

School plan 2015 – 2017

Cleveland Street Intensive English High School





School vision statement

Cleveland Street Intensive English High School welcomes permanent and long-term temporary resident students as they embark upon their educational journey in their new country. This supportive and diverse learning environment is committed to building student resilience, knowledge and creativity so that they may achieve their full potential as 21st Century learners and Australian citizens.

School context

Cleveland Street Intensive English High School provides innovative intensive English as second language, orientation, welfare, settlement and high school preparation programs to secondary aged, newly arrived students needing English as second language.

Specialist, secondary trained ESL/KLA teachers deliver the school's *intensive English curriculum*, referenced to Board of Studies syllabus outcomes, the Intensive English Program Curriculum Framework, transition to high school, TAFE and school to work programs.

Students learn in age, stage-based, level of English language proficiency classes with senior students participating in Year 11 language-based elective courses. Students are supported in their development as community members and leaders through extra-curricular activities, including the student representative council.

A specialist school counsellor, careers adviser, librarian, wellbeing team, school learning support officers-ethnic and other agencies support student and families in their settlement.

School planning process

This plan was developed in consultation with the school community including staff, students, parents and carers.

A review of the 2012-2014 school plan was commenced in term 3, 2014.

Through meetings and surveys members of the school community were asked to describe their vision for the school, its purpose, strengths and weaknesses and programs.

Staff, students, parents and carers were also asked what they wanted for students at the completion of their intensive English, high school preparation and settlement program.

The school community has committed to the following three strategic directions:

- New Beginnings - Student Learning
- Best Practice and Professional Learning- Building Teacher and Leader Capacity
- Settling and Connecting – Student Wellbeing



STRATEGIC DIRECTION 1

Progress

New Beginnings -
Student Learning

STRATEGIC DIRECTION 2

and

Best Practice and
Professional Learning
- Building Teacher
and Leader
Capacity

STRATEGIC DIRECTION 3

Harmony

Settling and
Connecting – Student
Wellbeing

Purpose:

Ensure all students participate successfully in their intensive English language, literacy, numeracy and high school preparation program.

Build on every student's prior knowledge, skills and experiences to empower them as learners with clearly articulated educational goals in their new learning context.

Nurture student resourcefulness, flexibility and resilience both in and beyond the classroom, by building upon their critical and creative thinking skills and their ability to work independently and in teams.

Purpose:

Continue a culture of innovative and collaborative teachers and leaders who lead through creating an engaging, nurturing and inspiring learning environment.

Ensure all teachers and executive continue to develop skills which demonstrate curriculum expertise, quality teaching, reflective practices and leadership capabilities that inspire learning.

Align staff professional growth to the individual responsibilities of the Performance and Development Framework for Principals, Executives and Teachers based upon the Australian Professional Standards for Teachers and Executives.

Purpose:

Be a welcoming, inclusive school community that celebrates diversity and a culture of success for all students and their families.

Ensure student and family wellbeing and empowerment through provision of welfare, settlement, orientation and counselling support programs.

Strengthen partnerships with our transition high schools, settlement support agencies, tertiary and business partners and overseas teacher study programs.

Strategic Direction 1:

