

Strategic Improvement Plan 2021-2025

Cabramatta High School 8209



School vision and context

School vision statement

At Cabramatta High School we celebrate our diverse community through fostering a culture of inclusivity and empowering students and staff to become critical thinkers, leaders and innovators.

All staff are proactively engaged in initiating, developing and facilitating meaningful opportunities to support the educational success of all students in the mainstream, Intensive English Centre and Special Education Unit. Through highly collaborative partnerships between staff, parents and the community, all students are encouraged to strive for excellence, serve the community and are known, valued and cared for.

We aim to nurture the informed students of today into responsible global citizens of tomorrow.

School context

Cabramatta High School is an innovative, dynamic and complex school situated in South West Sydney. The school was established in 1958 as a comprehensive, coeducational high school. The Intensive English Centre (IEC) was established in 1978 as part of the school. A Special Education Unit for students with intellectual disabilities was introduced to the school in 1996.

The school has over 1500 pupils and over 160 teaching and non-teaching staff members. The school attracts a high number of international students and retains the majority of students exiting the IEC. Ninety-six percent of our students are from language backgrounds other than English with a high proportion from South East Asian countries. In total there are 54 language groups in the student body. Currently there are 100 students who are identified as coming from a refugee background. There are 16 students of Aboriginal background and 50 students in the Special Education Unit.

The school is supported through equity funding. This funding provides substantial human, physical and economic resources to support student learning, community participation, wellbeing and school accountability. Additional human resources include a speech pathologist, school psychologist, Student Learning Support Officers (SLSOs), Community Liaison Officers (CLOs) and Student Support Officer (SSO).

The school has a strong focus on academic excellence, collaborative practice, holistic education and community partnerships; ensuring a learning environment where every student is known, valued and cared for. The school community is highly aspirational and upon completing school, students exit with an average of 60% accessing university and 25% accessing TAFE and college. The remainder are employed in the workplace or seeking employment.

The school has learning partnerships with over 50 community organisations including businesses and service organisations. The students are involved in a number of student leadership groups including the Student Representative Council, Student Wellbeing Team and the Environment Committee.

The school has conducted extensive research and program evaluation to identify areas of improvement in student achievement and implemented interventions in the areas of student attendance, academic performance, wellbeing and staff professional learning. Literacy and numeracy priorities are being addressed through the implementation of collaborative projects with universities, and engagement of specialised staff including a Head Teacher Literacy and Student Engagement, literacy teachers and accelerated mathematics teachers.

As a result of our detailed Situational Analysis, External Validation and extensive school community consultation, we have identified three strategic directions for our Strategic Improvement Plan:

Strategic Direction 1 - Student growth and attainment, enhancing teaching and learning through targeted literacy lessons for all students, embedded literacy and numeracy

School vision and context

School vision statement

School context

strategies across KLA's, advanced learning classes, accelerated mathematics, STEM education, university partnerships and professional learning.

Strategic Direction 2 - Improved data-informed teaching and school practice, informed by the specialised data committee, tracking student progress aligned to the literacy and numeracy progressions, conducting targeted diagnostic testing and delivering professional learning.

Strategic Direction 3 - Enhanced assessment and programming practices to deliver high quality outcomes across a broad curriculum, ensuring high quality formative and summative assessments, a diverse range of subjects allowing all students to engage in curriculum and excel in learning, and programs that are responsive to student need and are differentiated to cater for all students.

Cabramatta High School's record of high student growth, exemplary wellbeing practices, student achievement and quality professional learning will be enhanced through the implementation of the school plan.

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to ensure continued growth and high expectations for achievement in student learning through explicit, consistent and evidence-based teaching. Our teachers will engage in targeted professional learning in the use of explicit and embedded strategies in quality teaching, literacy and numeracy. School teams, faculties and teachers will evaluate external and internal data to inform teaching, learning and achievement.

Improvement measures

Pathways

Achieve by year: 2027

An increase in the proportion of students' HSC results in the top three achievement bands in 2027 compared to 2023 and 2022.

