

# Strategic Improvement Plan 2021-2024

## Cambridge Park High School 8516



# School vision and context

## School vision statement

Cambridge Park High School builds a positive learning culture where challenge, practice and persistence lead to learning mastery for teachers, students and parents. We embrace challenge and work persistently to improve our skills to develop learning mastery and strong academic performance. We value strong positive relationships to create an environment in which students are supported to develop mindsets that value personal growth and lifelong learning. Students learn the meta-cognitive skills to approach new learning confidently and the agility to be able to transfer those skills with discernment.

Our students are active members of learning partnerships and in these are supported to develop their self-efficacy to be able to recognise, adapt to and manage change here at school, in their families and in the community. Students strive to become independent in their learning, to adapt to new ways of thinking and to be creative, innovative and resourceful learners. Students also develop their abilities to collaborate with others to work in teams and learn from each other.

In supporting our students to be active and informed members of the Cambridge Park community, students learn about the cultural, religious and social diversity of their environment. They learn how to affect change and leverage their essential skills to work for the common good.

## School context

Cambridge Park High School is a proudly comprehensive school of 750 students with an Autism unit of 5 classes, in Western Sydney. The student population of 750 reflects a growth of 100 students in the past 3 years. Our school community is culturally and linguistically diverse. 20% of our students have a language background other than English with a minority requiring EAL/D support. 12% of students proudly identify as Aboriginal and/or Torres Strait Islander. Our students engage in quality learning experiences that embed high leverage strategies to promote excellence, engagement and equity in learning.

The school's staffing entitlement in 2020 was 65 teaching staff and 15 non-teaching staff. In addition to this we employ a Deputy Principal, Instructional leader, Business Manager, a Technical Support officer, a Head teacher Academic Engagement, Head teacher Professional Practice, a Pasifika Programs teacher and 3 Student Learning and Support officers from school funds. Our executive team is stable with the majority being in their positions for more than 3 years. 14% of staff are relieving in higher duties positions to support our equity programs. Teacher absence and teacher turnover is low. The majority of the school's equity funding is used to support initiatives developed in the 2021-2024 Strategic Improvement Plan. Some funds will be used to support other activities such as the collaborative learning curriculum, small group tuition program and our Aboriginal and Pasifika cultural programs.

The school is a partner hub school with Western Sydney University in developing quality induction and practicum programs for pre-service and early career teachers. We have active links with a range of tertiary education providers, businesses and the local community. Our students thrive in an atmosphere which provides co-curricular learning experiences in state of the art facilities for students with an interest and passion in technology and applied science, sport, creative and performing arts, leadership and community service. We value the positive contribution that parents play in our success.

Through our situational analysis, we have identified a need to up-skill teachers to deliver high leverage literacy and numeracy teaching to improve student learning confidence, skill and proficiency in essential skills. Teachers will focus on using the Literacy and Numeracy progressions to embed targeted skills into the teaching and learning programs culminating in formal assessments of the focus skills, bench-marked to the progressions. Through the school HSC analysis, we have identified extended writing and examination skills as areas for focus. Developing ways to implement evidence based pedagogical practice which promotes accelerated learning growth is a school priority. Our Instructional Rounds project during 2019-2020 has identified patterns of teaching practice which we seek to refine. Further work will need to occur around how teachers can successfully plan for and deliver quality differentiated instruction to students with additional needs including those identified as high potential and gifted. The student-led Instruction Rounds focusing on Student Learning identified a sub culture of low learning expectations and under-engagement. Teachers will learn to coach and mentor students to set, work towards and evaluate personalised learning and attendance goals to support improved engagement in and motivation for learning.

# Strategic Direction 1: Student growth and attainment

## Purpose

To improve student growth and achievement by fostering the development of learning skills to support every student to learn and grow each year and achieve their best through refined school structures and processes, staff professional learning and increased opportunities for students to practice their skills.