Progress

New Beginnings - Student Learning

Purpose	People	Processes	Products and Practices
<p>Ensure all students participate successfully in their intensive English language, literacy, numeracy and high school preparation program.</p> <p>Build on every student's prior knowledge, skills and experiences to empower them as learners with clearly articulated educational goals in their new learning context.</p> <p>Nurture student resourcefulness, flexibility and resilience both in and beyond the classroom, by building upon their critical and creative thinking skills and their ability to work independently and in teams.</p>	<p>Students: Gain knowledge as NAP ESL, 21st learners and work to achieve their personal best Understand how to receive and apply constructive feedback</p> <p>Teachers: Ensure all students achieve and progress through their referenced QTF, BOSTES, IEPCF, NAP ESL high school preparation and orientation to learning program. Use differentiated assessment and teaching strategies to meet the needs of all learners. Embed strategies that ensure students have achieved learning outcomes, self-evaluation strategies and follow-up on feedback skills. Continue to incorporate 21st Century learning skills in all programs to support student orientation to learning in their new country and schooling system.</p> <p>Parents: Engage and empower parents in their knowledge and confidence to support their child's learning in partnership with the school.</p> <p>Leaders: The Learning and Support teams, Student Assessment team, GAT teachers, aspiring teachers, school executive ensure monitoring of progress, goal setting and learning and self-evaluation skills are implemented for all students.</p>	<p>Across all teaching and learning programs:</p> <p>1:1 Identify and implement language, literacy and numeracy strategies that improve student language acquisition and proficiency.</p> <p>1:2 a) Develop whole school use of technology to access and create student progress feedback, including strategies for students to self-evaluate and track their progress.</p> <p>1:2 b) Update student exit and progress reports to reflect syllabus, assessment and reporting changes.</p> <p>1:3 a) Develop and implement a renewed orientation to learning culture and strategies which include independent and 21st Century learning skills.</p> <p>1:3 b) Expand Transition Level curriculum to ensure Stage 6 students undertake cross KLA home study programs which are available online.</p>	<p>Product</p> <p>1:1 All teaching and learning programs are current, reflecting the required syllabus for this new arrivals intensive English language, literacy and numeracy, level of acquisition at appropriate age and stage levels program. ❖</p> <p>1:2 Differentiated assessment and teaching strategies are embedded and recorded in all programs to meet the needs of all students including targeted learning and gifted and talented students. ❖❖</p> <p>1:3 21st Century learning skills strategy addresses student learning and the professional learning needs of teachers. ❖❖❖</p> <p>Practices</p> <p>1:1 a) Teachers utilise TESOL pedagogy, including latest research, and reference the 21st Century learning framework, BOSTES syllabus and IEPCF to engage, support and explicitly teach students how to achieve their personal best in a collaborative, dynamic learning community.</p> <p>1:1 b) Teachers consistently reference ESL Scales in assessment follow-up and moderation of student performance.</p> <p>1:2 Teacher program registers and reports reflect explicit teaching strategies identifying student learning needs from enrolment to exit.</p> <p>1:3 a) Teachers embed 21st Century learning skills which promote creativity, communication, collaboration, bilingualism and critical thinking in new arrival program.</p> <p>1:3 b) Students demonstrate independent learning through self-evaluation and achievement of goals.</p>
Improvement Measures			

❖ All students achieve at least two levels of ESL Scales progression.

❖❖ All teachers access online data supporting learning and progress from enrolment through to exit.

❖❖❖ 100% of students participate in orientation to 21st century learning skills within in NAP ESL program.

Strategic Direction 2:

and

Best Practice and Professional Learning - Building Teacher and Leader Capacity

Purpose	People	Processes	Products and Practices
<p>Continue a culture of innovative and collaborative teachers who lead through creating an engaging, nurturing and inspiring learning environment.</p> <p>Ensure all teachers and executive are provided with the skills to demonstrate curriculum expertise, quality teaching, reflective practices and leadership capabilities that inspire learning.</p> <p>Align staff professional growth to the individual responsibilities of the Performance and Development Framework for Principals, Executives and Teachers based upon the Australian Professional Standards for Teachers and Executives.</p>	<p>Students: Understand the importance of engaging in learning, community involvement and goal setting throughout their enrolment</p> <p>Staff: Work collaboratively to develop and implement innovative extra-curricular and cross curriculum programs.</p> <p>Through collaboration and discussion develop capacity to identify evidence from data.</p> <p>Through collaboration staff develop respectful and professional relationships of trust to achieve performance and development goals.</p>	<p>2:1 a] Develop online reporting program to support all teachers to access student on enrolment assessment data, progress, outcomes, differentiated learning plans, referrals and projects.</p> <p>2:1 b] ESL Scales moderation across key learning areas.</p> <p>2:1c] At the beginning of each term have detail of at concern students and their learning needs informed by previous term progress meetings.</p> <p>2:2 a] Collaborative and individual professional learning to support implementation of mentoring plan for mentors and mentees</p> <p>2:2 b] Professional learning and supervision for all teachers seeking accreditation at appropriate career level.</p> <p>2:3 a] Collaboration to develop and implementation of Performance and Development plans</p> <p>2:3b] Ensure Performance Framework evidence aligned with BOSTES professional learning evidence for maintaining accreditation and plan referenced to School Excellence Framework</p>	<p>Product</p> <p>2:1 Structures supporting teacher professional discourse and actions. ❖</p> <p>2:2 Teachers, executive involved in professional learning through both individual and collaborative learning strategies. ❖❖</p> <p>2:3 Teachers, executive and principal have clearly articulated performance and development plans aligned with system priorities, the school plan and the Australian professional standards. ❖❖❖</p> <p>Practice</p> <p>2:1 Teachers collaborate to achieve across all aspects of program delivery.</p> <p>2:2 a] Mentoring strategy supporting new staff, aspiring teachers and aspiring leaders.</p> <p>2:2 b] Teachers have a deep understanding of the Australian Professional Standards for Teachers and the Australian curriculum and are engaged in developing their skills and refining the NAP ESL syllabus</p> <p>2:3 All teachers, executive and principal develop professional learning plans which they revise and review with executive staff and director.</p>
Improvement Measures	<p>Parents: Develop understanding of student learning by participating in meetings and events.</p>		

