

# Strategic Improvement Plan 2021-2025

## Cecil Hills Public School 4635



# School vision and context

## School vision statement

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'Believe and Achieve' is at the centre of what our community stands for. Every student will be challenged to learn in an environment of high expectations and continuous improvement.

## School context

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Cecil Hills Public School is an inclusive and dynamic learning environment which caters to a diverse community (758 students, 76% EAL/D) in South-Western Sydney. We are situated on the traditional lands of the Gundangara nation. There are 30 mainstream classes across K-6 and 3 Autism support classes. We are a unique setting characterized by our strong community; our ability to provide a stimulating, engaging and challenging educational program for every student and our provision of an inclusive, safe and happy learning environment where student wellbeing is paramount and each child is known, valued and cared for.

There is a strong emphasis on differentiating learning experiences to engage and challenge all students and extensive provision of extracurricular activities in creative and performing arts, sport and enrichment activities. Through community consultation our key areas of focus have been developed. Our dedicated staff, comprising of experienced and early career teachers, will work towards innovative curriculum, differentiated program implementation and integrated technology, prioritising future focused learning capabilities.

We work closely with the parent community to make Cecil Hills Public School a strong, dynamic learning environment.

# Strategic Direction 1: Student growth and attainment

## Purpose

To improve student learning outcomes through:

- data driven teaching practices
- differentiated learning
- evidence-informed strategies
- embedded evaluative practice.

## Improvement measures

### NAPLAN top 2 bands - Reading

Achieve by year: 2022

#### Reading

- Increase top two bands of NAPLAN Reading to meet or exceed our system negotiated targets

### NAPLAN expected growth - Numeracy

Achieve by year: 2023

#### Numeracy

- Increase the percentage of students achieving expected growth in NAPLAN Numeracy, performing at or above system-negotiated annual target baseline.

### NAPLAN expected growth - Reading

Achieve by year: 2023

#### Reading

- Increase the percentage of students achieving expected growth in NAPLAN Reading, performing at or above system-negotiated annual target baseline.

Achieve by year: 2023

#### Value Added Data

- K-3 and Yr 3-5 value added data maintained at sustaining and growing and increasing towards excelling in Scout
- Yr 5 - 7 value added data in scout continues to show

## Initiatives

### Data Driven Practices

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

- Teachers work alongside leaders to use the scope and sequence of lessons from the syllabus to systematically build student understanding of skills, concepts, and content knowledge. (Explicit Teaching)
- Teachers actively participate in professional collaboration and professional learning that focuses on building expertise to deliver evidence-informed teaching practices. (Collaboration)
- Teachers model a culture of high expectations of themselves and of their colleagues to positively impact student achievement. (High Expectations)
- Teachers effectively use and understand data literacy that informs student progress and how to best adjust their practice to drive improvement for all students. (Use of Data to Inform Practice)

### Personalised Learning

Embed a learning culture that enables students to create, receive feedback and achieve their learning goals underpinned by effective classroom practice:

- Teachers use their expertise in data literacy to provide students with relevant, explicit, ongoing, constructive and actionable information about student performance. (Effective Feedback)
- Teachers promote high expectations for every student through differentiated instruction, individualised feedback and ongoing and meaningful interactions to promote continuous student improvement. (High Expectations)

## Success criteria for this strategic direction

### Learning

- The whole school community demonstrates aspirational expectations of learning progress and achievement for all students and is committed to the pursuit of excellence. (SEF Learning Culture: High expectations)
- Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement. (SEF Curriculum: Teaching and Learning Programs)
- Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged, and all adjustments lead to improved learning. Teachers involve students and parents in planning to support learning and share expected outcomes. (SEF Curriculum: Differentiation)
- Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers. (SEF Assessment: Formative Assessment)
- The school analyses student progress and achievement data. Teachers respond to trends in student achievement, at individual, group, and whole school levels (SEF Assessment: Summative Assessment)
- The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement. The school has processes in place to support teachers' consistent, evidencebased judgement and moderation of assessments. (SEF Assessment: Whole School Monitoring of Student Learning)
- The school achieves excellent value-added\* results, significantly above the value added by the average school. (SEF Student Performance Measures: Value-added)
- Most students achieve in the top two bands for

