

# School plan 2018-2020

**Chester Hill High School 8269**



# School background 2018–2020

## School vision statement

Graduates of Chester Hill High School will be successful learners ready to engage actively in society as productive, problem-solving and ethical citizens. Their social conscience and sense of personal responsibility will promote positive relationships with individuals, groups and the environment.

Students will develop these skills, qualities and perspectives as they are supported through active participation and interaction with a curriculum featuring high challenge and high support. The curriculum will be delivered by expert teachers who participate in ongoing professional learning that is tailored to meet the current and emerging needs of students and the educational landscape. Futures learning, 21st century capabilities and student wellbeing are key drivers of the skills developed, refined and enhanced.

The impact of the high quality teaching and learning experiences delivered at Chester Hill High School will be further enhanced by a mutually respectful partnership with parents and the broader community, building capacity for inclusivity and maximizing the breadth of rich opportunities and experiences available for students during and post school life.

## School context

Chester Hill High School (CHHS) is a comprehensive, co-educational secondary school established in 1962. The CHHS Intensive English Centre (IEC), established in 1978, is an integral part of the school. 80% of students from the IEC transition into the mainstream high school. 85% percent of our student population are identified as possessing language backgrounds other than English. We have approximately 285 refugee or refugee-like students and a growing number of students with an Aboriginal background.

One of the highlights of the school year is our celebration of diversity – Flag Day. The event is shared with our partner primary schools and our broader school community.

The school's allocated funding is used to pursue equity of opportunity for our student community. These funds resource initiatives and programs designed to improve the learning outcomes of the diverse and complex needs of the student cohort. The initiatives and programs also develop student skills and strategies that lead to success and are transferable in all contexts.

Our Positive Behaviour for Learning Program (PB4L) explicitly teaches and promotes the key values of Safety, Respect, Learning and Belonging. PB4L is supported by all staff through a positive student reward program acknowledging student achievement.

The CHHS Parent Community Forum meets each term. This forum includes all parents and provides interpreters for our Arabic, Karen and Vietnamese speakers. Our Aboriginal and Pacifica parent groups are also vital supporters of our school activities. Parent groups are consulted and involved in school evaluations, collaborations and decision-making processes.

## School planning process

Over the period spanning mid 2016–2017, CHHS staff participated in professional learning (PL) to embed ongoing evaluation in all programs and initiatives as best practice in the planning, implementation and reflection cycle. In late 2016, the school participated in the External Validation process, which played a significant role in assessing the quality of our school's delivery in all domains. In addition to the identification of our school's achievements, we identified areas that required further refinement. Analysis of our progress identified by the full suite of internal and external data (including rigorous self-assessment against the SEF) has guided us towards a vision for the future and strategic approach to reach our collective destination.

Ongoing communication with the parent community during forum and workshop contexts provided insight into community perspectives and visions relating to the learning experience at CHHS for the next three years.

An explicit and intensive planning process was undertaken by all school teams and faculties to backward map the school plan into effective annual schedules of achievement.

The Senior Executive Team proposed three areas of focus:

1. Futures learning that develops the whole future citizen
2. Excellence in pedagogy delivering 'What Works Best'
3. Connecting and empowering our community to secure a partnership and mentality that 'It takes a village to raise a child'.

These focus areas, with their accompanying rationales, were presented to staff in Term 1, 2018. They reflect the PL, reflection and evaluation undertaken by all key stakeholders in 2017, in preparation for the new school plan.

The focus areas were considered by the executive team for discussion and feedback. Further refinements were presented to the whole staff. Whole-school teams were finalised to work on the key focus areas in detail.

# School strategic directions 2018–2020

## STRATEGIC DIRECTION 1 Futures Learning

### Purpose:

Students are transformed into productive learners through the delivery of exceptional education including the holistic development of perceptions, values and behaviours that secure and empower post-school futures. The learning experience involves a strategic and complex fusion of remediation and growth in core skills and knowledge as well as extension and enrichment through opportunity and inquiry. Exploration, investigation, creation, analysis and evaluation are embedded and encouraged in all students across all KLAs.

## STRATEGIC DIRECTION 2 Impactful Teaching

### Purpose:

Teachers deliver an evidence-based approach to 'What Works Best' to develop and strengthen expert capacity in impactful pedagogy. This occurs within classrooms, faculties, across KLAs and between the mainstream school and the Intensive English Centre. Successful teaching programs, initiatives and opportunities secure a whole school approach to achieving the best student learning outcomes for the entire student community.