Strategic Direction 3:

Harmony

Settling and Connecting – Student Wellbeing

Purpose	People	Processes	Products and Practices
<p>Be a welcoming, inclusive school community that celebrates diversity and a culture of success for all students and their families.</p> <p>Ensure student and family wellbeing and empowerment through provision of welfare, settlement, orientation and counselling support programs.</p> <p>Strengthen partnerships with our transition high schools, settlement support agencies, tertiary and business partners and overseas teacher study programs.</p>	<p>Students: Experiences support their confidence to participate successfully.</p> <p>Develop an understanding of Wellbeing programs and actively engage in them.</p> <p>Staff: Work collaboratively to implement Wellbeing strategies and program.</p> <p>Further develop knowledge and understanding of student engagement and transition.</p>	<p>3:1 a) Evaluate, review extra-curricular, engagement and transition programs.</p> <p>3:1 b) Student progress assessments, support needs, achievement awards and other information is shared across all KLA teams as required.</p> <p>3:2 a) Evaluate proactive student wellbeing and parent programs</p> <p>3:2 b) Review learning and workspaces to ensure meeting program requirements</p> <p>3:3 a) Continue to develop and implement transition and student engagement programs appropriate to age and stage level</p> <p>3:3 b) i. Renewed partnerships with ABCN business community partners to support student settlement and engagement.</p> <p>ii. Student health supported by NSW Health Eastern Suburbs Community Health doctors health screening program and NSW Vaccination programs</p> <p>iii. Practicum placements from Universities of Sydney, NSW and UTS</p> <p>iv. Overseas teachers study program placements from Hong Kong, Korea and Japan.</p>	<p>Product</p> <p>3:1 A welcoming, safe and nurturing school and community that values diversity and promotes and celebrates all students' involvement and progress across a range of programs and extra curricula activities. ❖</p> <p>3:2 a) Clearly articulated student Wellbeing policy including student welfare, attendance, behaviour rights and responsibilities and orientation and settlement procedures.</p> <p>3:2 b) School environment that is well-resourced and attractive for all students and staff.</p> <p>3:3 a) Enhanced student and family wellbeing and settlement programs. ❖❖</p> <p>3:3 b) Strengthened broader school community programs. ❖❖❖</p>
Improvement Measures	<p>Parents: Understand the Wellbeing and settlement support programs</p> <p>Community partners: Involved in developing a range of support programs and opportunities.</p>		<p>Practice</p> <p>3:1 Student voice and participation is represented through Student Representative Council, environment group, performance and representative sport</p> <p>3:2 Wellbeing strategies and policies are embedded across all areas of school program.</p> <p>3:3 Student and parent, carer orientation and settlement is supported through school and community partnerships in meetings, business mentoring programs, information sessions, interviews and home school communication.</p>