## Improvement measures

### Target year: 2022

Improvement in the percentage of students achieving in the top 2 NAPLAN bands to be above the school's lower bound system-negotiated target in reading of 12% and numeracy of 11.6%

### Target year: 2023

Increase the percentage of Aboriginal students achieving top 3 NAPLAN bands to be above the school's lower bound system-negotiated targets in reading of 25.2% and numeracy of 22.1%

### Target year: 2023

Improvement in the percentage of students achieving expected growth in NAPLAN to be above the school's lower bound system-negotiated target in reading of 63.6% and numeracy of 71.10%.

### Target year: 2022

Improvement in the percentage of HSC course results in the top 2 bands (80-100%) to meet the school's lower bound system-negotiated target of 14.2% or above.

### Target year: 2022

Improvement in the percentage of HSC course results in top three bands to meet the school's lower bound system-negotiated target of 43.3% or above.

### Target year: 2023

## Initiatives

### Literacy and Numeracy

- Using the National Literacy and Numeracy Learning Progressions staff will engage in professional learning focusing on the implementation of effective literacy and numeracy strategies. Staff will embed these strategies into teaching and learning programs to effect improved student learning over time.
- Explicit literacy and numeracy skill development programs will be delivered and linked to the progressions to track student progress across each year group and each semester.
- School systems and processes will be refined to use, monitor and evaluate data to assess student progress, with a focus on equity groups (Aboriginal students, students with a disability, students whose first language is not English) and identify areas for intervention.

### Higher School Certificate

To improve learning outcomes, and the achievement and growth of our HSC students a targeted approach to learning and assessment skill development will be implemented.

- For students, learning and assessment skills will be explicitly taught through a targeted program mapped for every year group across each term.
- Professional learning delivered to support staff in the consistent delivery of learning and assessment skills in their teaching and learning practice will also be delivered.
- School systems and processes will be refined to use, monitor and evaluate data to assess student progress, with a focus on equity groups (Aboriginal students, students with a disability, students whose first language is not English) and identify areas for intervention.

## Success criteria for this strategic direction

**Literacy and Numeracy:** The school engages in strong collaborations between parents, students and the community to inform and support continuity of learning and support students to make learning progress (*Learning Culture - High Expectations*). School data shows that student progress and achievement on external measures is consistent with progress and achievement on internal assessments (*Student Performance Measures - Internal and External measures against Syllabus Standards*). 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 (*Professional Standards - Literacy and Numeracy Focus*).

**HSC:** The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement (*Assessment - Whole School Monitoring of Student Learning*). Students are provided with detailed, clear and specific feedback regarding learning skills, growth, next steps and strategies for improvement to progress learning (*Effective Classroom Practice - Feedback*).

## Evaluation plan for this strategic direction

### Literacy and Numeracy

**Data:** Internal and external data will be collected from the following sources: Quicksmart results (ID); Pre and post testing of literacy and numeracy progressions (ID); Practice NAPLAN results (ID) and NAPLAN results (ED). **Analysis:** Data analysis will be linked to the literacy and numeracy progressions and mapped to check points each semester. **Implications:** Impact will be determined by assessing progress towards DoE targets.

### HSC

**Data:** Internal and external data will be collected from the following sources: HSC results, internal school assessment; class work and homework completion.

# Strategic Direction 1: Student growth and attainment

## Improvement measures

---

Increase the percentage of Aboriginal students attaining the HSC whilst maintaining their cultural identity to meet the school's lower bound system-negotiated target.

## Evaluation plan for this strategic direction

---

**Analysis:** Analysis of internal assessment data will be referenced against historical HSC data. **Implications:** Impact will be determined by individual student progress in external and internal assessment data and improvement in class work, homework and assessment task completion rates.

## Strategic Direction 2: Strengthening student engagement

### Purpose

To explicitly teach students a range of meta-cognitive skills to support them to engage strongly in their learning and experience success through their achievements. Students will create, work towards, evaluate and reflect on learning and attendance goals.

