

# Strategic Improvement Plan 2021-2025

## Cecil Hills High School 8273



# School vision and context

## School vision statement

Cecil Hills High School strives for excellence in learning, teaching and leading and we believe in success. Our diverse learners are respectful, responsible and successful and connect with their teachers to succeed and thrive. Our teachers use positive behaviour for learning principles. Our teachers use flexible and innovative teaching practices to develop future-ready students. They build leadership skills in themselves and others to ensure our school operates in a framework of excellence.

## School context

We would like to acknowledge the Cabrogal Clan of the Darug Nation who are the traditional custodians of the land that Cecil Hills High School now resides on.

Cecil Hills High School is a comprehensive coeducational high school in a growth area of south-west Sydney. The student enrolment of over 1400 students (Year 7 to Year 12) includes 85% of students from a non-English speaking background. The school proudly has a support unit consisting of five classes. The main languages spoken at home are Vietnamese, Arabic and Serbian. We have 1% of students who identify as Aboriginal or Torres Strait Islander. The school is experiencing significant enrolment growth and this is expected to continue into the future. The proposed Western Sydney Airport is in the school's drawing area and will provide significant employment and training links for our school when constructed.

The school's permanent staffing entitlement in 2022 is 103 teachers and 21 non-teaching staff. The school employs additional teachers to provide a range of learning and welfare supports. The school executive is comprised of 4 deputy principals and 16 head teachers, including dedicated positions for professional practice, literacy, secondary studies and beginning teacher mentoring. Our SASS leaders include 2 SAMs and a Business Manager.

The school fosters an outstanding reputation for quality teaching and learning, excellent discipline and a productive learning environment, with a history of academic success and high expectations in all curriculum areas. The school has a highly committed staff and an environment where academic success and student wellbeing are at the forefront of decision-making.

The school has written and introduced its own Year 8 innovation courses based on project-based learning. The school has embedded the C.E.C.I.L skills for all Year 7-10 courses to focus on the development of 'soft skills'. The school and its community celebrated twenty-five years of excellence in public education in 2021.

A comprehensive situational analysis was completed which led to the development of the 2021-2024 Strategic Improvement Plan. This involved authentic consultation with stakeholders including students, staff and parents. The situational analysis identified the need to focus on improving effective classroom practices through professional learning in areas including literacy, numeracy, explicit teaching, differentiation and feedback. To further develop student outcomes, the school will target improved NAPLAN performance and each faculty will focus on lifting HSC performance and using data to inform practice.

# Strategic Direction 1: Student growth and attainment

## Purpose

To maximise student growth and attainment of literacy and numeracy skills through effective classroom practice that embeds explicit evidence-based teaching, differentiation and assessment.

## Improvement measures

Achieve by year: 2022

Achieve a 2% increase in the number of students achieving results in the top 2 HSC Bands by 2%

Achieve by year: 2023

Increase the proportion of Aboriginal students attaining the HSC whilst maintaining their cultural identity.

### Reading growth

Achieve by year: 2023

Increase the percentage of Year 8 students achieving growth in Reading to be above 2022 Check-in assessment data.

### Numeracy growth

Achieve by year: 2023

Increase the percentage of Year 8 students achieving growth in Numeracy to be above 2022 Check-in assessment data.

### EAL/D - Reading

Achieve by year: 2025

Increase the results for EAL/D students so they are equivalent to or exceeding progress and achievement of other students in Year 9 Reading Check-in assessment.

### EAL/D Numeracy

Achieve by year: 2025

Increase the results for EAL/D students so they are equivalent to or exceeding progress and achievement of other students in Year 9 Numeracy Check-in assessment.

## Initiatives

### Strategic, Explicit and Evidence-Based Teaching

Ensure strategic and explicit teaching of Literacy and Numeracy skills for maximising academic growth for all students through effective classroom practice, enhanced professional learning, data analysis and embedding of consistent whole school strategies.