Attendance

Achieve by year: 2027

The attendance rate for the school is increased from 88.44% in 2023 to 88.84% by 2027.

Improved reading outcomes

Achieve by year: 2024

An increase in Check-in Assessment mean scaled score for reading in Year 7 and 9 for 2024 compared with Year 7 and 9 in 2023.

Improved numeracy outcomes

Achieve by year: 2024

An increase in Check-in Assessment mean scaled score for numeracy in Year 7 and 9 for 2024 compared with Year 7 and 9 in 2023.

Initiatives

Evidence-based teaching and learning

Develop a data-driven pedagogical culture and collective practice to improve teaching and learning.

- Harness staff expertise to embed enhanced literacy and numeracy strategies across KLAS in faculty plans and programs
- Deliver targeted literacy lessons to Yrs 7 - 12 and IEC
- Collaborate with universities to implement the NSW Equity Consortium Program Yrs 7 - 9 to improve literacy
- Identify High Potential and Gifted students across all domains and offer opportunities including advanced learning classes, accelerated mathematics, STEM and enrichment programs
- Design and deliver targeted professional learning to systematically promote the most effective strategies to improve teaching and learning

Explicit and embedded strategies

Design and embed explicit strategies and processes, to support consistently high level teaching, learning, wellbeing and administrative practices across the school to deliver whole school improvement.

- Use of specialised committees to drive planning, implementation, monitoring and evaluation of identified school priorities for improvement
- Provide students with quality feedback, personalised learning programs and differentiated learning opportunities in collaboration with all stakeholders
- Enhance learning support structures, including Learning and Support Team initiatives, to ensure that student learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers
- Evaluate and improve administrative practices so that they are delivering benefits to the school community, making changes in order to ensure their

Success criteria for this strategic direction

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.

Student growth in literacy, numeracy and the HSC is tracked by school executive, teams and teachers showing an increase in attainment. Literacy and numeracy initiatives are embedded in faculty programs, with evidence of ongoing evaluative practices. Students are engaged in literacy and numeracy programs and can apply these skills across the curriculum.

Highly effective programs and practices are implemented to engage and challenge high potential and gifted students across the across the intellectual, creative, social-emotional and physical domains of potential.

Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers. Personalised learning programs are accessed, implemented, monitored and adjusted, showing evidence of impact.

Teachers employ evidence-based teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.

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 feedback between teachers.

Staff engage in regular professional learning focused on identified priorities aligned to the AITSL professional teaching standards to ensure every student experiences high quality teaching.

Staff are tracking and monitoring student attendance, learning and wellbeing referrals, and apply appropriate interventions to support student needs.

An analysis of interventions show a positive impact on

Strategic Direction 1: Student growth and attainment

Initiatives

- effectiveness
- Enhance wellbeing initiatives to improve attendance, student participation, respectful relationships, sense of belonging and engagement to support learning
- Design, implement and enhance Aboriginal Education strategies to effectively support Aboriginal students in attendance, engagement and achievement of outcomes and support non-Aboriginal students to develop knowledge, understanding and appreciation of Aboriginal histories and culture

Success criteria for this strategic direction

student attendance with increased awareness of parents and carers of the link between student attendance and learning outcomes.

Aboriginal culture and identity is valued, respected and promoted throughout the whole school community, with high expectations for the educational achievements of Aboriginal students, and Aboriginal students achieving outcomes that match or better the outcomes of all students.

SEF Links:

Learning - Learning Culture, Wellbeing, Curriculum, Assessment, Student Performance Measures

Teaching - Effective Classroom Practice, Professional Standards, Learning and Development

Leading - Educational Leadership

Evaluation plan for this strategic direction

Question: What has been the impact of the initiatives and strategies, and has there been a measurable improvement in student growth, achievement, attendance and wellbeing? Are teaching and learning outcomes reflective of improved explicit, consistent and evidence-based teaching and informed by professional development?

