

# Strategic Improvement Plan 2021-2024

## Central Sydney Intensive English High School 8288



# School vision and context

## School vision statement

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At Central Sydney Intensive English High School (CSIEHS) we have a strong focus on supporting newly arrived, permanent and long-term temporary resident students and their families as they embark upon their educational journey at their first school in Australia. We are committed to enhancing the learning culture and building student resilience, knowledge and creativity to empower students to achieve their full potential as confident futures focused learners and contributors to Australian society.

## School context

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Central Sydney Intensive English High School (CSHIES) provides innovative English language, orientation, wellbeing, settlement and high school preparation programs to secondary aged, newly arrived students requiring intensive English as Additional Language (EAL/D) education.

The school's quality intensive English curriculum is referenced to NESA syllabus outcomes and the Intensive English Program Curriculum Framework. The Transition to High School, Technical and Further Education and School to Work programs are taught by highly skilled and specialist English as an Additional Language teachers.

With changes to migration and international student programs, Central Sydney Intensive English High School will lead and design quality, inclusive EAL/D teaching and learning programs and initiatives to support student learning and teacher practice across a range of settings. This will include on-site programs for newly arrived students, online programs, support for rural and remote schools with EAL/D students and a range of initiatives supporting teaching and learning for EAL/D students in local high schools and primary schools.

The school's staffing entitlement for 2020 was 34.3 teaching staff and 14.3 non teaching staff. The school employs additional School Learning Support Officers to support students with their learning. Staff are very experienced with most having over 10 years of EAL/D teaching experience.

The school has completed a situational analysis that identified key areas for this Strategic Improvement Plan. The school is committed to providing excellence in EAL/D pedagogy through a consistent new arrival assessment program and effective personalised learning and support for all students. These initiatives will be implemented through data driven practices.

We aim to develop a strong professional community through targeted and collaborative EAL/D professional learning opportunities to support student growth and attainment, teacher capacity and parental engagement.

# Strategic Direction 1: Student growth and attainment

## Purpose

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By strengthening early intervention practices and response to individual student learning needs, we will further enhance student learning outcomes thereby ensuring students continue to build their capacity in English language acquisition.

## Improvement measures

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### Target year: 2024

All students achieve their Personalised Learning and Support Plans (PLSPs) learning outcomes and SMART Learning Goals.

### Target year: 2024

90% of students enrolled at the school for over two terms show an improvement of 2 ESL Scale points in reading.

### Target year: 2022

Increase by 2% the number of students attending school 90% of the time or more.

## Initiatives

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### Personalised Learning

Strengthen practices and processes to support and effectively cater for the learning and support needs of students across the full range of abilities to ensure students' continuous improvement and achievement and development as self-directed learners.

- Develop high impact professional learning in goal setting.
- Staff to adjust practice and provide individualised and responsive learning opportunities.

### Whole school reading strategies

Implement evidenced based whole school reading strategies to more explicitly target the academic reading demands of high school.

- Staff professional learning on evidence based, explicit whole school reading strategies.
- All faculties embed evidence based reading strategies into teaching and learning programs.

## Success criteria for this strategic direction

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All teachers use students' PLSPs to design and implement teaching and learning programs that support student learning and achievement of learning outcomes and SMART Learning Goals and use data to inform "next steps".

The Learning and Support Team work collaboratively with parents, students, teachers and SLSOs to develop Personalised Learning and Support Plans outlining key outcomes and at least 2 key SMART Learning Goals for all students identified as requiring additional learning support.

All students understand and achieve their learning goals.

A school wide approach to reading is evident with a clear focus on student progress and achievement.

The school community work together to support consistent and systematic processes that ensure student absences do not impact learning outcomes.

## Evaluation plan for this strategic direction

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The school will use the following framework to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the Strategic Direction.

### Question

Have our early intervention practices built student capacity in English Language acquisition?

### Data sources

Teacher, parent and student feedback

Teacher analysis of student achievement - progress assessment and moderation

Learning and Support Team data

## Evaluation plan for this strategic direction

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### Analysis

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

### Implications

What are the implications for our work? Future directions and next steps.

## Strategic Direction 2: Excellence in EAL/D pedagogy

### Purpose

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Our purpose is to provide a quality professional learning environment where staff will work collaboratively with colleagues, within and beyond the school, to improve EAL/D student outcomes.

### Improvement measures

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#### Target year: 2024

Increased numbers of teachers engaging with evidence based, virtual learning materials.