# Strategic Direction 1: Student growth and attainment

## Improvement measures

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excelling

- All students have learning goals based on determined 'expected growth' data using literacy/numeracy progressions which are tracked and monitored using the school tracking system

Achieve by year: 2025

### Numeracy

- Aboriginal students achieve growth through school-based assessments both formative and summative.
- Monitor and track the progress of students completing Year 2 achieving the grade-appropriate learning indicators within the number and Place Value (NPV5) and Additive Strategies (AdS8).
- Monitor and track the progress of students 3-6 achieving the grade-appropriate learning indicators within the number and Place Value (NPV6-10) and Additive Strategies (AdS6-10)
- An increase in the 2021 percentage of students in Yr 2 - Yr 6 demonstrating a 0.4 growth (calculated through effect size formula) when comparing the start of the year to end-of-year scale scores in internal school data sources around Mathematics
- All teachers review student assessment data and compare results with grade colleagues through the Collaborative Conversation initiatives

Achieve by year: 2025

### Reading

- Aboriginal students achieve growth through school-based assessments both formative and summative.
- Monitor and track the progress of students completing Year 3 achieving the grade-appropriate learning indicators within the Phonic Knowledge and Word Recognition (PKW) and Understanding Texts (UnT) elements of the Progressions for years K-6
- An increase in the 2021 percentage of students in Yr

## Success criteria for this strategic direction

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NAPLAN reading, writing and numeracy (SEF Student Performance Measures: NAPLAN)

- The school has identified what growth is expected for each student and students are achieving higher than expected growth on internal school progress and achievement data (SEF Student Performance Measures: Student Growth)

### Teaching

- All lessons are strategically planned and collaboratively designed to accommodate and adjust to meet the needs of all students (SEF Effective Classroom Practice: Lesson Planning)
- Lesson planning include progress and achievement data, curriculum requirements, student feedback, and provides continuous improvement for all students, across the full range of abilities (SEF Effective Classroom Practice: Lesson Planning)
- All teachers use evidence-based teaching methods to optimise learning progress for all students, across the full range of abilities (SEF Effective Classroom Practice: Explicit Teaching)
- Through collaboration and instructional leaderships effective evidence-informed teaching practices are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth (SEF Effective Classroom Practice: Explicit Teaching)
- Teachers routinely use formative and summative assessment methods to review their teaching practices and the learning each student for ongoing student growth and progress (SEF Effective Classroom Practice: Feedback)
- Through whole school collaboration teachers use student assessments to inform planning, identify interventions and modify teaching practice (SEF Data Skills & Use: Data Literacy)
- The learning goals for students are informed and monitored by the analysis of internal and external student data through the collection of quality, valid and reliable data (SEF Data Skills & Use: Data Analysis)

# Strategic Direction 1: Student growth and attainment

## Improvement measures

- 2 - Yr 6 demonstrating a 0.4 growth (calculated through effect size formula) when comparing the start of the year to end-of-year scale scores in internal school data sources around reading
- All teachers review student assessment data and compare results with grade colleagues through the Collaborative and Data Conversation initiative

Achieve by year: 2025

### School Excellence Framework

Improvement as measured by the School Excellence Framework:

#### Domain: Learning

##### Element: Learning Culture

- Focus theme: High Expectations (E)

##### Element: Curriculum

- Focus theme: Differentiation (E)

##### Element: Assessment

- Focus theme: Formative Assessment (E)

##### Element: Student Performance Measures

- Focus theme: Value Added (E)
- Focus theme: NAPLAN (E)
- Focus theme: Student Growth (E)

#### Domain: Teaching

##### Element: Data Skills & Use

- Focus theme: Data use in planning (E)

##### Element: Professional Standards

- Focus theme: Improvement of practice (E)

## Success criteria for this strategic direction

- Teachers understand, develop and apply data literacy strategies to continuously promote student improvement (SEF Data Skills & Use: Data use in Teaching)
- Literacy and numeracy are explicitly taught to students and success is measured through improved student progress and achievement data (SEF Professional Standards: Literacy & Numeracy)
- Student improvement is driven through explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers (SEF Learning & Development: Collaborative Practice and Feedback)
- The staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning (SEF Learning & Development: Professional Learning)
- Teachers collaborate with staff in other schools to share and embed good practice (SEF Learning & Development: Professional Learning)