## STRATEGIC DIRECTION 3 Communities Connecting

### Purpose:

Community members and stakeholders respond positively to further developing, growing and thriving partnerships. In preparing students for post-school life, partnerships with all our key stakeholders are initiated, developed and sustained to support and secure student opportunities for successful learning outcomes.

# Strategic Direction 1: Futures Learning

## Purpose

Students are transformed into productive learners through the delivery of exceptional education including the holistic development of perceptions, values and behaviours that secure and empower post-school futures. The learning experience involves a strategic and complex fusion of remediation and growth in core skills and knowledge as well as extension and enrichment through opportunity and inquiry. Exploration, investigation, creation, analysis and evaluation are embedded and encouraged

## Improvement Measures

By 2020, 50% of students demonstrate that they are at or above HSC minimum standards in Literacy and Numeracy prior to commencing Stage 6.

By 2020, trend data of HSC performance identifies a 25% increase in students achieving Bands 4–6 and <5% of students achieving Bands 1–2 across KLAs .

Attendance rates improve annually to consistently sit at or above state average, reflecting engagement and commitment to learning.

## People

### Leaders

Leaders will develop targeted, individualised professional learning (PL) to promote explicit and engaging teaching practice.

### Staff

Teachers will deliver engaging and explicit teaching that is further extrapolated and embedded by detailed feedback.

### Students

Students will be active, engaged participants in their own learning, developing skills transferrable across the curriculum and into post-school endeavours.

### Parents/Carers

Parents will support student learning within the home by overseeing the remediation and consolidation of core skills and providing opportunities for the enrichment activities required after school hours.

### Community Partners

External stakeholders will be strategically aligned to whole school and KLA-specific programs and initiatives to provide opportunities for further breadth, depth and resources to core learning and extra curricular experiences.

## Processes

Explicit teaching of core skills is conducted, with a particular focus on transition and tracking student progress along the Literacy Learning Progression (LLP) and Numeracy Learning Progression (NLP).

The implementation of futures-focused curriculum (STEM and Lighthouse Futures), provide explicit development of soft skills that secure and empower students for post-school learning opportunities.

Development of a whole-school wellbeing framework to support and nurture the holistic development of each student.

## Evaluation Plan

- Internal student performance data, using Progress vs Achievement Tool
- External data, such as NAPLAN, Valid, RAP
- Tell Them From Me (TTFM) Survey
- Student work samples
- Observations (supervisor, peer, formal and informal)
- Faculty and whole-school review and evaluation of initiatives embedded in program design, reflective of Program Logic practices
- CESE 'What Works Best' document adopted as quality prompter for all programs and initiatives

## Practices and Products

### Practices

Stage 3–4 transition initiative implements a continuum of core skills acquisition and development.

Ongoing PL to strengthen staff capacity to support soft-skill development.

Re-launch school-wide PB4L focus and establish service learning as a whole-school priority.

### Products

Students achieve at or above NMS in Numeracy, Literacy and Valid and achieve HSC minimum standards.

Students experience equity of opportunity and access to curriculum and post-school options.

Students experience a balanced learning journey in curricular, service and co-curricular activities.

# Strategic Direction 2: Impactful Teaching

## Purpose

Teachers deliver an evidence-based approach to 'What Works Best' to develop and strengthen expert capacity in impactful pedagogy. This occurs within classrooms, faculties, across KLAs and between the mainstream school and the Intensive English Centre. Successful teaching programs, initiatives and opportunities secure a whole school approach to achieving the best student learning outcomes for the entire student community.

## Improvement Measures

Teacher impact is reflected by a steady upward trend (over three years) in consistent student performance across stages in all KLAs.

Transferable skills are applied successfully by students in core literacy and numeracy as well as ICT and general capabilities.

There is a 3–5% annual turnover of staff as the specific result of merit selection/promotion.

Staff morale and productivity are high with consistent respect for deadlines and delivery of excellence in pedagogy.

## People

### Leaders

The Senior Executive secure and provide access to high quality PL from DoE and other external PL providers.

### Leaders

Executive and expert staff lead regular professional learning that reflect SP timelines.

### Staff

Staff are committed to a whole-school approach to teaching literacy and numeracy to improve student progress along the LLP and NLP and attainment of the HSC minimum standards by the end of Year 12.