#### Target year: 2024

Increase in teachers' knowledge and understanding of EAL/D-specific literacy skills that students need on transition to successfully engage with the language and literacy demands in high schools.

#### Target year: 2024

Self-assessment indicates improvement in the SEF theme, Expertise and Innovation (Learning and Development) from Sustaining and Growing to Excelling.

### Initiatives

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#### Leading EAL/D professional learning in the virtual sphere

Current EAL/D research underpins the development of virtual learning materials that build teacher capacity in effective EAL/D pedagogy.

- Staff professional learning on evidence based EAL/D pedagogy and methodology delivered online with a focus on grammar.
- Teachers embed evidence based specific strategies into teaching and learning programs.

#### Leading in the classroom

Strengthen alliances with local area high schools to better support and enhance the learning outcomes of transitioning students and the capacity of teachers to support these students in mainstream high schools.

Develop high impact PL for non-EAL/D teachers to best support the language learning needs of EAL/D students (through a broad range of effective EAL/D strategies).

Strengthen collaboration with non-EAL/D teachers to develop appropriately scaffolded classroom resources which support and develop the language learning needs and skills of EAL/D learners (High Challenge--High Support).

### Success criteria for this strategic direction

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Teachers incorporate resources which model explicit teaching of grammar for academic success.

EAL/D curriculum provision is enhanced through the initiatives and supports high expectations for student learning.

Students supported through the initiatives demonstrate improved learning outcomes in EAL/D Literacy and English language learning.

Non-EAL/D classroom teachers are equipped with, and use, evidence-based EAL/D teaching strategies and teaching resources to enhance the design and implementation of teaching and learning programs for EAL/D learners needs.

Differentiated learning activities are developed and incorporated into mainstream classrooms to accommodate the unique language needs of EAL/D students.

Teaching and learning programs (at CSIEHS) are modified to reflect the English language skills and knowledge students need at high school on transition.

### Evaluation plan for this strategic direction

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#### Question

Have our collaborations and professional learning built teacher capacity and improved student learning outcomes?

#### Data sources

Teacher and Student surveys - microsoft forms

Numbers of teachers/schools supported

Numbers of people accessing Youtube channel and comment review

## Strategic Direction 2: Excellence in EAL/D pedagogy

### Evaluation plan for this strategic direction

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ESL Scales data

#### **Analysis**

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

#### **Implications**

What are the implications for our work? Future directions and next steps.

# Strategic Direction 3: Community Connections

## Purpose

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Our purpose is to build strong and effective partnerships with our community of schools and families to enhance student learning.

## Improvement measures

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### Target year: 2024

All teachers in our community of schools have enhanced capacity to analyse and interpret new arrival diagnostic assessment data.

### Target year: 2024

Improved systems and increased numbers of "fit for purpose" EAL/D assessment tools developed.

### Target year: 2024

Self-assessment indicates improvement in the SEF themes, Community satisfaction (Management Practices and Processes) from Sustaining and Growing to Excelling.

## Initiatives

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### New Arrival Diagnostic Assessment Program

Build collaborative and positive partnerships with our school community that support teacher capacity to identify, plan and program support for new arrival EAL/D students:

- Expertly use diagnostic data to identify new arrival EAL/D students.
- Analyse diagnostic data to identify EAL/D target areas.
- Employ a range of feedback tools to support student learning.

### Parent and Carer Partnership

Build collaborative and positive partnerships with parents and carers that inform and support the learning and wellbeing of all students.

Ensure these partnerships reflect key dimensions of the Family-School Partnerships Framework:

- Communicate
- Connect
- Community
- Consult
- Collaborate

## Success criteria for this strategic direction

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Through collaboration, teachers build their capacity to interpret diagnostic assessment data to inform teaching and learning that leads to measurable language and literacy improvements for Beginning and Emerging EAL/D students.

Teaching staff demonstrate and share their expertise within the school and with other schools.

Increased parent and community engagement with digital platforms and school events to build collaborative partnerships between school and home.

## Evaluation plan for this strategic direction

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### Question

How can the school determine that its systems and processes for enhancing parent/carers and community of school engagement have been successful?

### Data sources

Parent/carers surveys- microsoft forms

Community of schools surveys-microsoft forms

EAL/D Scales

Wellbeing for School Excellence Evaluation support tool: Themes, Community engagement, Community satisfaction

Performance and Development Plans: Teaching and non teaching staff.

Student work samples

### Analysis

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

## Evaluation plan for this strategic direction

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### Implications

What are the implications for our work? Future directions and next steps.

To assess, improve and further develop the systems and tools resulting from the project.