### Leading

- The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning. (SEF Educational Leadership: High Expectations Culture)
- The school uses research, evidence-based strategies, and innovative thinking in designing and implementing a school plan that successfully delivers ongoing, measured improvement in student progress and achievement. (SEF School Planning, Implementation and Reporting: School Plan)
- The school is recognised as a leader for its impact on learning progress, its effective practices and continuous improvement, and its active support of (improvement in) other schools. (SEF School Planning, Implementation and Reporting: Continuous Improvement)

# Strategic Direction 1: Student growth and attainment

## Improvement measures

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### Element: Learning and Development

- Focus theme: Collaborative practice and feedback (E)
- Focus theme: Coaching and Mentoring (E)

### Domain: Leading

### Element: Educational Leadership

- Focus theme: Instructional leadership (E)
- Focus theme: High expectations culture (E)

### Element: School Planning Implementation and Reporting

- Focus theme: Continuous improvement (E)
- Focus theme: School plan (E)

### NAPLAN top 2 bands - Numeracy

Achieve by year: 2022

### Numeracy

- Increase top two bands of NAPLAN Numeracy to meet or exceed our system negotiated targets

## Evaluation plan for this strategic direction

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### Question:

To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes in reading and numeracy?

### Data:

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measure of the strategic direction. This analysis will guide the school's future directions:

- External Data i.e.
- NAPLAN data
- Scout - Value Added data
- Internal Data i.e.
- PAT assessment data
- Literacy and Numeracy PLAN2 data
- School Excellence Framework (SEF)
- Survey
- Observations
- Collaborative Conversations Data analysis
- Student Work Samples
- Focus Groups
- Student voice
- Interviews
- Document Analysis

### Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually, the school will review progress towards the improvement measures.

The analysis will involve:

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

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- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures
- Regular professional discussion around the School Excellence Framework elements and themes
- Executive team and whole staff reflection sessions
- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data and corroborate conclusions.

### Implications:

The findings of the analysis will inform:

- Future actions
- Future directions
- Annual reporting on school progress measures



# Strategic Direction 2: Leaders and Learners

## Purpose

To further develop the culture of continuous improvement in Leaders and Learners through:

- \* high expectations
- \* continuous reflective data practices
- \* explicit instruction
- \* quality feedback
- \* whole school and executive collaboration.

## Improvement measures

Achieve by year: 2025

### Tell Them From Me (TTFM) - Teacher Voice

An increase from the 2024 TTFM teacher voice survey indicates that middle leaders have supported staff in feeling confident when planning, programming, and evaluating reading lessons. Teacher professional learning needs are analysed to meet identified teacher needs of middle leadership analysis and planning of professional learning to meet identified teacher need.

Achieve by year: 2025

### Middle Leadership Survey

An increase from the 2024 survey data of teachers reporting capacity of middle leaders in supporting Reading, Writing and Mathematics at agree and strongly agree.

Achieve by year: 2025

### Walk Through Data

There is an increase from the 2024 data of staff using effective reading practices defined by the CHPS reading guidelines (proformas, observational/annotation notes, variety of quality and authentic texts, learning

## Initiatives

### Whole School Systems and Processes

\* Leaders work alongside teachers to plan the scope and sequence of lessons from the syllabus to

systematically build student understanding of skills, concepts, and content knowledge. (Explicit

Teaching)

\* Leaders actively participate in professional networks and professional learning that focuses on

building expertise to inform teaching practices. (Collaboration)

\* Leaders support and model a culture of high expectations of themselves and of teachers to

positively impact student achievement. (High Expectations)

Instructional Leadership

\* Leaders build capacity to work alongside teachers to use a range of data from different types of

assessment to plan, modify and deliver lessons to meet the learning strengths and needs of students,

and to monitor and evaluate the effectiveness of lessons. (Explicit Teaching)

\* Leaders build capacity to engage in collaborative analysis of data with teachers by meeting

regularly to consider evidence of learning by individual students, classes, whole year and stage

groups. (Use of Data to Inform Practice)

\* Leaders build capacity to engage with teachers in frequent, ongoing formal and informal