Data: External student performance measures (SCOUT, NESA RAP, HSC, HSC Minimum Standards, NAPLAN, VALID, Best Start, Check-in assessment data), internal student performance measures (Literacy and Numeracy Progressions, Sentral data), teaching programs, classroom observations, student work samples and formative as well as summative assessment data.

Analysis: Analyse and evaluate student growth, achievement, attendance and wellbeing data to assess level of impact.

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

Implications: Determine which initiatives and strategies are having an evidence-based positive impact and plan for future adjustments.

Strategic Direction 2: Improved data-informed teaching and school practice

Purpose

Our purpose is to ensure all students are engaged, successful learners who are known, valued and cared for through the effective use of data. Data will be used to identify and track student achievement and progress, inform teaching and learning strategies, as well as plan for relevant interventions, programming, assessment and future directions. Targeted professional learning will develop teacher skills and knowledge of data literacy, analysis and use of data in teaching.

Initiatives

Data Committee & data use

Teachers and school teams use data effectively to inform planning, interventions, initiatives and teaching practice.

- Continue facilitating a specialised data committee to explicitly analyse whole school data to inform whole school planning
- Harness the expertise of the DASE (Data And Student Engagement) committee to analyse internal assessment and wellbeing data to identify student needs and use the Australian Skills Framework to target areas for growth.
- Evaluate and enhance the use of annual diagnostic testing in literacy and numeracy for years 7 - 12 with the data used to inform teaching, planning and monitoring of student progress
- Conduct regular and ongoing deep analysis of student achievement and progress relating to literacy and numeracy to identify and provide targeted support
- Regularly track and monitor attendance, behaviour and wellbeing data to generate referrals, interventions and design programs to ensure every student is known, valued and cared for
- Review and evaluate student assessment data and compare results from external assessments including NAPLAN, HSC, Best Start and Check-in data with internal measures to build consistent and comparable judgement of student learning

Professional Learning

School staff will engage in professional learning to develop their skills and knowledge of data to enhance teaching practice and collaborative planning.

- Design and deliver evidence-based professional learning on data literacy, data analysis, data use in teaching and data use in planning, monitoring and assessing student progress and achievement
- Schedule, resource and implement faculty

Success criteria for this strategic direction

All staff trained to use data effectively. They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice.

Teaching and learning programs show evidence of revisions based on collaborative evaluations and feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.

School staff collaborate with the school community to use student progress and achievement data to identify strategic priorities, and develop and implement plans for continuous improvement.

All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data.

Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence.

The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

Teachers clearly understand, develop and apply a full range of assessment strategies - assessment for learning, assessment as learning and assessment of learning - in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness.

Staff have engaged in whole school and faculty-based professional learning, and have increased knowledge and skills in data literacy, analysis, use in teaching and planning.

Strategic Direction 2: Improved data-informed teaching and school practice

Initiatives

opportunities for collaboration to support the use of data as a tool to inform planning, identify interventions and modify teaching practice

Success criteria for this strategic direction

Teaching staff demonstrate and share their expertise within their school and with other schools. All teachers have expert contemporary content knowledge and deploy effective teaching strategies. The school trials innovative practices and has processes in place to evaluate, refine and scale success.

SEF Links:

Learning - Learning Culture, Wellbeing, Curriculum, Assessment, Reporting

Teaching - Data Skills and Use, Professional Standards, Learning and Development

Leading - Educational Leadership

Evaluation plan for this strategic direction

Question: Is data being used effectively to track and monitor student achievement, progress, wellbeing and attendance to inform quality, evidence-based interventions, programming, assessment, teaching and future directions? How has professional learning developed the capacity of staff to use data to inform teaching practice and planning?

Data: Teaching and learning programs, diagnostic test data, Sentral attendance and wellbeing data, internal and external student performance data and professional learning feedback.