### Staff

Staff authentically engaged in pursuing PL that fulfils accreditation requirements and aligns with PDP, faculty management plans and the school plan.

### Community Partners

Specific and appropriate education, corporate and industry partnerships are established, secured and sustained to secure authentic connections, experiences and skill development within the 21st century context.

## Processes

Targeted and specialist professional learning is mapped across the school to address pedagogical interests, needs and school initiatives.

Lesson studies, team teaching and explicit resource packages designed, delivered and applied to address pedagogy for specific programs and initiatives.

A whole-school approach is secured to supporting accreditation for all staff.

Staff actively engage in and model positive holistic wellbeing practices.

## Evaluation Plan

- Ongoing teacher evaluation of professional learning is used to assess need, measure impact and success, and respond with refinements in real time to secure timely effectiveness of resources.
- Student evaluations are embedded in all areas of school experiences, providing high value data to inform engagement levels and focus areas of improvement in teacher delivery of explicit pedagogy and feedback.

## Practices and Products

### Practices

Differentiated PL is offered in some whole-school sessions, faculty meetings, specialist sessions and PDPs.

Collaborative practice is employed to further enrich learning experiences that respond to the needs of students.

PDP processes, collegial mentoring and PL are strategically designed and aligned to holistically develop and further enhance teacher strengths in all areas of responsibility.

A common language in Pedagogy and Positive Behaviour for Learning reflects school values and is modelled by all staff in all communications.

### Products

Staff confidently execute curriculums, programs and initiatives empowered by ongoing PL and up-skilling.

All staff work productively and collaboratively to achieve identified goals through adopting an 'open door' to share, reflect and evaluate pedagogy that best benefits students.

All staff recognise, utilise and build capacity for leadership, including opportunity for higher levels of accreditation.

A positive culture and environment secured as the foundation for explicit teaching of behaviour, communication and interaction, modelled by staff.

# Strategic Direction 3: Communities Connecting

## Purpose

Community members and stakeholders respond positively to further developing, growing and thriving partnerships. In preparing students for post-school life, partnerships with all our key stakeholders are initiated, developed and sustained to support and secure student opportunities for successful learning outcomes.

## Improvement Measures

A sustained and refined coordination of partnerships with external stakeholders in programs and initiatives that provide tailored opportunities for a diverse and complex student cohort.

Continuity of learning in core skills (Literacy and Numeracy) is reflected in a 25% increase in students achieving minimum standards by 2020.

Active consideration of student progress and academic reports, including attendance at Parent-Teacher nights and Parent Forums resulting in a 50% increase by 2020.

## People

### Leaders

The Senior Executive build capacity for inclusivity for all stakeholders that comprise and/or are connected to our school community.

### Staff

Staff communicate regularly with parents about student progress and wellbeing.

### Parents/Carers

Parents engage actively with staff in partnership to achieve the best student learning outcomes.

### Community Partners

Community partners actively identify and seek connections and opportunities for the CHHS context.

## Processes

Further development of external partnerships, including building upon the current connections between the IEC and Optus, and establishing a second industry partnership to support 21st Century and STEM learning for high school students.

Reviewing and improving the effectiveness of communication methods, including newsletters, policy, reports, presentations and the website, to parents/caregivers to improve attendance and active participation in the school community.

Extensive evaluation and review of the CHHS reporting process to improve the authentic engagement of parents/carers with their child's progress.

Community of Schools collaborations with a pilot primary partner actively develops teacher quality, continuity in learning progressions and student growth.

## Evaluation Plan

- Request that parents complete simple surveys when they attend various events, to establish whether or not it met their needs, or was useful and informative.
- Analyse parent attendance data at events over the three years to identify improvements.

## Practices and Products

### Practices

Ongoing planning, implementation and evaluation of CHHS partnerships is conducted with tertiary institutions and industry.

Parent Information sessions, differentiated parent activities and the launch of the Community Hub engage, equip and empower parents/caregivers to support student learning at home.

A revised reporting template is developed to streamline the process and improve accessibility for parents/carers.

A pilot program is established with a primary partner school focusing on the tracking of core skill development.

### Products

Students have access to specialised industry and corporate experiences and opportunities during and post school life.

Parents and community members are upskilled and empowered to support their children throughout the duration of their learning journey at CHHS.

Student performance data tracks core skill development in literacy and numeracy.