

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 581 at the commencement of 2021 including 8 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 2021-2024 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

Numeracy growth

Achieve by year: 2023

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.

Reading growth

Achieve by year: 2023

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.

HSC achievement - top 2 bands

Achieve by year: 2023

Stage 6: HSC Top 2 Bands

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

Aboriginal student HSC attainment

Achieve by year: 2023

Attainment: Identified Cohorts

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

Attendance >90%

Initiatives

Literacy and Numeracy Initiative

Processes and practices of high level activities include:

- Baseline and follow up testing (PAT)
- Data analysis, program differentiation and remedial program assignment (MultiLit / QuickSmart)
- Whole School Literacy Plan including staff professional learning
- Stage 4 Middle School literacy focus
- Identification and support of students in middle bands
- Staff professional learning
- Stage 4 Teaching and Learning review and upgrade
- STEM focus learning initiatives in partnership with LMG
- Literacy and Numeracy Transition/Collaboration with partner primary schools.

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
- Student To Employment Program establishment
- Senior Study Centre and Aboriginal Learning 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 and upgrade with Head Teacher Wellbeing / Learning

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:

- Has student literacy/numeracy improved? What evidence is there to support this judgement?
- Is there an increase in the number of higher NAPLAN bands?
- Have staff completed consistent valuable professional learning in literacy and numeracy?
- Are students completing the correct pathway?
- Has the schools HSC results improved?
- Has the attendance improved across all years?

Data:

- PAT results throughout the year and annually.
- Whole school attendance data
- Exit data. HSC, apprenticeships, TAFE etc
- HSC RAP analysis, value add and SCOUT data
- TTFM

Strategic Direction 1: Student growth and attainment

Improvement measures

Achieve by year: 2023

Attendance: Whole School

Increase the proportion of students with greater than 90% attendance by 7%

Decrease the proportion of students attending less than 80% by 7.1%.

Initiatives

and Support Team assigned specific programs and intervention, fortnightly attendance reports presented at all levels

- Collaboration with SSO, HSLO, ACLO and other external support agencies such as DCJ and YAMs
- Student support through Senior Study Center and Aboriginal Learning Center
- Student support through HUB Learning Center and SSO
- SASS employment for administration associated with attendance initiatives
- Focused transition programs for Year 6 into 7 and Year 10 into 11
- Positive reward system that acknowledges good attendance, and improvements in attendance

Evaluation plan for this strategic direction

- NAPLAN

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 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.

Professional Standards

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.*

Learning and Development

Achieve by year: 2025

Initiatives

Effective Classroom Practice Initiative

Processes and practices of high level activities include:

- 4 year Partnership with the University of Newcastle Teachers and Teaching Research Centre
- Inter-faculty Quality Teaching Rounds
- Middle Leadership Development for Head Teachers
- Baseline survey and literacy and numeracy testing
- Learning intentions and Success Criteria form the basis for all Canvas lessons
- What Works Best research forms the blueprint for all classroom practice

Data Skills and Use Initiative

Processes and practices of high level activities include:

- Ongoing Professional Learning to develop teachers in understanding student assessment and data
- Head Teacher Teaching and Learning to lead Stage 6 assessment practice to ensure consistent and comparable judgement
- Learning and Support Team embeds data analysis of internal and external learning into the goals of individual students
- HSC analysis to inform programming, identify interventions and modify teaching practices
- Formative assessment checkpoints embedded in all teaching and learning programs to ensure teaching occurs at the point of instruction need
- Data is used authentically 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

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

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.

Initiatives

- Coaching / Mentoring with internal and external personnel
- Staff Development Day and Twilight Training aligned with whole school Professional Learning priorities
- Collaboration with learning community and regional networks

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: 2023

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

Initiatives

Student Wellbeing Initiative

Processes and practices of high level activities include:

- 1.0FTE Non Teaching Head Teacher Wellbeing
- 5 Ways to Wellbeing program introduced at a whole school level, including the implementation of student mentor groups for pastoral care
- Continued employment of SSO and AEW to staff the HUB
- Review and relaunch of the school antibullying program and processes
- Uniform policy and process to support all students wearing full school uniform
- Additional support structures for counselling and support such as RTSC (including HT and SLSO)
- Whole school technology upgrade and support for equitable access
- Large scale school physical and learning environment upgrade

Leadership for learning

Processes and practices of high level activities include:

- High Expectation Culture through Pivotal education / Cessnock Way / CODE / Trauma Informed Practice
- Faculty / Curriculum reviews such as Stage 4 Middle School and Transition to School Sport for Years 8, 9 and 10 from an integrated model
- Community health initiative, joint CHS and NSW Health initiative (TBA)
- Aboriginal Education (see Aboriginal Education Plan)
- Leadership Development for Executive and Senior Executive
- Student Leadership opportunities including Senior Leadership, Interact, SRC and JAECG
- SEEK Learning Centre (Special Education Unit) creates lifelong learning opportunities for students

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?

Initiatives

with a disability.

- Staff Wellbeing initiatives

Community Communication and Engagement

Processes and practices of high level activities include:

- CLO employment for media liaison and publicity opportunities to promote positive school news
- Increase parent knowledge & involvement in student learning through stage information nights
- Continuation of the The Cessnock Way Newsletter, Website and Social Media profiles for community communication and the Sentral Parent Portal for individual engagement
- Aboriginal and Torres Strait Islander celebrations including our corroboree
- Enhanced structures for transition 6 to 7, subject selections 8 to 9 and 10 to 11, and parent teacher conferences and information sessions
- Chamber of Commerce / industry partnerships to maximize post school options External agency involvement (Youth Connections / WEA)
- Participation and involvement in Community based programs including fundraising and volunteering

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?