



Canley Vale High School, NSW

About us

We are a large, metropolitan, co-educational, year 7-12 public secondary school located in Sydney, NSW. Approximately 97% of our students (predominantly from China and Vietnam) have a language background other than English (LBOTE).

Our approach

We attribute our above-average progress in numeracy, which has occurred since 2012, to the focus we place on literacy, as this is the gateway for our students to understand and comprehend mathematical information.

We have a dual commitment to developing teachers' literacy teaching skills, particularly reading comprehension skills, and strengthening their capacity to understand and use data relating to it.

We use a literacy program that is modified throughout the year based on the regular collection and analysis of data. The program strengthens our teachers' capacity to know their students and how they learn, as well as their confidence in modifying teaching and learning programs to suit.

We deploy explicit and differentiated professional learning focused on data awareness and data in practice, and we actively encourage our teachers to triangulate external and internal qualitative and quantitative data sources.

Annually, each faculty analyses HSC data in conjunction with internal data, and teaching and learning programs to backward-map specific skill development from Stage 4 (years 7 and 8). Each faculty develops a plan to embed strategies within Stage 4 and Stage 5 (years 9 and 10) and develops an aligned annual professional learning plan.

Through a narrow and deep item analysis, we identify specific areas for improvement. Faculty professional learning is dedicated to reviewing teaching and learning programs and developing teacher skills in specific areas. Explicit strategies and resources are embedded within the teaching and learning programs, and evaluative opportunities are provided to enable consistent reflection against improvement measures to drive progress over time.

Such is the importance of literacy to numeracy that we have employed two school-funded literacy instructional leaders to coach, mentor and team-teach with teachers across the school, and two numeracy specialised teachers working specifically within Mathematics since 2018.

We also recently created a new Numeracy Instructional Leader position to build on our culture of collective teacher efficacy and attainment across both literacy and numeracy.

Our profile

ENROLMENTS **1,560** LBOTE **97%** INDIGENOUS **1%** ICSEA **951**