- Empower teachers to embed data-informed teaching and learning activities in Reading and Numeracy in all Stage 4 and 5 programs through explicit professional learning and collaborative practice in the interpretation and use of SCOUT data for Best Start Year 7, NAPLAN and Check-In assessments.
- Increase teacher understanding and use of the Literacy Learning Progressions and Numeracy Learning Progressions through explicit professional learning and collaborative practice and develop a Stage scope and sequence for Stages 4 and 5 of literacy and numeracy skills in each KLA.
- Embed evidence-based EAL/D strategies in all Stage 4, 5 and 6 programs through a whole-school approach to EAL/D that includes professional learning, EAL/D class observations and faculty and individual support from external and internal EAL/D experts.

### Differentiation and Assessment

Enhance the whole school learning culture so that students are enabled to achieve personal success and demonstrate understanding of and performance in the learning outcomes through differentiation and formative and summative assessment.

- Investigate, develop and implement a best-practice and consistent whole-school approach to writing through PEEL paragraph structure and transferability of skills through the ALARM matrix.
- Ensure high quality formative and summative assessment practices by designing and delivering accommodated tasks for all Stage 4 and 5 assessment tasks that support and challenge students requiring additional support.

## Success criteria for this strategic direction

All teachers have a sound understanding of student assessment and data in Reading and Numeracy. They analyse, interpret and extrapolate data and collaboratively use this to inform planning, identify interventions and modify Stage 4 and 5 teaching practice.

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. Curriculum provision supports high expectations for student learning through an enhanced understanding of the Literacy and Numeracy Learning Progressions.

Teachers are committed to identifying, understanding and implementing the most effective explicit EAL/D teaching methods, with the highest priority given to evidence-based teaching strategies.

A consistent and whole-school approach to PEEL paragraph structure and implementing the ALARM matrix is evident, with students able to transfer skills from one subject to another. This provides for an integrated approach to quality teaching, curriculum planning and delivery and demonstrates a responsiveness in meeting the needs of all students.

Students requiring assessment accommodation are provided with differentiated formative and summative assessment tasks that provide opportunities to demonstrate their learning aligned with outcomes.

Accommodations and adjustments are made to suit needs as they arise and to address policy requirements. Lesson planning references student information including progress and achievement data, curriculum requirements, and student feedback, and provides opportunities for continuous improvement for all students, across the full range of abilities.

High-quality formative and summative feedback that is focused on the task, processes and self-regulation, creates opportunities for students to receive feedback on their learning and is utilised by students to inform future assessment.

# Strategic Direction 1: Student growth and attainment

## Improvement measures

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Achieve by year: 2025

All students achieve Minimum Standard credential prior to HSC examinations.

Achieve by year: 2025

All teachers demonstrate high quality skills in differentiation of teaching and learning programs and formative and summative assessment.

Achieve by year: 2025

All teachers provide timely and effective feedback for classwork and assessment that focuses on tasks, processes and student self-regulation. SEF assessment indicates improvement in SEF theme teaching (effective classroom practice, feedback) from sustaining and growing (S&G) to excelling

## Initiatives

- Embed differentiated activities in all Stage 4 and 5 programs to cater for the full range of abilities.
- Professional development through workshops, observations and collaboration in the skills and impact of high-quality feedback and explicit teaching of students on how to apply it.

## Evaluation plan for this strategic direction

*Question:* To what extent has the school achieved its purpose in increasing student growth and attainment of literacy and numeracy skills, culminating in improved student outcomes for all in NAPLAN and the HSC?

*Data:* The school will use the following data sources to regularly assess the effectiveness of the initiatives in achieving the purpose and improvement measures of student growth and attainment:

- External data

-NAPLAN data from SCOUT

-HSC data from SCOUT

- Internal data

-Classroom observations

-PL survey responses

-Student survey responses

-Program analysis

*Analysis:* Analysis will be embedded within each project through progress and implementation monitoring. Annually, the school will review progress towards the improvement measures.

