

Strategic Improvement Plan 2021-2024

Chester Hill High School 8269



School vision and context

School vision statement

Chester Hill High School Works in partnership with families and community to support our students' high aspirations. Quality teaching and learning, based on creativity and integrity, empower our young people to face future challenges. A nurturing, inclusive and safe environment inspires each student to become a creative lifelong learner and courageous global citizen.

School context

Chester Hill High School is a comprehensive, co-educational secondary school situated in south western Sydney and is part of the Auburn Schools Educational Network. The school encompasses an Intensive English Centre. Chester Hill High School has a current student enrolment of 1215. The school is culturally diverse with 92% of students possessing a language background other than English. Chester Hill High School has 140 refugee or refugee-like students and a growing number of students with an Aboriginal background. The FOEI of the school is 165.

The school's staffing entitlement for 2021 is 112.30 teaching staff 23.772 non -teaching staff. From school funds the school also employs an additional Deputy Principal, Project Officer, Business Manager and Nurse to cater for the needs of our students and support continued growth and development.

School equity funding will be used to facilitate the implementation developed in the 2021 - 2024 Strategic Improvement Plan. Some funds will be allocated to other areas not articulated in this plan such as, curriculum material, teaching and learning resources and the invigoration of teaching spaces.

The school is committed to continually improving teaching practices to ensure that curriculum delivery is of the highest standard. Underpinning this is the commitment to build staff capacity at all levels through targeted professional learning which is evidence based and embedded in practice.

All faculties will embed high quality literacy and numeracy and differentiation strategies into their teaching programs to ensure that they are meeting the needs of individual students.

All students are encouraged to achieve in an environment that provides academic challenge and artistic, cultural, and sporting opportunities. Strong parental and community partnerships are a feature of the school.

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student learning outcomes through high level, evidence based curriculum delivery in an optimal learning environment.

Improvement measures

Target year: 2023

NAPLAN Growth

An improvement of 5% from the baseline in the number of students achieving expected growth in Numeracy.

Target year: 2023

NAPLAN Growth

An improvement of 6% from the baseline in the number of students achieving expected growth in Reading.

Target year: 2022

NAPLAN Top Two Bands

An improvement of 4% from the baseline in the number of students achieving in the top two bands in Numeracy.

Target year: 2022

NAPLAN Top Two Bands

An improvement of 6% from the baseline in the number of students achieving in the top two bands in Reading.

Target year: 2022

HSC

An improvement of 3% from the baseline in the number of students achieving in the top two bands in the HSC..

Target year: 2022

HSC

Initiatives

Explicit Teaching of Literacy and Numeracy

A whole school approach that facilitates the collective efficacy of teachers in the delivery of evidence-based teaching strategies to enhance the literacy and numeracy competencies of students.

- Teacher professional learning be underpinned by evidence-based practices as outlined in CESE's What Works Best paper.
- Analyse internal and external literacy and numeracy measures (Best Start, NAPLAN, Check in assessments) to identify current skill level and monitor progress.
- Identify individual Stage 4 student ability against the National Literacy and Numeracy Learning Progressions.
- Engage teachers, through professional learning, with the National Literacy and Numeracy Learning Progressions to monitor student progress
- Develop teacher capacity to use a range of strategies to explain, breakdown and scaffold knowledge and skills for improved reading and application of Mathematical knowledge.
- Develop and implement a whole school literacy and numeracy initiative that focusses on the transference of mathematical and English skills across all key learning areas to reinforce deep understanding.
- Provide targeted support for students identified as at risk of not achieving identified and individualised goal.

High Expectations of Teaching and Learning

A sustained development of a culture based on high expectations that both challenge and support student learning, facilitating aspirations of all students.

- Evaluate and consolidate all programming frameworks to enhance teaching and learning.

Success criteria for this strategic direction

External school data indicates that student achievement is greater than students at statistically similar schools.

The school's value-added NAPLAN results are significantly above statistically similar schools. (Link to SEF - Learning Domain, Student Performance Measures)

Staff use student progress and achievement data to identify skills gaps for improvement and areas for extension. (Link to SEF - Teaching Domain, Data Skills and Use)

Teaching and learning programs across the school reflect evidence of adjustments that address all student abilities and meet NESA accountabilities. (Link to SEF - Learning Domain, Curriculum)

Evaluation plan for this strategic direction

Each term the Senior executive will lead the evaluation of the school's progress at an executive meeting.

Question: What is the impact of using consistent, evidence based, data driven and explicit teaching strategies on student performance?

Data: Data sources - Best Start, Check In, NAPLAN, Minimum Standard and HSC - will be collected and analysed by relevant teachers, leaders and teams. The interpretation of the data will be presented and discussed at teams and executive meetings twice a term and the evidence uploaded into SPaRO.

Analysis: Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved.

Implications: Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning.

Strategic Direction 1: Student growth and attainment

Improvement measures

An improvement of 3% from the baseline in the number of students achieving in the top three bands in the HSC.

Initiatives

- Design and implement high quality lessons for all student abilities, incorporating curriculum requirements, accommodations, adjustments and student feedback
- Students are challenged and engaged in their learning across all KLAs through the consistent use of Learning Intentions and Success Criteria.
- Focus on intellectual quality in all assessment tasks.
- Individualised programs of support developed for students.

Strategic Direction 2: Purposeful Teaching

Purpose

Teachers take shared responsibility for student improvement and contribute to a transparent learning culture. Teaching programs and strategies will be responsive to the learning needs of individual students and will impact positively on student engagement.

