

Strategic Improvement Plan 2021-2025

Cessnock High School 8108



School vision and context

School vision statement

At Cessnock High School every student and every teacher is challenged to continue to learn and improve every year to reach their full potential. Students, teachers, and our community work in partnership to maintain high expectations and a positive environment where every student is known, valued, and cared for.

School context

Cessnock High School is a contemporary and future focused learning community located in the historic heritage school buildings on Aberdare Rd, in the picturesque Hunter Valley.

The school's anticipated enrolment is 642 at the commencement of 2023 including 9 classes for students with special needs, from diverse socio-economic backgrounds (FOIE index 157), including 25% Aboriginal and Torres Strait Islander students. The school has strong ties with the Aboriginal community and a close association with the Aboriginal Education Consultative Group (AECG). With our partner primary schools we form an innovative Local Management Group with a strong K-12 focus.

Students in all phases of education at Cessnock High School are supported through curriculum structures focusing on the academic and social needs of the cohort. We are dedicated to catering to the education of the whole student at each phase of their journey. Our staff are highly qualified, passionate and dedicated individuals who strive to ensure all students are provided with a diverse range of opportunities to be inspired, valued, hopeful and intellectually curious global citizens.

The school took part in the External Validation process in 2020 and has completed a thorough situational analysis for the 2021-2025 school planning cycle that has identified key areas for improvement. Key focus areas include Literacy, Numeracy, Attendance, Quality Teaching, Transition and Wellbeing. These areas will be implemented through the Strategic Directions of Student growth and attainment, Teaching and Leading.

Strategic Direction 1: Student growth and attainment

Purpose

Improving student learning outcomes through explicit, consistent, and research-informed programs and initiatives that focus on building educational aspiration and ongoing performance improvement.

Improvement measures

Achieve by year: 2025

Year 8 and Year 9 Numeracy check in assessment.

Demonstrated progress in Yr 8 and Yr 9 Numeracy Check In assessment data, halving the gap against State achievement data through a growth of 5%, compared to 2022 baseline data.

Improved reading outcomes

Increase % of students achieving growth in reading

Achieve by year: 2024

Year 8 and Year 9 Reading check in assessment.

Demonstrated progress in Yr 8 and Yr 9 Reading Check-In assessment data, halving the gap against State achievement data through a growth of 4.5%, compared to 2022 baseline data.

Pathways

Increase % of HSC course results in top 2 bands

Achieve by year: 2027

Stage 6: HSC Top 2 Bands

Increase student results in the Top 2 bands of HSC by 7.6%.

Pathways

Proportion or number of Aboriginal students attaining the

Initiatives

Literacy and Numeracy Initiative

Processes and practices of high-level activities include:

- Data analysis, program differentiation and remedial and extension programs
- Whole School Professional Learning in Literacy
- Whole school literacy strategies embedded in all lessons
- Stage 4 and Stage 5 literacy and writing focus
- Stage 4 Teaching and Learning Program Review
- Utilisation of PLAN 2 for Literacy and Numeracy reporting

Stage 6 Initiative

Processes and practices of high-level activities include:

- Employment of 1.0FTE Head Teacher Learning and Engagement
- Employment of 1. FTE Head Teacher Teaching and Learning
- Enhanced Subject Selections and Pathways Options
- Establishment and utilisation of a Senior Study Centre and Aboriginal Learning and Engagement Centre
- Professional Learning for HSC including data analysis, programming for teaching and learning, assessment design and feedback and reporting

Attendance Initiative

Processes and practices of high-level activities include:

- Attendance policy and procedure review, implementation and evaluation
- Collaboration with HSLO, ACLO and other internal and external support agencies such as DCJ and YAMs.
- Student support through the Senior Learning Area and Aboriginal Learning and Engagement Center.

Success criteria for this strategic direction

Cessnock High School Students have strong foundation skills in literacy and numeracy, enabling them to successfully access subject content knowledge and achieve to their potential in internal and external assessment.

Cessnock High School Teachers use information about individual students' capabilities and needs to plan for students' learning and engage them in authentic and rich learning experiences.

Students understand the importance of education and are supported to increase their attendance.

Cessnock High School students make successful transitions to future learning and employment, with the skills to make informed contributions as citizens and leaders.

Evaluation plan for this strategic direction

Question:

- What has been the impact on student literacy and numeracy outcomes?
- Is there an increase in the number of higher NAPLAN bands for literacy and numeracy?
- What has been the impact on student's HSC results?
- What has been the impact on student post-school pathways?
- What has been the impact on student attendance (whole days and partial absences) across year groups and on Aboriginal Torres Strait Island students?