*Implications:*

The findings of the analysis will inform future actions. Annual reporting on school progress measures will be published in the annual report and on the school website at the end of Term 1 each year.

## Strategic Direction 2: Professional practice and expertise

### Purpose

To use evidence-based practices to drive continual improvement, improve student outcomes and equip them to thrive in a rapidly changing and interconnected world.

### Improvement measures

Achieve by year: 2025

Teachers rate their development across the element of "collaborative" and applied professional learning strengthens teaching practice in the High Impact Professional Learning model as "excelling".

Achieve by year: 2025

90% reduction in Band 1 results in the HSC.

Achieve by year: 2025

CECIL skills are embedded in all Stage 4 & 5 teaching programs, including check points and structured formative assessment. All teachers are confident in accurately recording and reporting on these skills.

Achieve by year: 2025

Increasing number of students selecting pathways developed across all school years for students who are interested in STEM, including strong, authentic partnerships with external bodies.

Achieve by year: 2025

Improved teaching and learning practices across all flexible learning spaces.

### Initiatives

#### Effective and Expert Teaching Practices

Embed a culture of collaboration and continual teacher improvement to drive ongoing improvement in student results.

- Consult and develop 2IC role statements.
- The formation of a group of expert classroom teachers to mentor others and build capacity. Pairing up expert teachers with less experienced staff to engage in observations and team teaching.
- Collect data on HSC results to guide possible directions for the expert teacher group, including mentoring of teachers teaching Stage 6 for the first time.
- Implement Quality Teaching Rounds to share expertise and ways of working with the students/presenting content.
- Beginning Teacher Team: scope and sequence based on Strong Start, Great Teachers & Great Teaching Inspired Learning. Beginning teachers will work in PLCs to share experiences and strategies.
- Formal recognition of staff achievement and practice during school presentations and staff meetings.
- Incorporate structured, evidence based professional learning into faculty meetings.
- Each faculty to undergo a faculty evaluation and modify faculty plans based on recommendations.

#### Future-ready Students

Embed explicit teaching of technology and innovation skills to develop future-ready students.

- Implement Year 7 immersive technology lessons and online assessment.
- Professional learning on the practical implementation of CECIL skills to embed in teaching programs.
- Develop a Stage 5 elective in STEM in order to build a clear pathway from Stage 4 to 6 and beyond.

### Success criteria for this strategic direction

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. This drives ongoing, school-wide improvement in teaching practice and student results.

Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers.

The school demonstrates a high performance culture, with a clear focus on student progress and achievement and high quality service delivery. All students are taught by high performing teachers, and the leadership team supports the recognition of this through the teacher accreditation process.

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

Whole school and/or inter-school relationships provide mentoring and coaching support to ensure the ongoing development and improvement of all teachers, by expert teachers.

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.

### Evaluation plan for this strategic direction

**Question:** To what extent have we achieved our purpose of driving continual improvement and improving student outcomes?

**Data:** We will use a combination of data sources. These will include:

## Strategic Direction 2: Professional practice and expertise

### Initiatives

- Develop links with external agencies to increase STEM opportunities for students in all stages including women in STEM.
- Professional learning in STEM courses for targeted staff.
- Year 8 STEM elective promoting use of new technologies.
- Professional learning for staff on the effective use of flexible learning spaces.
- Continued development of innovation electives to accommodate student interest and choice.

### Evaluation plan for this strategic direction

- |                        |                |
|------------------------|----------------|
| * internal assessments | * observation  |
| * external assessments | * interviews   |
| * document analysis    | * surveys      |
| * HIPL Tool            | * focus groups |
| * HSC data             |                |

*Analysis:* Analysis will be embedded within each project through progress and implementation monitoring. Annually, the school will review progress towards the improvement measures.