Improvement measures

Target year: 2024

An increase of 100% in collaboration identified through the Centre for Education Statistics and Evaluation (CESE) self assessment.

Target year: 2024

Student Tell Them From Me Data improves by 20% in students indicating staff hold high expectations for academic skills and success.

Target year: 2022

The number of students attending school greater than 90% of the time improves by 5% from the baseline.

Initiatives

Impactful Data Use

Student assessment data is used systematically school wide to identify student achievement and progress, in order to reflect on teaching strategies and inform future directions.

- Establish whole school effective data analysis practices to ensure regular monitoring of student performance and inform refinement of curriculum delivery in every classroom
- Whole school professional learning ensures that all staff are upskilled in the areas of data literacy, data analysis and data use in teaching and planning.

Evidence Based Teaching

All teachers are committed to identifying and implementing effective and explicit, evidenced -based teaching strategies.

- School leaders create a growth culture through a coaching/mentoring framework which is focused on continuous improvement of teaching and learning.
- Professional learning focuses on educational research and attainment of school targets.
- Engagement of staff in instructional rounds regularly evaluates and informs school direction.

Success criteria for this strategic direction

All teachers engage in collaborative analysis, interpretation and extrapolation of data to inform planning, identify interventions and adjust teaching programs. (Link to SEF - Teaching Domain, Data Skills and Use)

Leadership capacity is built throughout the school as a result of the structured coaching and mentoring provided. (Link to SEF - Leading Domain, Educational Leadership)

Teaching and learning programs are dynamic, showing evidence of refinement based on feedback of teaching practices, student assessment and continuous tracking of student progress and achievement. (Link to SEF - Learning Domain, Curriculum)

All lessons are systematically planned as part of a logical teaching program. Adjustments to suit individual needs are clearly identifiable as are learning intentions and success criteria. (Link to SEF - Teaching Domain, Effective Classroom Practice)

100% of staff engage in instructional rounds. (Link to SEF - Teaching Domain, Learning and Development)

Findings of instructional rounds are utilised to inform future focus areas and professional development. (Link to SEF - Teaching Domain, Learning and Development)

Evaluation plan for this strategic direction

Each term the Senior executive will lead the evaluation of the school's progress at an executive meeting.

Question: What is the impact of data informed practice on student performance and attendance?

Data: Data sources - attendance data, synthesis of instructional rounds data, scope and sequences, teaching programs, assessment tasks, student work samples, CESE collaboration self assessment, Tell Them From Me surveys and teacher professional learning evaluations- will be collected and analysed by relevant teachers, leaders and teams. The interpretation of the data will be

Evaluation plan for this strategic direction

presented and discussed at teams and executive meetings twice a term and the evidence uploaded into SPaRO.

Analysis: Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved.

Implications: "Deep analysis of the data will guide future school planning to provide ongoing improvement to maximise student learning outcomes.

Strategic Direction 3: Engaged Community

Purpose

Our learning community participates in authentic engagement and reflection to build strong foundations for sustained success, personal growth and aspirations for individual students.

Improvement measures

Target year: 2024

100% of students have a purposeful, planned and documented meeting with their teacher mentor once a term.

Target year: 2024

Student Tell Them From Me data reflects 20% growth in students that value school outcomes.

Target year: 2024

Parent Tell Them From Me data reflects 10% growth in parents stating that they feel valued by the school.

Initiatives

Individualised Mentoring

Develop a goal setting and planning process which enables students to connect, succeed and thrive whilst challenging personal best and increasing aspirations.

- Students articulate their learning goals with a designated teacher coach, develop a plan and enact it to achieve their goals.
- Recognise and build on individual strengths.
- Teaching and learning practice builds and leverages learner agency, providing opportunities for learners to take increasing responsibility and ownership over their actions.

Creating an optimal learning environment in each classroom

Establish a consistent approach to student wellbeing based on shared values and clear expectations to ensure optimal conditions for student learning.

- Recognise and celebrate student success and enhance student leadership opportunities holistically.
- Consistently applying school processes to ensure optimal conditions for student learning across the entire school
- Promote student engagement and responsibility for learning.

Partnering with Parents

Teachers and parents work in partnership to facilitate the best learning outcomes for the child. A planned and proactive engagement with parents and the community will encompass administrative systems, celebrations and communication channels.

Success criteria for this strategic direction

The school is organised so that all students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfil their potential. (Link to SEF - Learning Domain, Wellbeing).

Positive and respectful relationships are evident and widespread amongst student and staff. (Link to SEF - Teaching Domain, Effective Classroom Practice)

Teachers model and share a flexible repertoire of strategies for classroom management. (Link to SEF - Teaching Domain, Learning and Development)

Teachers directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes. (Link to SEF - Learning Domain, Reporting)

Evaluation plan for this strategic direction

Each term the Senior executive will lead the evaluation of the school's progress at an executive meeting.

Question: What is the impact of a systematic approach to wellbeing on student performance? What is the impact of increased student agency on student achievement? Have practices been developed and implemented to enhance parent participation in their child's learning journey?

Data: Data sources - individual goal setting sheets and plans, Tell Them From Me survey and parent participation rates - will be collected and analysed by relevant teachers, leaders and teams. The interpretation of the data will be presented and discussed at teams and executive meetings twice a term and the evidence uploaded into SPaRO.

Analysis: Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved.

Implications: Rigorous analysis of the data to determine

Strategic Direction 3: Engaged Community

Evaluation plan for this strategic direction

impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning.