



Strategic Improvement Plan 2021-2024

Chatswood High School 8232



School vision and context

School vision statement

Students at Chatswood High School will have success for today and be prepared for tomorrow. Our community provides opportunities for our students to build resilience, creativity and critical thinking skills in an educational environment that is underpinned by the core values of equity, integrity and respect.

We want to create a contemporary learning environment for Chatswood High School where each student feels they belong because they are known, valued and cared for. We want to shape a built environment that helps inspire engagement and strengthen community pride, providing a catalyst for each student and member of staff to achieve their very best.

We want our students to come to school with enthusiasm, energised by the possibilities of learning. We want to empower them as active participants in their own learning and foster in each of them a desire to achieve their best for themselves and for the school community. We also want to empower our teachers to shape the future of learning and teaching at Chatswood High School in learning spaces that enable them to work and teach collaboratively and independently according to the changing needs of our students.

In our new learning environment, our students and teachers will be partners in learning. They will feel comfortable, safe and confident to take risks and embrace challenge, working together to achieve success and academic excellence in all areas of the school's curricular and co-curricular programs and activities.

School context

Chatswood High School is a partially selective school located on Sydney's north shore. Students benefit and thrive from our diverse and differentiated curriculum designed to maximise every student's potential.

Chatswood High School has an enrolment of 1650 students, including 79% students from a non-English speaking background.

The high school has a number of components that make it a dynamic and complex educational institution. The Year 7-12 component of the high school is made up of a mainstream enrolment who are our local students. Entry into Year 7 can also be made through the High Performing Students Unit into the Academically Selective Stream. The third mode of entry into the school is through the Department of Education Access Program that allows entry into one of the classes in the Support Unit. There are four support classes for students diagnosed with autism and intellectual disabilities.

Through our situational analysis we have identified the need to capture comprehensive data about individual student learning progressions across all subjects, particularly in the area of literacy and numeracy. This data will be reviewed and analysed on a regular basis to inform our teaching programs and classroom activities, ensuring that all students achieve the expected level of growth. The focus will be on allowing every student to deeply engage and respond to the syllabus material through the explicit teaching of reading, writing and targeted numeracy skills.

This literacy and numeracy focus will be supported through the development of collaborative practice across the teaching staff and the use of formative assessment and feedback to ensure that positive academic growth for every student is sustained through a strong commitment to knowing the learning needs of every student and working as a team to deliver key educational outcomes.

The Chatswood High School redevelopment project has seen work start on a major refurbishment and new buildings. The NSW Department of Education is developing the precinct to meet the needs of students through innovative learning environments and professional learning for the teaching staff that will see future focused learning as the predominant driver of educational delivery. While this building program is taking place, the data indicates that there is a need for a strong wellbeing program to increase the students' sense of belonging.

The academic engagement of every student has also been identified as a major driver of success, with the school aiming to ensure that the building program does not impact student outcomes, and the range of learning and wellbeing initiatives continues to enhance student outcomes.

The development of evaluative systems and processes to measure the impact of these initiatives is a key component of this plan, with the school building a stronger collaborative framework across the community to support student growth.

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is for every student to be highly engaged and exhibit strong growth in their learning through explicit, evidence-based teaching. Our teachers will critically reflect on their effectiveness and adapt their practice through high impact professional learning and use of student data to inform teaching and foster student growth and attainment.

Improvement measures

Target year: 2022

Increase of 4% or more of students achieving in the top 2 NAPLAN bands in reading.

Target year: 2022

Increase of 3.5% or more of students achieving in the top 2 NAPLAN bands in numeracy.

Target year: 2022

The school achieves at least a 4.4% uplift of students attending at a rate of 90% or higher.

Target year: 2024

The school achieves an uplift of at least 2% in the reported wellbeing measured in the Tell Them From Me survey.

Target year: 2023

The school achieves an uplift of 5% or more in the number of students achieving their expected growth in reading as measured by NAPLAN.

Target year: 2023

The school achieves an uplift of 5.5% or more in the number of students achieving their expected growth in numeracy as measured by NAPLAN.

Target year: 2022

Initiatives

High Expectations and the use of data to inform practice

High expectations for all students leads to high challenge and engagement, facilitating school experiences that work towards all students achieving their full potential. The use of data will further enhance the differentiated nature of instruction.

A whole school approach to data informed practice leading to clearly identified high expectations for all students to promote student academic growth across the school. The following initiatives will be in place:

- Professional learning for all areas of High Performing and Gifted Education.
- Strengthened transition programs for new and existing students across the school.
- HSC analysis driving changes to teaching practice and programming across all years.