## Success criteria for this strategic direction

\* Teaching and learning programs are dynamic, showing evidence of revisions based on feedback

on teaching practices, consistent and reliable student assessment and continuous tracking of

student progress and achievement. **(SEF Curriculum: Differentiation)**

\* The school uses systematic and reliable assessment information to evaluate student learning over

time and implements changes in teaching that lead to measurable improvement. **(SEF Assessment:**

**Whole school monitoring of student learning)**

\* A whole school approach ensures the most effective evidence-based teaching methods optimise

learning progress for all students, across the full range of abilities. **(SEF Effective Classroom Practice:**

**Explicit Teaching)**

\* Teachers employ evidence-based teaching strategies. **(SEF Effective Classroom Practice: Explicit**

**Teaching)**

\* All teachers have a sound understanding of student assessment and data concepts. They analyse,

interpret and extrapolate data and they collaboratively use this to inform planning, identify

interventions and modify teaching practice. **(SEF Data Skills In Use: Data Literacy)**

\* 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



# Strategic Direction 2: Leaders and Learners

## Improvement measures

expectations, purposeful roaming activities, feedback, goal setting and comprehension).

Achieve by year: 2025

### Reading Logbook Collection

Collect 2022 baseline data for staff, indicating:

- effectively using the CHPS reading proformas
- using annotations to guide future learning
- using annotations to set student goals with a progression focus
- using annotations with a comprehension focus
- using a range of quality and authentic texts

Achieve by year: 2025

### Improvement as measured by the School Excellence Framework:

#### Domain: Teaching

#### Element: Data Skills & Use

\* Focus theme: Data use in planning (E)

#### Element: Professional Standards

\* Focus theme: Improvement of practice (E)

#### Element: Learning and Development

\* Focus theme: Collaborative practice and feedback (E)

\* Focus theme: Coaching and Mentoring (E)

#### Domain: Leading

#### Element: Educational Leadership

## Initiatives

conversations about pedagogy and teaching practice. (AITSL: Essential Guide to Professional

Learning: Collaboration)

\* Leaders build capacity to give and receive feedback that discusses the effectiveness of strategies

observed in classrooms. (Collaboration)

### Instructional Leadership

Consolidate Instructional Leadership systems that specifically target data-driven practices and personalised learning through the pedagogical development of teachers

- Train leadership staff in middle leadership practices through professional learning and develop a learning culture among staff
- Continue data-driven practices with a specific focus on curriculum that targets personalised learning to ensure student progress and attainment.
- Implement systems and processes for mentoring of all staff inclusive of induction and orientation for new and beginning teachers, leadership development programs and staff PDP processes

## Success criteria for this strategic direction

feedback between teachers. This drives ongoing, school-wide improvement in teaching practice

and student results. **(SEF Learning and Development: Collaborative practice and feedback)**

\* The staff evaluate professional learning activities to identify and systematically promote and

implement the most effective strategies to improve teaching and learning **(SEF Learning and**

### Development: Professional Learning)

\* 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. **(SEF Educational**

### Leadership: Instructional Leadership)

\* The leadership team uses data to evaluate the effectiveness of management processes and creates a culture of shared accountability to achieve organisational best practice. **(SEF School Resources: Staff Deployment)**

## Evaluation plan for this strategic direction

### Question:

To what extent have we achieved our purpose and can demonstrate a culture of continuous improvement in Leaders and Learners?

### Data:

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in

# Strategic Direction 2: Leaders and Learners

## Improvement measures

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\* Focus theme: Instructional leadership (E)

\* Focus theme: High expectations culture (E)

### Element: School Planning Implementation and Reporting

\* Focus theme: Continuous improvement (E)

\* Focus theme: School plan (E)

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## Evaluation plan for this strategic direction

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achieving the purpose and improvement measure of the strategic direction. This analysis will guide the

school's future directions:

External Data i.e.

NAPLAN data

Scout - Value Added data

Internal Data i.e.

Surveys

Observations

TTFM

SEF SaS

Collaborative Conversations Data analysis

Student Work Samples

Focus Groups

Teacher voice

Student voice

Interviews

Document Analysis

### Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually,

the school will review progress towards the improvement measures.

The analysis will involve:

## Evaluation plan for this strategic direction

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Regular review of these data sources to provide clarity around whether we are on track for achieving the

intended improvement measures

Regular professional discussion around the School Excellence Framework elements and themes

Executive team and whole staff reflection sessions

Term by term review and triangulation of data sources including quantitative and qualitative, internal, and

external data and corroborate conclusions.

