

Strategic Improvement Plan 2021-2024

Crestwood High School 8552



School vision and context

School vision statement

At Crestwood High School, safe and respectful learning underpins all practices supporting all students to achieve their potential through a broad range of experiences. Wellbeing programs inspire our students to become ethically and socially responsible citizens with a genuine sense of acceptance and inclusivity, prepared to make positive and valuable contributions to our society. Fostering a love of learning, students at Crestwood High School are encouraged to strive for excellence, welcome challenge and reverse improvement at all levels. Curricular and extra-curricular experiences are organised to build resilience and resourcefulness that equip our students with the necessary skills and attitudes to meet life's challenges. To achieve this, staff continually pursue professional learning and training in order to meet the aspirational objectives of the Crestwood High School community. They work in a mutually supportive, respectful and collegial educational environment with a strong focus on collective efficacy and consistent quality practices.

School context

Crestwood High School is a 7-12 comprehensive high school with a support unit located in northwest Sydney. The student population of 1031 has seen steady increase in the last three years. It is expected that these numbers will plateau in line with the enrolment cap and school capacity. Our school diversity includes 47 % of students have a language background other than English, 25% of students require some level of EAL/D support with 7% of students requiring support at beginning or emerging level. There are 11 students who identify as Aboriginal or Torres Strait Islander. The Support Unit consists of three physical disability classes, one autism class and one multi-categorical.

The school's staffing entitlement in 2021 is 73.9 teaching staff and 18.6 non-teaching staff. The school also employs an additional Head Teacher Teaching and Learning, Head Teacher - Technology for Learning, Deputy Principal-Instructional Leader and a casual Business Manager. Our Executive is experienced and stable with all but one Head Teacher being in the role for more than 5 years.

The school has made strong connections with the community building a shared responsibility for the future of our young people. Our partners include Macquarie university, Western Sydney University, NSW University, The Hills relay for Life, The Hills Rotary, Hills Shire Council, local primary schools (particularly Crestwood PS, Jasper Road PS and Bella Vista PS. Crestwood HS embraces the opportunity to network with other high schools in order to improve practice. Currently the school is working closely with Castle Hill HS (CANVAS implementation) and Model Farms HS (SIP).

Historically, NAPLAN data indicates that students generally perform above state average in literacy, numeracy and VALID assessment. Upward trend in students achieving in the top two bands for reading, writing and numeracy from 2016-18 however there was a decline in 2019 and no NAPLAN tests were conducted in 2020. Through situational analysis we identified focus areas in writing, including spelling. The literacy team has representation from all KLAs and their role is to devise and implement research based strategies to improve student achievement in all KLAs. This will include the development and implementation of secondary curriculum related progressions. The situational analysis further showed a significant decline in the number of students in the top two bands in numeracy in 2019. In response to this the school has appointed a Numeracy coordinator who will lead the Numeracy Team to enhance teacher capacity and improve student achievement data. The person in this role will lead the Numeracy Team to analyse data and implement progressions across all KLAs. The progressions will be linked to numeracy skills required for HSC subjects.

The general trend in HSC results over the last five years has seen the number of subjects above state mean continually increase, from 18 subjects below state average in 2015 to 7 subjects below state average in 2019. In 2020 there was a slight decline to 16 subjects above state average. The situational analysis identified a need to focus on strengthening the rigor of stage 4 and 5. We will continue to increase the rigor of stage 5 subjects to provide students with a deeper understanding of their own capability in preparation to make suitable choices for success in stage 6. Collective efficacy in quality teaching practices and strengthening subject expertise is a focus supported by the school funded role of Deputy

School vision and context

School vision statement

School context

Principal - Instructional Leader. This role will oversee the areas of collective improved practice, quality teaching rounds program, effective Action Team performance and ongoing self assessment aligned with improvement measures and success criteria.

All equity funding will be linked to the learning support for specified students with additional needs.

Students are highly engaged in extra-curricular programs such as sport, competitions, performing arts, debating, public speaking and Duke of Edinburgh. School camps are held for years 7, 9 and 11 with a high attendance rate of 95%.

Positive psychology underpins all practices at Crestwood High School with a deeply embedded Positive Behaviour for Learning (PBL) approach to all structures and learning practices. The contribution of all staff, students and the community is greatly valued building a culture of connectedness and wellbeing that support quality teaching and learning across the school.