Analysis: Analyse and evaluate data sources to measure progress and monitor implementation in order to review progress towards the improvement measures and ascertain impact.

Implications: Findings of the analysis will determine which initiatives and strategies are having an evidence-based positive impact and plan for future adjustments.

Strategic Direction 3: Enhanced assessment and programming practices to deliver high quality outcomes across a broad curriculum

Purpose

Our purpose is to ensure that consistent school wide practices for assessment and programming are used to monitor, plan and report on student learning across all curriculum areas. Formative and summative assessment practices will be dynamic and responsive to data and inform differentiated programming. Quality feedback between students, staff and parents will be a key element in improving evidence-based assessment, reporting, programming and curriculum provision.

Initiatives

Evidenced-based programming

Ensure all programs are regularly evaluated, responsive to data, and differentiated to meet the needs of all students.

- Implement CART activities (Cabramatta High School Assessment, Programming, and Reporting Team) to lead programming, assessment, evaluation, reflection, analysis, monitoring, and revision
- Lead executive teams to review and revise faculty and extra-curricular programs
- Embed literacy and numeracy strategies in all learning programs in the high school, IEC, and support unit
- Differentiate programs for a diversity of learners including HPGE, EAL/D, learning difficulties, and students with disabilities
- Design programs to integrate support personnel in planning for learning including team teaching, speech pathology, behaviour, cultural, vision, and hearing support

Assessment practices

Design and embed consistent, school-wide practices for assessment.

- Develop consistent internal assessment processes for notification, implementation, review, feedback, evaluation and moderation
- Develop individual learning plans for targeted students
- Review, evaluate and update academic reports
- Analyse external data such as: HSC, NAPLAN, Best Start, Check-in, VALID and internal assessment data
- Design and implement professional learning in school development days, faculty workshops and Wednesday professional learning

Success criteria for this strategic direction

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, evidence-based judgement and moderation of assessments.

There is school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.

Student reports are personalised and comprehensive, providing detailed, clear and specific information about student learning, growth, next steps and improvement measures, as well as relevant contextual and/or comparative data.

School data shows that student progress and achievement is greater than students at statistically similar schools on external measures, and this is consistent with strong student progress and achievement on internal measures.

The staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning.

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.

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.

The school's curriculum provision supports high expectations for student learning. The curriculum is enhanced by learning alliances with other schools or organisations, where useful and practicable.

Strategic Direction 3: Enhanced assessment and programming practices to deliver high quality outcomes across a broad curriculum

Initiatives

Innovative curriculum provision

Offer a broad, innovative curriculum which engages all learners and supports a culture of high expectations.

- Ensure a broad range of subjects are offered in all stages to cater for a diverse range of student needs
- Enhance learning alliances with universities, community of schools and organisations
- Support students and parents to understand and access suitable patterns of study
- Evaluate and monitor curriculum provision and courses of study longitudinally

Success criteria for this strategic direction

SEF Links:

Learning - Wellbeing, Curriculum, Assessment, Reporting, Student Performance Measures

Teaching - Data Skills and Use, Professional Standards, Learning and Development

Leading - Educational Leadership

Evaluation plan for this strategic direction

Question: Are assessment practices and processes consistent, responsive to data and inform programming? Do reports provide quality feedback and meet the needs of the school community? Are programs regularly evaluated, responsive to data and differentiated to meet the needs of all students? Is a broad, innovative curriculum which engages all learners and supports a culture of high expectations evident?

Data: Assessment notifications, rubrics and schedules, N-award data, feedback documentation, curriculum programs, registers, extra-curricular and integration programs, staff, student and parent surveys, Tell Them From Me data, student reports, Individual Learning Plans and professional learning feedback.

Analysis: Analyse and review assessment practices and processes, programs, reports, curriculum provision and data to monitor progress towards the achievement of the improvement measures.

Implications: Findings of the analysis will determine which initiatives and strategies relating to assessment, programming, reporting and curriculum provision are having an evidence-based positive impact and plan for future directions.