### **Implications:**

The findings of the analysis will inform:

Future actions

Future directions

Annual reporting on school progress measures

# Strategic Direction 3: Connect, Succeed and Thrive

## Purpose

To develop and strengthen partnerships for our school community to connect, succeed and thrive through:

- collaboration
- engagement

## Improvement measures

### Attendance >90%

Achieve by year: 2023

To increase the proportion of students attending greater than 90% of the time to be within or exceeding our system negotiated attendance bounds of 88.4% (lower) and 93.4% (upper).

Achieve by year: 2022

Improvement as measured by the School Excellence Framework:

- **Learning:** Wellbeing, Curriculum and Reporting are validated as Excelling
- **Teaching:** Effective Classroom Practice and Learning and Development are validated as Excelling

### Wellbeing

Achieve by year: 2023

Performing above system-negotiated annual Wellbeing target baseline.

## Initiatives

### Engagement

Students are actively connected to their learning through meaningful, engaging and rewarding learning experiences to support their cognitive, emotional, social and physical wellbeing

- Student centered learning is facilitated and promoted to increase student independence, problem solving skills and critical and creative thinking (i.e. innovative spaces, SOLE, STEAM, play-based learning, creative hour)
- Students encompass the school values and learner dispositions to become life-long learners (i.e. R.I.S.E, bounce back programs, bullying education, mindfulness, extra-curricular activities).
- Staff wellbeing is highly valued and supported to promote a culture of positive relationships and success (i.e. Teacher professional learning, opportunities for teacher wellbeing, team building activities, teacher support services)

### Quality Connections and Collaboration

Collaborative partnerships are maintained and continually improved with students, staff, families and community to ensure all students are known valued and cared for

- Further develop and maintain parent connections to promote communication, student engagement and learning connections underpinned by evidence-based strategies (i.e. Seesaw, Parent Cafes)
- Develop and strengthen community connections to improve student learning outcomes, engagement, wellbeing and enjoyment.

## Success criteria for this strategic direction

- Communication links with parents/carers are streamlined to include Sentral messaging, emails, School eNews and Seesaw
- Each parent is communicated with individually at least twice a term
- Parent Cafes are conducted twice a term and opportunities for online connection and resources are developed
- Students confidently engage with and demonstrate their RISE values and Learning dispositions
- Teachers engage in wellbeing activities to build positive relationships and self-care
- There is a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn (*SEF - LE: Wellbeing [Caring for Students / A planned approach to wellbeing]*)
- An integrated approach to quality teaching, curriculum planning and delivery, and assessment promotes learning excellence and responsiveness in meeting the needs of all students (*SEF - LE: Curriculum [Curriculum Provision]*)
- Reporting that is clear, timely and accurate provides information that support further progress and achievement for all student learning across the curriculum (*SEF - LE: Reporting [Parent Engagement]*)
- All teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies (*SEF - TE: Effective Classroom Practice [Feedback]*)
- Professional learning is aligned with the school plan, and its impact on the quality of teaching and student learning outcomes is evaluated. There are explicit systems for collaboration and feedback to sustain quality teaching practice (*SEF - TE: Learning & Development [Expertise & Innovation]*)

## Evaluation plan for this strategic direction

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### Question:

To what extent have we achieved our purpose and can demonstrate a culture of engagement and partnerships with our school community to support progress?

### Data:

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measure of the strategic direction. This analysis will guide the school's future directions:

- External Data i.e.
- NAPLAN data
- Scout - Value Added data
- Internal Data i.e.
- PAT assessment data
- Literacy and Numeracy PLAN2 data
- Survey
- Observations
- Collaborative Conversations Data analysis
- Student Work Samples
- Focus Groups
- Student voice
- Interviews
- Document Analysis

### Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually, the school will review progress towards the improvement measures.

The analysis will involve:

- Regular review of these data sources to provide

## Evaluation plan for this strategic direction

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clarity around whether we are on track for achieving the intended improvement measures

- Regular professional discussion around the School Excellence Framework elements and themes
- Executive team and whole staff reflection sessions
- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data and corroborate conclusions.

### Implications:

The findings of the analysis will inform:

- Future actions
- Future directions
- Annual reporting on school progress measures