the end of 2017.
- **To increase staff training and regular use of integrated 21st Century pedagogies in their practice** from 7% to 50% across 8 or more faculties by the end of 2017.
- **To increase staff training and regular use of Google tools in their practice** from 7% to 50% across 8 or more faculties by the end of 2017.

#### Practices:

- Staff are involved in cross curricular planning, training and delivery in the areas of Literacy, ICT and 21st Century pedagogy.
- Leadership and peer mentoring opportunities will be provided to staff as they act as Teacher Leaders in modelling best practice.
### Strategic Direction 2: Governance

#### Purpose
As a Learning Community we need to be ethical and purposeful. We need to:
- Share **common understandings** of the decisions and choices that we make in our Learning Community.
- Provide **equitable** opportunities for all stakeholders.
- Develop practices that are embedded with **natural and restorative justice principles** focused on student learning.
- Be **accountable** to ourselves and each other.

#### People
**Students:** Will be inducted into the appropriate use of digital devices as learning tools through the BOYD policy.

**Staff:** Will be trained in and implement a range of policies and practices including:
- Ethical Decision Making
- Mind Matters
- BYOD
- Performance Development Framework
- School Evaluation and Review

**Parents/Carers:** Provided with appropriate training and access to information and regarding school developments and improvements in communication and governance so that they may effectively support their child’s learning and development.

**Leaders:** Develop a depth of understanding in the areas of strategic leadership; whole-school compliance and improvement; strategic planning and resourcing; project management practices and procedures; and building capacity in others.

#### Processes
Equitable access to and creation of **Digital Learning Environments** through the development of a BYOD policy, improving student and staff access to appropriate digital devices and technologies required in delivering 21st Century KLA specific pedagogy. Lead by the **Technology Team**.

Developing meaningful and significant opportunities for **parent/ carer engagement** in their child’s educational life. This includes the development and improvement of a school website; workshops and opportunities for parents to engage in school governance. Lead by the **Community Engagement Team**.

Implementing clearly articulated and ethically **consistent protocols and decision making processes**. This includes the design and implementation of information sharing systems; school evaluation and review procedures; student case management systems; and the staff performance and development framework. Lead by the **Senior Executive**.

**Evaluation Plan**
Initiatives will be managed within the current school structures. The data will be collected through, stakeholder feedback, work samples, surveys, events and activities; recorded progress in individual and team Performance and Development Plans; Annual School Reviews; NAPLAN, HSC, Attendance and N Award data; and lesson observations.

#### Products and Practices
**Products:**
- Students will have equitable access to Digital Learning Environments by increasing the number of portable device to 150 by the end of 2017.
- Increased levels of parent engagement through attendance to workshops and website and school app usage with the target being 20% parent/carer usage of website by 2017.
- Improvement in student satisfaction and engagement measured through the TTFM survey.
- The school has completed four faculty evaluations and reviews by the end of 2017.

**Practices:**
- A BYOD policy is to be implemented and supported across the school environment.
- Leadership and peer mentoring opportunities will be provided to staff as they act as Teacher Leaders in modelling best practice.
- Implementation of Mind Matters as a core Welfare program within the school.
- Workshops and information evenings are designed and presented to parents.
- School websites and apps are initiated and currency is maintained with them.
- Protocols and procedures are implemented to support school review and evaluation practices.

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**Improvement Measures**
- Students will have equitable access to Digital Learning Environments by increasing the number of portable device to 150 by the end of 2017.
- Increased levels of parent engagement through attendance to workshops and website and school app usage with the target being 20% parent/carer usage of website by 2017.
- Improvement in student satisfaction and engagement measured through the TTFM survey.
- The school has completed four faculty evaluations and reviews by the end of 2017.
## Strategic Direction 3: Sustainability

### Purpose

As a Learning Community we need to ensure that we continue to deliver a high standard of educational service. We need to:

- Measure and recognise success through a range of measures.
- Explicitly communicate and demonstrate high expectations.
- Be forward thinking and consider Next Practice.
- Building leadership in staff and students.

### People

**Students:** Are actively involved in engaging in the learning and leadership opportunities that are presented by the school.

**Staff:** Are actively involved in working on cross curricular priorities that differentiate learning for all students and developing a deep understanding of educational practice articulated in the Australian Teaching Standards.

**Community Partners:** Establishing and maintaining productive partnerships with organisations that support the educational and psycho-social priorities at Canley Vale High School. This includes expanding and deepening our partnership with preferred universities; community and business organisations; partner primary schools through Vale Community of Schools.

**Leaders:** Provide opportunities for training and support to develop teacher leaders who will have a high level of expertise in pedagogy development, mentoring and coaching skills, and strategic thinking and planning.

### Processes

Differentiated learning pathways for Gifted and Talented, EAL/D and learning assistance students. Cross-curricular programing, professional learning and support of students will be lead by the Gifted & Talented, Literacy and Learning Support Teams.

Providing high quality, targeted professional learning and leadership opportunities for all staff. This includes the alignment of Staff Development Days, individual Performance and Development Plans, and PL delivered during the exam periods; EOI, 2IC and merit selection procedures lead by the Professional Learning Team and the Senior Executive.

Providing high quality, targeted learning and leadership opportunities for students through Student Learning and Leadership programs including Volunteering; Duke of Edinburgh; Student Representative Council; Youth Parliament and Peer Support lead by the project coordinators and the Welfare Team.

**Evaluation Plan**

Initiatives will be managed within the current school structures. The data will be collected through, stakeholder feedback, work samples, surveys, events and activities; recorded progress in individual and team Performance and Development Plans; Annual School Reviews; NAPLAN, HSC, Attendance and N Award data; and lesson observations.

### Products and Practices

**Products:**

- To increase growth from Year 9 NAPLAN to HSC in the Average difference from State data, with a reduction in the Lower bands from 1.49, 2014 to less than 1.0 in 2017. Increasing the higher bands from 0.77, 2014 to greater than 1.0 in 2017.
- Increase the number of staff to 10% or greater who are working towards Highly Accomplished or Lead in their teacher accreditation.
- Increase the number of Student Leadership opportunities and student engagement in these programs.

**Practices:**

- School teams are to develop cross curricular programs and professional learning that promote high expectations whilst supporting individual learning needs of all students.
- Professional learning and leadership opportunities are to be developed which align with the Australian Teaching Standards, school priorities and professional need.
- Leadership and peer mentoring opportunities will be provided to staff as they act as Teacher Leaders in modelling best practice.
- Develop student learning and leadership programs that provide opportunities for students to explore their potential and increase their capacity to support themselves and others.

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To increase growth from Year 9 NAPLAN to HSC in the Average difference from State data, with a reduction in the Lower bands from 1.49, 2014 to less than 1.0 in 2017. Increasing the higher bands from 0.77, 2014 to greater than 1.0 in 2017.

Increase the number of staff to 10% or greater who are working towards Highly Accomplished or Lead in their teacher accreditation.

Increase the number of Student Leadership opportunities and student engagement in these programs.