

Strategic Improvement Plan 2021-2025

Castle Hill High School 8382



School vision and context

School vision statement

Castle Hill High School wants to challenge minds and build character. Underpinning this mission are two imperative values that the school agrees are essential for the realisation of this quest: respect and excellence. We believe that positive, respectful relationships are essential for learning and productivity. To strive for excellence in an environment that is safe, caring and ambitious, is key.

The school has used the Department's policies, the Curriculum Planning and Programming, Assessing and Reporting to Parents K-12 and School Excellence Policy in developing a shared vision with the school community to focus on strengthen the academic excellence through the three key domains of learning, teaching and leading.

School context

Castle Hill High School is a large, comprehensive secondary school. In 2022 the school had 138 teaching staff and 2075 students, 55% of whom are from a non-English speaking background, including a reduced number of international students due to COVID. The school has an outstanding reputation for its pursuit in building teacher capacity, its innovative programs to enhance academic performance and its culture founded on professional, collaborative, respectful relationships. Learning for teachers and students is an absolute priority in order to "Challenge Minds and Build Character".

The school has excellent links with an informed community, a mutual commitment that is highly valued.

The curriculum is vast and extracurricular activities are abundant providing choice, challenge and interest for students. Creative and Performing Arts and Sport complement an academic focus where HSC results are very strong. The school is committed to implementing both current and future policies on High Potential and Gifted, Behaviour Management and any new Curricula to be released.

The school wants to maintain and improve its academic performance through rigorous, challenging work for students. Programs to build character will focus on resilience, ethics and building positive relationships. The school continues to be committed to Glasser's Choice Theory, Reality Therapy to ensure the development of positive relationships by training new staff and running refresher courses as this underpins our school culture. Interest groups and individualised programs which recognise and celebrate differences and inclusivity must continue to evolve.

Improving teacher capacity through targeted professional learning will impact directly on student achievement to ensure a strong academic focus cited by parents and teachers as a priority. By building professional learning hubs to focus on the following areas; Literacy - Junior Writing, ALARM, Band 5 into 6, High Potential and Gifted, Wellbeing and Evidence based engagement strategies to uplift outcomes for Year 7 - 10 students throughout the next 4 years, we expect to build teacher capacity which will have a direct impact on student learning. Each learning hub will focus on analysing data to identify areas for growth, embedding explicit teaching strategies through collaborative practice. and evaluating the impact on student progress. The use of the Personal Development Framework and Quality Teaching Rounds is embedded at the school as strategies to improve teacher practice.

The school maintains its support to Aboriginal students by providing individual mentors, extra support or tuition as required as well as providing opportunities to be involved in programs such as AIME.

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to target student programs in the junior and senior school that make a difference to numeracy, literacy and HSC results, with a particular emphasis on writing. We want to "challenge minds" with work that stretches and supports all students.

Improvement measures

Achieve by year: 2025

Results for Higher School Certificate students exceed results from previous years with an expectation of being within the top 80 schools in the state, better than 8th in the state compared with other comprehensive schools and the percentage of Band 6s is increased from previous years.

Achieve by year: 2025

Feedback from HSC students via surveys shows that they understand and use ALARM and can effectively deconstruct a Band 6 response.

Achieve by year: 2025

Results for EALD students are equivalent to or exceed the progress and achievement of all students in the school.

Achieve by year: 2025

Literacy results for Foundations students exceed their entry level by 2 years in 12 months, using internal measures.

Reading growth

Achieve by year: 2023

Increase in Year 10 students completing Minimum standard on first go compared to 2022.

Numeracy growth

Achieve by year: 2023

Increase in Year 10 students completing Minimum standard test on first go compared to 2022.

Initiatives

Targeted, differentiated and individualised learning - Improve and strengthen the targeted programs for Foundations and EALD students, HP&G students and HSC students

Improve data collection and evaluation implementation strategies in literacy and numeracy for Foundations and EALD students to ensure appropriate students are targeted and the program has efficacy.

