

# School plan 2018-2020

Cambridge Park High School 8516



# School background 2018–2020

## School vision statement

Cambridge Park High School builds mindsets of students, staff and the wider community to boldly approach learning experiences. We value personal growth and lifelong learning, seeking continual improvement to meet the challenges of tomorrow.

## School context

Cambridge Park High School is a proudly comprehensive school with an enrolment of 743 students, including an Autism support unit, 94 students who identify as Aboriginal and 131 students from a non-English speaking background. The school is located in the traditional country of the Dharrug people and predominantly draws its students from the areas of Cambridge Park, Cambridge Gardens, Jordan Springs, Werrington and Werrington County. The school offers a well-rounded, holistic education for all students through nurturing and providing for their academic, social and emotional needs. The school has a strong commitment to differentiated teaching and learning to meet the needs of our students. Our highly skilled and dedicated teachers focus on quality teaching with an emphasis on strategies to promote excellence, engagement and equity in learning. We work in partnership with other local high schools to build quality, innovative and consistent teaching practice and to provide successful educational pathways for all students in the Penrith Educational Alliance. School leaders and staff work with academic partners to implement improved learning strategies across the school. The school is a partner hub school for Western Sydney University in developing quality induction and practicum programs for Pre-Service and early career teachers. Implementing evidence based pedagogical practice is a priority area for both early career and experienced teachers. We have active links with a range of tertiary education providers, businesses and the local community. Our students thrive in an atmosphere which provides for co-curricula learning experiences for students with an interest and passion in sport, creative and performing arts, leadership and community service. We value the positive contribution that parents play in our success.

## School planning process

A broad consultation process has been adopted to ensure all stakeholders contribute to the development of our school vision and identification of our strategic directions. This process involved parent meetings, parent surveys, student surveys, focus groups and working closely with the School Representative Council. Executive and Staff meetings have focused on school evaluation on student performance data, systems, processes and practices. The school's Aboriginal Education team has provided input to ensure all aspects of the school's plan fosters a sensitivity and appreciation for Aboriginal education and the learning needs of all students. Through extensive workshops and allocated professional learning time all staff were provided with the opportunities to contribute to the development of this plan. We used the School Excellence Framework, the Premier's priorities for educational improvement, research, evidence based practice and school information to ensure that every aspect of the plan is aligned to the framework and is strongly based on what we know works to improve student learning for each student in our school.

# School strategic directions 2018–2020

## STRATEGIC DIRECTION 1 Excellence

### Purpose:

To improve learning growth through targeted teaching practices in an environment which is underpinned by high expectations, with an emphasis on achievement and growing academic skills.

## STRATEGIC DIRECTION 2 Engagement

### Purpose:

To create structures, processes and programs that empower staff and student learning engagement and wellbeing. This will ensure that students and staff form the habits of lifelong learners who recognise the value and purpose of education through an understanding of learning processes and self reflective practice. It is through these understandings that students are able to become self directed and independent learners who maximise their learning outcomes, both at school and in their future directions.

## STRATEGIC DIRECTION 3 Equity

### Purpose:

To ensure all students have access to quality teaching and learning, regardless of personal or social circumstances. To provide students with the opportunity to connect, succeed and thrive by allocating resources that meet individual learning needs.

# Strategic Direction 1: Excellence

## Purpose

To improve learning growth through targeted teaching practices in an environment which is underpinned by high expectations, with an emphasis on achievement and growing academic skills.

## Improvement Measures

There is a positive change in student habits in applying feedback to improve performance.

Assessment practices reflect a growth mindset focus, include learning intentions and success criteria and incorporate student and parent feedback processes, resulting in a 50% growth in Bands 4, 5 and 6 HSC results.

The number of students with NAPLAN results in the top two bands increased by 8% by 2019 and 30 % of students achieve in the top 3 bands in Year 9 NAPLAN by 2020.

## People

### Students

Students build skills to become active participants and effective users of feedback in their own learning.

### Staff

Staff apply effective feedback and assessment practices and collaborate across key learning areas to build effective tools across the school.

### Staff

Teacher professional learning and collaboration improve the skills of all staff to teach literacy and numeracy in context.

### Parents/Carers

Parents provide responses on feedback and assessment processes.