Strategic Direction 1: Student growth and attainment

Purpose

Through explicit teaching practices, responsive to specific data analysis, each student will experience growth in their skills and learning. Students will demonstrate growth through purposefully designed educational programs and practices. Instruction will be adapted to suit the learning needs of each student through the effective use of assessment and a data informed culture across all KLAs, supporting progressive growth and attainment for all students.

Improvement measures

Target year: 2022

Increase the number of students achieving in the top two bands in Year 7 and 9 NAPLAN to 40% (system based target).

Target year: 2023

Increase the number of students in the top two bands of year 7 and 9 to 38% in NAPLAN writing.

Target year: 2023

Maintain the number of students in the top two bands of year 7 and 9 to 40% in NAPLAN numeracy (lower bound system based target)

Target year: 2023

Maintain the number of students in the top two bands of year 7 and 9 to 34% in NAPLAN reading (lower bound system based target).

Target year: 2022

Increase the number of students in the top two bands of year 7 and 9 to 34% in NAPLAN writing (lower bound system based target).

Target year: 2022

Increase the number of students in the top two bands of year 12 to 45% in the HSC (lower bound system based

Initiatives

Highly effective teaching practices

Data/evidence driven practices

Ensure effective strategies and processes for data analysis and reflection are used for responsive curriculum delivery.

- Embed the use of formative data collection and the use of outcomes based progressions for goal setting leading to changes in explicit teaching practice. Literacy and numeracy practice is informed by research.

- Stage 4 and stage 5 programs are progressively reviewed to ensure the incorporation of the suitable literacy and numeracy applications in the context of the subject and taught effectively.

- Establish **collaborative support** for teacher performance development, cross-faculty collaborations developing evidence informed programs and lessons that incorporate evidence driven practices and shared formative assessment strategies.

- Change & adjust practice using the school's outcomes based progressions, explicit individual student goals, formative feedback to plot students and differentiated teaching.

Personalised Learning

Embed a learning culture that enables students to create, receive feedback and achieve their learning goals.

- Professional learning on the use of literacy and numeracy outcomes to personalise learning and understanding. Implement school wide practices to monitor and evaluate student progress in their achievement of outcomes.

- Effective classroom practice through a focus on explicit teaching practice, formative assessment, progressions and EAL/D strategies.

- Formal PDP processes demonstrate teachers' self-

Success criteria for this strategic direction

Assessment data is collected in reading, writing and numeracy on a regular and planned basis and used responsively as an integral part of classroom instruction.

Accurate, consistent teacher judgement is evident across the school. This is consistent with strong student progress and achievement on internal measures.

Data and feedback inform teaching practice and direct learners and learning.

All students articulate, understand and achieve their literacy and numeracy goals.

Teachers collaborate to share curriculum knowledge, data, feedback and other information about student progress and achievement which meet the learning needs of all students.

The school identifies expected growth for each student. Students are achieving higher than expected growth on internal school progress and achievement data.

Progress and achievement of equity groups within the school is equivalent to or greater than the progress and achievement of all students in the school.

Evaluation plan for this strategic direction

Question: What has been the impact of using consistent, explicit data informed teaching practices and planning on student performance? Do teachers collaborate to evaluate, reflect on and adapt practice?

Data: External student performance measures (NAPLAN), internal student performance measures (Literacy and Numeracy Progressive outcomes), teaching programs, classroom observations, student work samples, coaching records.

Analysis: Analyse the data to determine the extent to which the purpose has been achieved. Implications: Where do we go from here? Future directions and next

Strategic Direction 1: Student growth and attainment

Improvement measures

target).

Target year: 2022

Increase the number of students in the top two bands of year 7 and 9 to 34% in NAPLAN reading (lower bound system negotiated target).

Target year: 2023

Increase the percentage of students achieving expected growth in reading in Year 9 NAPLAN to 75%

Target year: 2023

Increase the percentage of students achieving expected growth in numeracy in Year 9 NAPLAN to 70%

Initiatives

reflection that is aligned with SIP and school targets.

- Whole school adoption of Literacy and Numeracy outcomes based literacy and numeracy progressions. Strengthen the skills of all staff to apply instructional techniques for the student skill progression in literacy and numeracy.

HSC attainment - High Leverage Strategies

Targeted focus on academic rigour for Stage 6 using high leverage strategies that is embedded in Stage 6 courses.

- Staff trained in professional learning for critical thinking strategies and share successful practices with specific groups.