*Implications:*

The findings of the analysis will inform future actions. Annual reporting on school progress measures will be published in the annual report and on the school website at the end of Term 1 each year.

# Strategic Direction 3: Community engagement and wellbeing

## Purpose

To improve student engagement and wellbeing by empowering students, teachers and the community to support each other in all areas of schooling including learning, leadership, mental health, behaviour regulation, attendance and future pathways.

## Improvement measures

Achieve by year: 2025

Significant improvement in the percentage of parents who feel informed as measured by the *Tell Them From Me* survey.

Achieve by year: 2022

Students with positive wellbeing (advocacy, belonging, expectations) as measured by the *Tell Them From Me* survey improves to be at or above the school's lower bound system-negotiated target.

Achieve by year: 2025

Improvement in the number of engagements with parents including phone calls, emails and attendance at parent events.

Achieve by year: 2022

Students attending over 90% of the time to be at or above the school's lower bound system-negotiated target.

Achieve by year: 2025

Teachers demonstrate professional responsibility for improving their teaching practice and classroom management as shown through a 4:1 ratio of positives to negatives in Sentral behaviour data.

Achieve by year: 2025

*Tell Them From Me* survey data for Year 7 indicates that students are intellectually engaged and find learning interesting, enjoyable and relevant.

## Initiatives

### Student Engagement and Wellbeing

Create a safe and supportive learning environment by empowering staff with skills to help students connect, succeed and thrive.

- Differentiated professional learning in classroom management strategies, including the re-launch of FOCUS (PBL) and the CHAMP reward system, in line with the Student Behaviour Strategy.
- Wellbeing team members are trained as wellbeing leaders who expertly lead the professional development of all staff in mental health using SAFEMinds and through the development of relevant Connect scope and sequences.
- Wellbeing team provides targeted and individualised student support and is run by an effective and cohesive wellbeing team including external agencies, SSO and counsellors.
- Enhanced opportunities for students to demonstrate leadership in the community including SRC, house leadership, peer mentoring, student camps, year assemblies and other community events.
- Attendance team (driven by a DP, SLSO, HT Welfare and HSLO) improves whole school attendance by collaborating with all members of the school community.

### Community and Transition Partnerships

Develop authentic partnerships with parents and the community with a focus on improved communication, engagement and involvement.

- Regular information on classroom learning is shared with parents through differentiated information sessions and activities, social media updates and the school newsletter on topics that address parent interests and areas of need.
- Arabic-speaking community project enhances parental communication, involvement and understanding for this group of parents.

## Success criteria for this strategic direction

Classrooms are positive learning environments and are well-managed within a consistent, school-wide approach. Teachers model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning.

Students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfil their potential.

Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.

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

Teachers directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes. Students and parents understand the assessment approaches used in the school and their benefits for learning.

The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school.

School-wide and collective responsibility for student learning and success 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.

## Evaluation plan for this strategic direction

**Question:** To what extent have we achieved our purpose of improving student engagement, wellbeing and community partnerships?

**Data:** We will use a combination of data sources. These



## Strategic Direction 3: Community engagement and wellbeing

### Improvement measures

Achieve by year: 2025

Students undertaking work experience or post-school pathways are linked with local providers.

### Initiatives

- Year 7 transition processes include a focus on curriculum links with local primary schools.
- Careers and transition team (including careers adviser, junior coordinator, senior coordinator, SSO, Head Teacher - Welfare and EPPP) develops links with local employers including the new Western Sydney Airport and associated businesses to increase post-school opportunities for students.

### Evaluation plan for this strategic direction

will include:

- TTFM survey
- other surveys
- Sentral data
- focus groups
- interviews
- observation

*Analysis:* Analysis will be embedded within each project through progress and implementation monitoring. Annually, the school will review progress towards the improvement measures.

*Implications:*

The findings of the analysis will inform future actions. Annual reporting on school progress measures will be published in the annual report and on the school website at the end of Term 1 each year.