### Parents/Carers

Parents/carers learn skills and strategies to assist their child improve their literacy and numeracy

### Leaders

School leaders will be instructional leaders in new processes, coach their staff and drive the implementation of feedback and assessment practices from an evidence-based foundation.

## Processes

Design and implement effective, evidence-based feedback processes across the school, supported by professional learning, collaboration and

Rigorous assessment tasks introduced across key learning areas, reflect growth mindset and effective feedback practices to support student growth and learning achievement.

Specific literacy and numeracy improvement programs across key learning areas focus on improving skills and meet literacy and numeracy targets.

## Evaluation Plan

Progress towards improvement measures will be evaluated and analysed through:

**Feedback practices:** Video observation data, parent/student feedback, pre- and post-test results.

### Assessment

**Practices:** Parent/student/teacher feedback, analysis of tools, in-school assessment and HSC results

**Literacy and Numeracy skills:** NAPLAN results, PAT testing, student/teacher feedback.

## Practices and Products

### Practices

Use quality feedback practices: including increasing the amount and quality of feedback provided; a greater degree of formative feedback, based on learning intentions and success criteria; that increase peer feedback and student to teacher feedback.

Use effective assessment criteria. Students apply this criteria in their learning, parent feedback is included in the practice and a variety of assessment tools will be used to demonstrate learning.

Consistent and regular review of current student learning achievement and teacher practice, in order to respond to specific areas of need in literacy and numeracy and consistency of practice in these areas.

### Products

Structured and effective feedback occurs across the school reflecting growth mindsets principles.

Consistent and rigorous, evidence-based assessment practices implemented across the school.

Whole school literacy and numeracy programs implemented which increase the skill and confidence of staff and students to enhance the literacy and numeracy development of students.

# Strategic Direction 2: Engagement

Purpose	People	Processes	Practices and Products
<p>To create structures, processes and programs that empower staff and student learning engagement and wellbeing. This will ensure that students and staff form the habits of lifelong learners who recognise the value and purpose of education through an understanding of learning processes and self reflective practice. It is through these understandings that students are able to become self directed and independent learners who maximise their learning outcomes, both at school and in their future directions.</p>	<p><b>Staff</b></p> <p>Staff and students develop a Growth Mindset which includes the ability to self assess, respond positively to appropriate feedback, plan for success and improve on a continuous basis.</p> <p><b>Students</b></p> <p>Students develop a capacity for self regulation to enhance engagement in their learning.</p>	<p>Implement training of all staff and students on the principles of Growth Mindset and make this training available to parent and community members.</p> <p>Positive Behaviour for Learning program undergoes a comprehensive review and re-alignment to link it with the Growth Mindset priorities of the school.</p> <p>Review and develop improved attendance structures and procedures, focused on regular monitoring and feedback to parents and students.</p>	<p><b>Practices</b></p> <p>Staff and students apply Growth Mindset principles on a daily basis. This includes structured self evaluation from feedback received from a variety of sources.</p> <p>The school's PBL expectations are the focus of all daily interactions and school processes through application by all stakeholders.</p> <p>The Cambridge Learning Model which is aligned to Growth Mindset principles is the basis for daily teaching and learning activities.</p> <p>Shared school wide responsibility is evident in the consistent daily application of DET attendance policies.</p>
Improvement Measures		Evaluation Plan	Products
<p>Improvement in attendance rates that halves the difference between CPHS and the state average for attendance on an annual basis.</p>	<p><b>Staff</b></p> <p>Staff apply PBL expectations in all student based interactions with a focus on Growth Mindset principles.</p>	<p>Progress towards improvement measures will be evaluated through:</p> <p><b>Growth Mindset:</b> Number of staff and students trained in Growth Mindset; evaluation of feedback data against baseline data. Baseline measurement of student capacity to accept feedback, self reflect on learning, plan and set appropriate goals. .</p> <p><b>PBL:</b> Analysis of student behaviour data, evaluation of school systems for alignment to PBL and Growth Mindset philosophies. Evaluation of school wide and classroom settings for evidence of PBL immersion. Review of student survey data</p> <p><b>Attendance:</b> Analysis of attendance data. Evaluation of staff feedback against baseline data.</p>	<p>Staff and students apply structured planning, reflection and goal setting tools towards continuous improvement.</p> <p>Improved student attendance reflects greater student engagement and learning achievement.</p> <p>School policies and processes reflect a PBL and Growth Mindset culture.</p>
<p>80% of staff and students agree that PBL has been effectively re-aligned to Growth Mindset and that both programs successfully enhance student learning and engagement</p>	<p><b>Parents/Carers</b></p> <p>Students, parents and carers are aware of the benefits of regular attendance and meet their responsibilities related to student attendance with support from school processes.</p>		
<p>All stakeholder groups in our community understand and can apply the principles of Growth Mindset</p>	<p><b>Staff</b></p> <p>Staff have a thorough understanding of the DET attendance policy and procedures and apply this knowledge with appropriate attention to detail.</p> <p><b>Leaders</b></p> <p>School leaders drive change related to student engagement that is evidence based and responsive to data and feedback as it becomes available.</p> <p><b>Parents/Carers</b></p>		