- Collectively improve pedagogy and practices in teaching HSC courses with a focus on intellectual quality. Establish links with other high schools and sources of expertise to build teacher capacity to extend all HSC students.

- Backwards mapping of assessment and skills from HSC outcomes through stage 4, 5 and Preliminary courses. Establish the line staged learning to identify the progressive skills required to improve student performance. Critical thinking strategies and the development of associated writing skills to be embedded in outcomes of all stage 4 and 5 programs across all KLAS.

Evaluation plan for this strategic direction

steps.

Implications: Where do we go from here? Future directions and next steps.

Strategic Direction 2: Quality teaching and effective teaching practice

Purpose

Effective quality teaching practices and collective efficacy in consistent classroom management supports an improved quality of learning for students. We will develop this through reflective planning and professional learning for improvement. A whole school approach to effective teaching strategies will be modeled and shared by teachers resulting in the collective contribution to productive learning for all students.

Improvement measures

Target year: 2022

All teachers are skilled in the use of the CANVAS to create their digital classroom enabling them to design and deliver innovative programs, personalised learning experiences and assessment.

Target year: 2023

Teachers have developed their knowledge and understanding of the use of CANVAS as an eLearning Community. Teachers are able to design quality programs to support a range of teaching strategies refining their work from the previous year through evaluation, review and refinement.

Target year: 2024

The eLearning Community is extended to include resources and support for staff, parents and the community in addressing the development of the whole child including career opportunities, community links and pathways and wellbeing strategies.

Data harvested from CANVAS indicates that over 50% of parents have engaged with the CHS eLearning Community.

Target year: 2022

The language of the Quality Teaching Model is embedded in whole school professional learning and PDP process.

Initiatives

Improve effective classroom practice

Quality Teaching and best practice in every lesson every time

Improve teaching practices by delivering professional learning within the Quality Teaching Model and coding analysis.

Initial training of identified teachers to undertake training in Quality Teaching Rounds. Teachers are identified from a range of KLAs, experience and capabilities.

Build a strong culture of reflection and self assessment for all teachers based on feedback about their teaching practices utilizing the Quality Teaching Model.

Build a strong professional learning community through the implementation Quality Teaching Rounds (QTR) to improve quality teaching and classroom practices.

Build positive professional partnerships with other schools who are engaged in QTR. Teachers demonstrate and share their expertise within their school and with partner schools..

Innovative Learning Community

The Crestwood High School Learning Hub, an innovative teaching and learning community.

Establish an online learning community that enables all students to access , self direct and self challenge to achieve their learning goals.

Build an online school community delivering quality programs in all key learning areas that support differentiated delivery, best practice in teaching and students as learners in a digital world.

Establish an online school community that will support the wholistic development of all students by including wellbeing initiatives (PBL), communication and support through the capabilities of CANVAS.

Success criteria for this strategic direction

Teachers collaborate and authentically engage in QTR demonstrating enhanced practice and instruction.

All teachers engage in common language of quality teaching during professional discussion demonstrating an understanding of best practice. This is visibly incorporated into professional learning activities, faculty meetings and PDP meetings.

Student progress and growth is evidenced through formal assessment and comparable judgement.

All teachers actively engage in the use of CANVAS in delivering their subject and as part of their teaching practice, personalising learning for all students.

Teachers collaborate and engage in professional groups to share curriculum knowledge, data, feedback and other information about student progress and achievement which meet the learning needs of all students.

Evaluation plan for this strategic direction

Question: What has been the impact of the QT model professional learning initiatives on changes in teaching practices? How has this impacted on student performance? What is the impact of the CHS eLearning Community on student learning outcomes and progress? Do teachers collaborate to evaluate, reflect on and adapt their methods effectively through quality teaching practices? Do teachers effectively utilise the capabilities of the online learning community for innovated program design and delivery , differentiation and student engagement.

Data: Teaching programs, resources, classroom observations, student work samples, student surveys, coaching records will be used to assess collective efficacy in practice and evaluate the effectiveness of the initiatives.

Analysis: Analyse the data/evidence harvested from CANVAS to determine the extent to which the staff and

Strategic Direction 2: Quality teaching and effective teaching practice

Improvement measures

The first Quality Teaching Round group is established and complete their rounds in semester 2. The experience of this initiative is shared with the rest of the staff and school community.

Target year: 2023

Phase 2 of QTR is established involving a minimum of two groups per semester.