Establish a literacy team to analyse NAPLAN, HSC and minimum standards data to design faculty specific professional learning, particularly in writing, using evidence - based programs. Using this data implement an explicit writing program for junior students.

Evaluate the current numeracy program to ensure targeted interventions are meeting school expectations and redesign the program as required.

Intensify work with HSC students through individual and small group coaching, mentoring, extra tutorials and refined study skills to ensure the impact of ALARM and the Band 5-6 program is effective by embedding explicit teaching practices.

Learn, plan and implement new scope, sequence and teaching and learning programs for the new curriculum.

Success criteria for this strategic direction

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.

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

The school analyses student progress and achievement data and a range of other contextual information. Teachers respond to trends in student achievement, at individual, groups and whole school levels.

Progress and achievement of equity groups within a school is equivalent to the progress and achievement of all students in the school.

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.

Students' learning and courses of study are monitored longitudinally (for example 7 - 12) to ensure continued challenge and maximum 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. Teachers involve students and parents in planning to support learning, and share expected outcomes.

Teachers routinely review learning with each student both in class and on work submitted, ensuring all students have a clear understanding of how to improve. Student feedback is elicited by teachers and informs their

Strategic Direction 1: Student growth and attainment

Improvement measures

HSC achievement - top 2 bands

Achieve by year: 2023

56.6% of students achieve in the top two bands in the HSC..

Success criteria for this strategic direction

teaching. Students errors and misunderstandings are explicitly addressed until teachers and students are confident that mastery is demonstrated.

The learning goals for students are informed by analysis of internal and external student progress and achievement data. Progress towards goals is monitored through collection of quality, valid and reliable data. Reporting on school performance is based on valid and reliable data and analysis.

A whole school approach ensures the most effective evidence based teaching methods optimise learning progress for all students, across a full range of abilities. Teachers employ evidence based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored demonstrating growth.

Evaluation plan for this strategic direction

Questions:

Is the school making a difference on growth and attainment for equity groups?

Has the writing program and tutoring made a difference for students in NAPLAN assessment?

Are teachers practising the strategies they have learned in their learning hubs to improve HSC results?

Data:

External student performance measures (HSC/NAPLAN), internal student quantitative performance measures (PAT Test/ reports), teaching programs, classroom observations, Quality Teaching Rounds, student work samples, teacher evaluations and surveys

Analysis:

Triangulation of external and internal data to determine

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

the impact on student achievement.

Implications:

Continual monitoring of data to ensure improvement measures are met

Strategic Direction 2: Strengthened Teacher Capacity

Purpose

Our purpose is to target professional learning that assists teachers in improving the application of pedagogy so that students grow and attain their best. We want teachers to collaboratively work in teams, learning from experts within and outside of the school, sharing and implementing best-practice strategies with an emphasis on high expectations, explicit teaching and feedback.

Improvement measures

Achieve by year: 2025

90% of teachers volunteer for Quality Teaching Rounds and all demonstrate high quality skills in intellectual quality, applying them critically in the classroom.

Achieve by year: 2025

Behaviour management policy and procedures are consolidated.

Achieve by year: 2025

All teaching and learning programs include specific differentiation strategies.

Initiatives

Effective Classroom Practice that makes a difference to students

Improve practice in explicit teaching, high expectations and classroom management.

Continue training and learning on Quality Teaching Rounds to embed support for teacher capacity development.

Review and refresh the use of Behaviour Management protocols in 4Rs to ensure teacher practice to improve teacher responsiveness to classroom behaviour.

Implement the CHHS High Potential and Gifted policy and ensure that all teachers are trained to develop specific teaching and learning programs that demonstrate differentiation strategies explicitly planned and resourced.

Establish a cross faculty learning hub to investigate evidence-based engagement to uplift outcomes for Year 7 - 10 students.