Explicit Teaching

Through explicit teaching that is differentiated, collaboratively developed and delivered, students will develop sophisticated and well organised ways of thinking, understanding and doing.

A whole school focus on the teaching of literacy and numeracy will include:

- Explicit teaching of literacy and numeracy supported by ongoing professional learning in this area will drive improved outcomes for students across the school .
- Academic partnership with Australian Catholic University upskilling teachers to improve reading and writing. This academic partnership will incorporate an action research project conducted by the Australian Catholic University.

Wellbeing and student engagement

Success criteria for this strategic direction

All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data.

The learning goals for students are informed by analysis of internal and external student progress data. Progress towards goals is managed by the collection of quality, valid and reliable data.

The school achieves excellent value-added results, significantly above the value added by the average school.

Most students achieve in the top two bands for NAPLAN reading and numeracy.

School data shows that student progress and achievement is greater than students at statistically similar schools on external measures, and this is consistent with strong student progress and achievement on internal measures.

Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practice, consistent and reliable student assessment, and continuous tracking of student progress and achievement.

The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

Evaluation plan for this strategic direction

Data Sources

- NAPLAN, Check-in assessments
- HSC data

Strategic Direction 1: Student growth and attainment

Improvement measures

The school achieves an increase of at least 4.2% in the number of students being awarded a Band 5 or 6 in their HSC results.

Target year: 2023

Increase the proportion of Aboriginal students attaining Year 12 by 50%, while maintaining their cultural identity.

Initiatives

Supporting student wellbeing and student engagement through programs that address social, emotional, behavioural and intellectual engagement will be a key initiative. Whole school programs will address:

- Wellbeing practices that foster students' sense of belonging by valuing student voice and promoting engagement in learning.
- The interconnected and interdependent nature of wellbeing will positively impact attendance and remove impediments to academic success. This success should be evident in every lesson for every student.
- Attendance through initiatives designed to improve partial attendance and whole day attendance including attendance monitoring and management, engagement with departmental officers, addressing long term mental health issues and the provision of alternative education opportunities.

Evaluation plan for this strategic direction

- Best Start Year 7
- Reading and Numeracy PLAN2 data
- HAST testing
- Tell Them From Me survey data
- Attendance data
- Sentral Wellbeing data
- Professional Learning data
- Student focus group interviews

Evaluation Plan

- Faculty, Executive and whole school review of NAPLAN data
- Individual teacher, faculty and Executive review of data and planning.
- Whole school, LaST, Learning Support Team and executive review of data and planning.
- Executive review of data leading to class placement
- Whole school review of Tell Them From Me data leading to Wellbeing Team review of priorities and implementation programs.
- Executive review of data leading to case management and system improvement.
- Review of Professional Learning data by HPGE team.
- Student Support Officer collecting and evaluating data from student focus groups to evaluate school programs and to inform future planning.

Strategic Direction 2: Collaborative Practice

Purpose

Our purpose is to build a strong culture of positive collaborative teaching practice across KLAs to ensure a positive impact on student learning and engagement.

Improvement measures

Target year: 2024

All staff are participating in Quality Teaching Rounds and are active participants in a Professional Learning Community

Target year: 2024

All teaching staff collaborating on shared knowledge and skills to build cross curricular connections and deliver enriched teaching and learning experiences for students. All faculties working together on at least one cross curricular project in Stage 4.

Target year: 2024

All staff have completed professional learning in collaborative practices to support student growth.

Target year: 2024

All teaching staff collaboratively planning, delivering and assessing student learning activities.

Initiatives

Collective efficacy - Teachers working together

Collaborative practices will form the foundation of teaching practice in the new teaching spaces being built at Chatswood High School.

Collaboration involves teachers working together to achieve a common goal through the sharing of evidence - informed practices, knowledge and problem solving. Effective collaborative practice improves teacher quality, and most critically, student achievement and engagement. Whole school approaches in this area include:

- Providing regular and systematic collaborative planning and teaching time which engages colleagues in critical reflection of their and others teaching practices. This will be the bedrock in building collective teacher efficacy with a corresponding uplift in student achievement.
- Work in partnership with colleagues from within the school and from outside of the school to achieve shared collaborative goals.

Collaborative efficacy - Teachers learning together

Effective collaboration requires teachers to learn from each other, recognising their own strengths, feeling comfortable offering and receiving advice and feedback from their peers. Effective feedback improves teacher quality.