Quality Teaching Model language is embedded in school based professional learning and PDP process.

Target year: 2024

Quality Teaching Rounds is established and completed with Crestwood Public School and a colleague high school. experiences are shared with the staff and school community.

Initiatives

Build provision for parents to contribute to their child's education, school experience and share expected outcomes.

Evaluation plan for this strategic direction

students have engaged with CANVAS, quality of programs, assessment, differentiation strategies and learning experiences.

Implications: Where do we go from here? Future directions and next steps.

Strategic Direction 3: Engagement and wellbeing for learning (connectedness)

Purpose

The collection of data and feedback identified the need for targeted strategies in wellbeing, connectedness and engagement in response to challenging and changing learning environments. Wellbeing, connectedness and engagement programs will support a holistic and shared approach to ensure optimum teaching and learning conditions for all. This will assist all individuals to fulfil their potential within our school community maximising the performance of both staff and students.

Improvement measures

Target year: 2022

Attendance - 84% of students attend school 90% of the time or more.

Using TTFM data, at least 72% of students indicate an overall state of positive wellbeing.

Reduce the annual rate of staff sick leave to 4.8% or less

School based staff survey indicate at least 72% of staff indicate an overall state of positive wellbeing.

Target year: 2023

Attendance- 86% of students attend school 90% of the time or more.

Using TTFM data, at least 74% of students express an overall state of positive wellbeing.

Reduce the annual rate of staff sick leave to 4.3%

School based staff survey indicate at least 74% of staff indicate an overall state of positive wellbeing.

Target year: 2024

Attendance- 88% of students attend school 90% of the time or more.

Using TTFM data, 76% of students express an overall

Initiatives

Wellbeing in action program (a whole school approach)

Whole school wellbeing framework for all

Strengthen our school community to support teaching and learning in a positive school environment that is authentically connected to community.

Incorporate expertise and advice from experts in the field and community services (Head Space and School Link) to develop the whole school wellbeing framework using an intersectoral approach.

Through the formation of an action team, a review/analysis of current strategies and processes that will inform the development of the wellbeing framework within the school community.

Establish a mental health and wellbeing framework that encapsulates the various elements of the whole school community and is responsive to student and staff need.

Growth areas for staff will become focus points for action via online professional learning, face to face professional learning and other identified strategies.

A wholistic approach to mental wellness will be underpinned by a growth mindset as a dominant culture in a positive learning community for staff, students and community.

Engage and connect

Connect, succeed and thrive

Implement targeted programs to ensure students at risk are supported to connect, succeed and thrive within the school community and post school pathway.

Enable students and staff to be happy, engaged and productive in a safe and respectful learning environment through the whole school wellbeing framework's initiatives.

Success criteria for this strategic direction

All staff are able to identify and support basic wellbeing needs of students in their classes through identified strategies incorporated into teaching practices.

Parents are engaged in community presentations, seminars and school based online resources through face to face workshops, school communications and the CHS Online Learning Hub (CANVAS).

The school has developed strong partnership with external services who work with the school to implement the whole school wellbeing framework including visits to the school to work with specific groups.

Students in the targeted programs are authentically engaged, demonstrating improved attendance and learning outcomes across all their subjects.

The majority of students and staff articulate and demonstrate a positive approach to connected school life that fosters and supports wellbeing for all.

Evaluation plan for this strategic direction

Question: What is the impact of a whole school wellbeing framework to the wellbeing and engagement of staff and students? What is the impact of targeted programs to students and staff at increased risk?

Data: Access to data sources such as Sentral, post school direction, TTFM, surveys and focus groups are used to identify any changes in wellbeing status of staff, students and overall school wellbeing culture.

Analysis: Analyse the data to determine the extent to which the Whole school wellbeing framework has been achieved. **Implications:** Where do we go from here? Future directions and next steps.

Strategic Direction 3: Engagement and wellbeing for learning (connectedness)

Improvement measures

state of positive wellbeing.

Reduce the rate of staff sick leave to 3.8% or less.

School based staff survey indicate at least 76% of staff indicate an overall state of positive wellbeing.

Initiatives

Strengthen student to student connection through student led and driven initiatives that are embedded in the whole school wellbeing framework.

Create collaborative pathways with parents to support their child(ren) through high school and share the responsibility between the school and the family fostering a united approach for students to connect, succeed and thrive.