Utilise best practices as identified through 'What works best' to plan and implement new scope and sequences and teaching and learning programs for all new curriculums to maintain high expectations and focus on academic achievement.

Success criteria for this strategic direction

A whole school approach ensures the most effective evidence based teaching methods optimise learning progress for all student, across a full range of abilities. Teachers employ evidence based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored demonstrating growth.

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. Teachers involve students and parents in planning to support learning, and share expected outcomes.

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provisions of specific and timely feedback between teachers. This drives ongoing, school wide improvement in teaching practice and student results.

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

The school identifies expertise within its staff and draws on this to further develop its professional learning community. Areas for development in teacher expertise are identified and addressed. Teachers are supported to trial innovative or evidence based, future focused practices.

All classrooms and other learning environments are well managed within a consistent, school wide approach. Well planned teaching is taking place, so that all students can engage in productive learning, with minimal disruption. Teachers model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning.

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

Strategic Direction 2: Strengthened Teacher Capacity

Success criteria for this strategic direction

Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve.

Evaluation plan for this strategic direction

Questions:

What has been the impact of QT Rounds and how will we measure this?

Are teachers understanding the 4Rs and are they implementing them?

Do teachers understand the nuances of the HP&G policy and are they able to translate this in the classroom? Is the HP&G program any different in practice compared with the Gifted and Talented program of the past? What do teachers and students say?

What has been the impact of the targeted professional learning on evidence based engagement to uplift outcomes?

Are the scope and sequences and teaching and learning programs developed to reflect best practice?

Data:

Teaching and learning programs, scope and sequences, Teacher and student feedback via surveys, HSC data, classroom observations and feedback

Analysis:

Use external and internal data to determine how teaching practices have changed and the impact on student achievement.

Implications:

Monitoring of teaching and learning programs to ensure curriculum delivery is targeted to meet the needs of all

Strategic Direction 2: Strengthened Teacher Capacity

Evaluation plan for this strategic direction

students.

Strategic Direction 3: Wellbeing

Purpose

Our purpose is to ensure all feel connected, valued, mentally strong and purposeful in this "small country town" in order that they learn and teach well. This will be done through programs founded on strong relationships that enhance mental health, promote each individual's strengths, build grit and promote self-possessiveness. We want to "build character".

Improvement measures

Achieve by year: 2022

The newly targeted wellbeing programs have been evaluated.

Achieve by year: 2025

Results from the TTFM survey on student wellbeing criteria exceed results from previous years.

Attendance >90%

Achieve by year: 2023

The % of students achieving 90% plus attendance has been increased by 11% from system negotiated target baseline.

Achieve by year: 2025

All new teachers are trained in Glasser's CTRT.

Achieve by year: 2023

Results on Wellbeing continue to be 4% above the school targets.

Initiatives

Effective wellbeing programs that make a difference

Improve the quantity and quality of wellbeing programs that have an impact on student mental health.

Establish a wellbeing learning hub to evaluate and learn about mental health and wellbeing issues affecting students.

Continue to train teachers in Glasser's Choice Theory, Reality Therapy (CTRT).

Evaluate the current Boys and Girls Mentoring programs to ensure they are providing the support for students to reach their potential and redesign the Mentoring programs as required.

Evaluate the current attendance processes and procedures to ensure students and parents are supported to achieve over 90% attendance and refine processes.

Success criteria for this strategic direction

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

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

The school is organised so that all students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfil their potential.

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

Evaluation plan for this strategic direction

Questions:

Has the professional learning on mental health issues, Glasser training and wellbeing strategies impacted on teachers' understanding and ability to manage students and develop positive relationships?

Data:

Surveys of students, teachers and parents. Use of data such as suspensions, timeout and attendance data from Sentral. Use of TTFM.

Analysis:

Analyse the data to determine the viability of each program.

Implications:

Do we need to refine or discontinue any program? Is the cost of each program worth the result? What are the

Strategic Direction 3: Wellbeing

Evaluation plan for this strategic direction

unintended outcomes?