This will be implemented through:

- All staff undertaking professional learning to share and gain expertise in evidence based teaching practices.
- Regularly participating in structured lesson observations that focus on how different teaching approaches impact on student learning and achievement.

Success criteria for this strategic direction

The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress, and gaps in student achievement decrease.

The leadership team establishes a professional learning community which is focused on continuous improvement in teaching and learning.

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, school wide improvement in learning in teaching practice and student results.

Teaching staff demonstrate and share their expertise with their school and with other schools. All teachers have expert contemporary content knowledge and deploy effective teaching strategies. The school trials innovative practices and processes in place to evaluate, refine and scale success.

Evaluation plan for this strategic direction

Data Sources

- MyPL enrolments
- QTR participation data
- Review of staffing numbers
- Lesson observations - Collaboratively planned and delivered classes.
- Peer to peer to constructive feedback rubric
- Survey of staff release to support collaborative planning of EAL/D delivery.
- Survey of programs, work samples and exemplar lessons
- Teaching and Learning impact survey

Evaluation plan for this strategic direction

Evaluation Plan

- Review and data analysis of Professional Learning undertaken by staff
- Analysis of impact of professional learning undertaken by staff
- Analysis of QTR data and feedback from QTR sessions
- Analysis of staff engaged to facilitate teacher release
- Review of feedback from collaboratively planned and delivered lessons
- Review of use of feedback rubric and numbers of collaboratively planned and delivered lessons
- Review and analysis of programs, work samples and exemplar lessons to verify and measure the success of co-developed programs and teaching and learning resources
- Reviewing the impact of teaching and learning on Check-in assessment, NAPLAN and HSC data

Strategic Direction 3: Feedback and Formative Assessment

Purpose

Our purpose is to ensure systemic, high quality, explicit feedback across Years 7 to 12 and embed formative assessment practices as a learning continuum so that students are informed as to where they are at in their learning and understand what they need to do to improve.

Improvement measures

Target year: 2024

All teaching programs document variety and frequency of feedback practices. All students have opportunities to act on the feedback they receive, reflect on their growth as a learner and show improvement.

All staff providing clear and detailed feedback to all students for all assessment tasks.

All students are confidently able to self assess, reflect on and monitor their learning.

Target year: 2024

All teachers employ a whole school approach to formative assessment with an expectation that students become owners of their learning.

All teaching programs demonstrate use of formative assessment to support enhanced opportunities for improved student understanding of learning and growth in academic success.

Target year: 2024

Identified PLAN2 data is utilised to map student growth and inform teaching strategies.

Initiatives

Use of formative assessment data to inform teaching practice

Teaching staff use formative assessment data in their classroom to build a stronger understanding of their students and how they learn. By effectively using formative assessment data, teachers are able to differentiate their instruction to drive improvement for all students in their class.

This can be achieved by:

1. Regularly dedicating time to undertake formative assessment during class time
2. Analysing data to monitor student learning and progress
3. Making teaching decisions based on data analysis

Providing students with effective feedback

Quality, effective feedback provides students with relevant, explicit, ongoing, constructive and actionable information about their performance against learning outcomes from the syllabus.

This can be achieved by:

1. Reflecting and communicating about learning tasks with students
2. Providing students with detailed and specific feedback about what they need to do to achieve growth as a learner.
3. Encouraging students to self-assess, reflect and monitor their own work
4. Ensuring that students act on feedback that they receive.

Success criteria for this strategic direction

Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers.

The school analyses student progress and achievement data and a range of other contextual information. Teachers respond to trends in student achievement, at individual, group and whole school levels.

Teachers routinely review learning with each student both in class and on work submitted, ensuring all students have a clear understanding of how to improve. Student feedback is elicited by teachers and informs their teaching. Student errors and misunderstandings are explicitly addressed until teachers and students are confident that mastery is demonstrated.

Evaluation plan for this strategic direction

Data Sources

1. Learning walks
2. Surveys (students, staff and parents)
3. MyPL registrations for PLAN2
4. PLAN2
5. Teaching Programs

Evaluation Plan

1. Data gathered on feedback provided to students
2. Staff surveyed to identify the use of feedback scaffolds across all years
3. Measurement of the number of staff undertaking professional learning to develop skills in the use of PLAN2.
4. Use student focus groups to identify how the use of feedback and formative assessment has led to improved student outcomes.