## Strategic Direction 2: Engagment

### People

Parents understand the principles of Growth Mindset and are able to use it to support their child's learning.

# Strategic Direction 3: Equity

Purpose	People	Processes	Practices and Products
To ensure all students have access to quality teaching and learning, regardless of personal or social circumstances. To provide students with the opportunity to connect, succeed and thrive by allocating resources that meet individual learning needs.	<b>Students</b> <p>All EALD and ATSI Students build literacy and numeracy skills progressively through the practice of NAPLAN style questions in English and Mathematics classes.</p>	<p>Implement targeted literacy and numeracy teaching practices to improve EALD and ATSI students' outcomes.</p>	<b>Practices</b> <p>Students apply literacy and numeracy skills on a daily basis. through 'do it now' NAPLAN questions</p>
<b>Improvement Measures</b> <p>30% of Year 7 and 9 students moved to Band 8 or above in writing, spelling and numeracy.</p>	<b>Staff</b> <p>Pre-testing of all Year 7 and 9 students in NAPLAN style questions to provide baseline data for analysis.</p>	<p>Develop and implement high quality professional learning in effective questioning techniques.</p>	<p>Students complete persuasive and creative writing tasks across all KLAs.</p>
<p>70% of Year 9 ATSI students achieving at or above State growth in literacy and numeracy</p>	<p>Staff embed persuasive and creative writing tasks in all programs.</p>	<p>Implement whole school approach to developing higher order thinking skills and improve academic achievement.</p>	<p>All staff implement a range of effective questioning techniques that include concept driven questions.</p>
<p>All staff improve the quality of effective questioning techniques.</p>	<b>Students</b> <p>Students move from surface level knowledge and understanding to higher order thinking through the use of challenging, concept-driven questioning.</p>	<b>Evaluation Plan</b> <p>Progress towards improvement measures will be evaluated through:</p>	<p>All staff provide students with longer response time to allow for higher order thinking to occur.</p>
<p>25% improvement in students' capacity to demonstrate higher order thinking skills through extended responses in formal examinations with identified equity groups..</p>	<b>Staff</b> <p>All staff engaged in professional learning that builds their understanding of effective questioning techniques and improved response time.</p>	<p><b>Premier's Priorities – Moving ATSI students to high bands in NAPLAN:</b></p> <ul style="list-style-type: none"> <li>• SMART data analysis</li> </ul> <p><b>Improved Questioning Techniques:</b></p> <ul style="list-style-type: none"> <li>• Video observation data – pre &amp; post.</li> <li>• Focus group surveys/data – students, teachers and parents.</li> </ul> <p><b>Learning challenges and the Learning Pit</b></p> <ul style="list-style-type: none"> <li>• Evaluation of pre-and– post in–school examination data</li> <li>• HSC results</li> </ul>	<b>Products</b> <p>All EALD and ATSI Year 7 and 9 students demonstrate Improved literacy and numeracy skills evident in NAPLAN testing results.</p>
	<b>Leaders</b> <p>Leaders monitor, review and evaluate school systems and drive new processes to ensure all students are supported and individual needs met, regardless of ability. or circumstances.</p>		<p>All staff use concept driven questioning consistently in classes.</p>
	<b>Parents/Carers</b> <p>Parents and carers understand the concept of learning challenge and the <i>Learning Pit</i> and encourage active student participation.</p>		<p>Learning structures develop higher order thinking opportunities for all students.</p>
			<p>Improved students' thinking processes, collaborative and active problem-solving skills evident in classrooms and HSC results.</p>