Data:

- Check-In Assessment
- Whole school attendance data
- Exit data - HSC, apprenticeships, TAFE etc
- HSC RAP analysis

Strategic Direction 1: Student growth and attainment

Improvement measures

HSC whilst maintaining their cultural identity (High Schools only)

Achieve by year: 2027

Attainment: Identified Cohorts

Increase the proportion of Aboriginal students attaining year 12 by 22.2% while maintaining their cultural identity.

Attendance

There is a whole school focus on improving attendance to strengthen student sense of belonging, engagement and outcomes.

Achieve by year: 2027

Attendance: Whole School

Achieve an increase of 1.3% in the attendance rate, from 74.17% in 2023 to 75.47% in 2027

Initiatives

- SASS administration support for attendance initiatives.
- Positive reward system that acknowledges good attendance, and improvements in attendance.

Evaluation plan for this strategic direction

- SCOUT data
- TTFM
- NAPLAN
- PLAN 2
- Best Start

Analysis:

- Analyse the data to determine the extent of the impact of these programs on student outcomes.

Implications:

- Which activities have positively contributed to improvement?
- What areas can we build upon?
- What changes need to occur?
- How can we improve on what we do?
- What other activities could be used to support the initiatives?

Strategic Direction 2: Teaching

Purpose

To strengthen quality teaching practice through developing teachers who are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies.

Improvement measures

Effective Classroom Practice

Achieve by year: 2025

Effective Classroom Practice

Improvement in the effectiveness of classroom practice evidenced by 100% of teachers participating in Quality Teaching Rounds. *Data from the UoN TTRC indicating improvements in QT; morale and student achievement indicators.*

Data Skills and Use

Achieve by year: 2025

Data Skills and Use

All programs show evidence of embedded, authentic and effective data use to identify student ability, progress and achievement and reflect on the effectiveness of teaching and learning.

Learning and Development

Achieve by year: 2025

Learning and Development

All staff engage in Professional Learning which has a measurable impact on student outcomes, as evaluated by increases in achievement, attendance and engagement measures.

Professional Standards

Initiatives

Effective Classroom Practice Initiative

Processes and practices of high-level activities include:

- 4 Year Partnership with the University of Newcastle TTRC
- Whole School standardised approach to teaching and learning supported by Canvas
- What Works Best research as a blueprint for all classroom practice

Data Skills and Use Initiative

Processes and practices of high level activities include:

- Professional Learning to enhance student assessment and achievement
- Consistent and comparable judgement across Stage 6 Assessment Practices
- HSC analysis to inform programming, identify interventions and modify teaching practices
- Authentic use of data to drive whole school planning and priorities

Learning and Development Initiative

Processes and practices of high level activities include:

- Differentiated and targeted whole school weekly professional learning calendar.
- SDD and Twilight Training aligned with whole school Professional Learning priorities and the Australian professional standards.
- Collaboration with learning communities, educational experts and regional networks
- Coaching and mentoring opportunities building expertise and innovation

Success criteria for this strategic direction

At Cessnock High School our teachers demonstrate personal responsibility for improving their teaching practice in order to improve student learning. All student learning is underpinned by high quality teaching.

Lessons and learning opportunities are engaging and teaching strategies are evidence-based. Individually and collaboratively, teachers evaluate the effectiveness of their teaching practices, including analysis of student engagement, learning growth and outcomes.

Sophisticated data analysis is used to plan for the ongoing learning of each student. and cohort.

Teachers take shared responsibility for student improvement and contribute to a transparent learning culture observing and giving meaningful feedback on each other's practices.

Evaluation plan for this strategic direction

Question:

- Have all staff completed QT professional learning?
- Do all staff have a deep understanding of the Quality Teaching Model?
- Has the quality of lessons and assessments improved over time?
- Are students completing the correct pathway?
- Has the schools HSC results improved?
- Has the attendance improved across all years?
- Did the additional PLC lesson improve collaboration?

Data:

- PAT results throughout the year and annually.
- UoN pedagogical audit
- UoN assessment audit
- Whole school professional learning records
- Staff questionnaires

Strategic Direction 2: Teaching

Improvement measures

Achieve by year: 2025

Professional Standards

100% of teachers are accredited and show dedication to maintaining and developing their professional standards through the Professional Development Framework.

Whole School: Professional Standards are referenced in all professional learning events and during reflection for improvement.

Initiatives

- Cross faculty Professional Learning Group program
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Professional Standards Initiative

Processes and practices of high level activities include:

- Weekly check in with Waiver B and Conditional Teaching staff
 - Beginning teacher/supervisor/mentor timetabled periods
 - HALT Teacher delivering Professional Learning in Accreditation
 - PDP goals align with SIP and Teaching Standards
 - Specific and differentiated Professional Development based on different levels of Accreditation
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Evaluation plan for this strategic direction

- HSC programs
- HSC RAP analysis, value add and SCOUT data
- TTFM
- Number of proficient and HALT teachers

Analysis:

- Analyse the data to determine the extent to which the purpose has been achieved.

Implications:

- Which activities have positively contributed to improvement?
- What areas can we build upon?
- What changes need to occur?
- How can we improve on what we do?
- What other activities could be used to support the initiatives?

Strategic Direction 3: Leading

Purpose

Improve Educational Leadership through the consistent implementation of school practices delivered by all staff members in a high expectation team environment will allow for alignment across all leadership direction.

Improvement measures

Wellbeing

Achieve by year: 2025

Student Wellbeing

TTFM is completed by 70% of students and shows an increase in Advocacy, Expectations and Belonging compared to the previous year.

Leadership for Learning

Achieve by year: 2025

Leadership for Learning

TTFM and internal surveys indicate Staff and Students exhibit a high expectation culture, based on a cycle of continuous improvement

Community Communication and Engagement

Achieve by year: 2025

Community Communication and Engagement

50% increase in parent and community satisfaction for school communication and engagement indicated through TTFM survey

Learning Environment

Achieve by year: 2025

Learning Environment

Improvements to the physical and classroom learning

Initiatives

Student Wellbeing Initiative

Processes and practices of high level activities include:

- Wellbeing policy reviews (Anti bullying, Uniform)
- Wellbeing programs / initiatives (SSO delivering students programs in The Hub)

Leadership for Learning

Processes and practices of high level activities include:

- High Expectation Culture
- Leadership Development for Executive and Senior Executive
- Student Leadership opportunities
- **Staff Wellbeing initiatives**

Community Communication and Engagement

Processes and practices of high level activities include:

- CLO employment
- Social networking
- School / community events
- Community based programs
- Community/industry collaboration initiatives

Inclusive Education

Processes and practices of high level activities include:

- Special Education
- Aboriginal Education (AEW, KLC)
- Learning and Support (SLSOs, IFS, LaST. IEPs)
- Behaviour and Engagement (STBE, RTSC)
- Transition Programs
- **Health Initiative**

Learning Environment

Success criteria for this strategic direction

At Cessnock high school all teachers are leaders of learning. We have a commitment to fostering a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success.

Data reveals our students have benefitted from the school's planned and proactive engagement with parents and the broader community.

The school strategic directions are well acquitted and ensure that operational aspects, such as resource allocation and accountability requirements, serve the overarching strategic vision of the school community.

Evaluation plan for this strategic direction

Question:

- Has student well-being improved? What evidence is there to support this judgement?
- Has the number of students wearing full uniform improved?
- Have the identified refurbishments been completed?
- Is the CODE and Cessnock Way consistently applied across the school?
- Has the community health partnership identified additional health needs?
- Are the community more engaged with the school?
- How many community partners does the school engage with?
- How have staff and students participated in community based programs?
- Have executive and senior executive engaged in leadership development?
- What staff wellbeing initiatives have been implemented?
- What leadership opportunities have been made available for all Cessnock High School students?

Strategic Direction 3: Leading

Improvement measures

environment leading to improved staff and student morale and engagement as evidenced through improved TTFM data

Initiatives

Processes and practices of high level activities include:

- Whole school technology upgrade
 - Physical / learning environment upgrade
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Evaluation plan for this strategic direction

- What has been revealed by the Stage 4 Middle School Review and the implementation of integrated school sport?
- Do all staff and students have equitable access to technology?
- How has SEEK created lifelong learning opportunities for students with disabilities?

Data:

- TTFM - Staff, students and community
- Financial report
- Sentral data entries
- Number of additional health needs
- Community engagement data (attendance numbers, site visits, P&C data)

Analysis:

- Analyse the data to determine the extent to which the purpose has been achieved.

Implications:

- Which activities have positively contributed to improvement?
- What areas can we build upon?
- What changes need to occur?
- How can we improve on what we do?
- What other activities could be used to support the initiatives?