### Improvement measures

#### Target year: 2022

Increase the percentage of students attending school more than 90% of the time to meet the school's lower bound system-negotiated target of 53.6% or above.

#### Target year: 2024

Increase in-class attendance for each year group by 5%.

#### Target year: 2024

80% of students achieve their attendance goal by the end of the set time period.

#### Target year: 2024

All staff improve their coaching and mentoring skills by engaging in face-to-face and online professional learning and by using these skills to effect genuine student engagement in learning.

#### Target year: 2024

80% of students achieve their learning goal by the end of the set time period.

### Initiatives

#### Attendance

- Teacher mentors work with students in understanding importance of attendance and work on strategies to set meaningful attendance goals, with the input of all stakeholders, to build engagement and improve attendance rates.
- Professional learning focusing on the use of data, nuanced communication strategies and coaching skills to support student and parent engagement in learning.
- Refining and ensuring the consistency of processes and communication, using data, to support improved attendance and learning engagement. Engage in a learning ecosystem project focusing on community impacts on learning engagement and attendance.

#### Student Learning Goals & Reporting

- Professional learning to develop coaching and mentoring skills of teachers to ensure appropriate skills and consistency. Mentoring program developed, implemented and evaluated for Years 7-12. Additionally, Professional learning to develop an understanding of high expectations and student engagement and their relationship with high leverage teaching and learning strategies.
- Students learn to analyse and reflect on their learning and their goals to identify areas for growth for future goal setting.
- Redesign learning practices to more strongly support learning partnerships with students by seeking out and incorporating student voice. Improved access for students to contribute to decisions about their learning.

### Success criteria for this strategic direction

**Attendance:** The school regularly and accurately monitors attendance and collaborates with individual students and their families to address and action the concerns and implement improvement strategies. Teachers continuously monitor their class attendance data to ensure that school processes are followed to meet student learning outcomes. Attendance data is regularly analysed and is used to inform planning. Whole of school and personalised attendance approaches are improving regular attendance rates for all students, including those at risk. (*Learning Culture - Attendance*)

**Student Learning Goals & Reporting:** Progress in learning and achievement is identified through student learning goals. The aspirations and expectations of students are known to all stakeholders and inform planning for learning. Students reflect on learning goals each semester. There is commitment within the school community that all students make learning progress. Parents and students support clear improvement aims and planning for learning. (*Learning Culture - High Expectations*)

### Evaluation plan for this strategic direction

#### Attendance

**Data:** Whole school overall attendance; in-class year group data; Tell Them From Me Data (students reporting on truancy); students track their own attendance data twice per term. **Analysis:** Collection of this data may outline trends and provide teachers with student in-class data. Students analyse their data and learn to look for trends in their attendance patterns. **Implications:** An overall improvement in teachers and students engaging in the process of reflection and the understanding of attendance procedures.

#### Student Learning Goals & Reporting

**Data:** Student data - positive entries; Mentoring Records; Tell Them From Me Data (staff, students, parents); School surveys; student focus groups. **Analysis:** teachers

## Strategic Direction 2: Strengthening student engagement

### Evaluation plan for this strategic direction

---

and student use student data to determine the percentage of students meeting their goal and identify positive and negative behaviour trends. **Implications:** Students meet personalised learning goals leading to an increase in overall engagement.



## Strategic Direction 3: Consistent and refined teaching practice

### Purpose

To build the capacity of all teaching staff to develop consistent, explicit teaching practices that create a positive learning environment for all, culminating in improved teacher efficacy and students who are strongly engaged in their learning.

### Improvement measures

#### Target year: 2024

All staff observed consistently applying explicit and consistent teaching practices.

#### Target year: 2024

All Early Career teachers supported in their development of explicit teaching practices that build student skills and learning outcomes.

#### Target year: 2024

Stage 4-6 teaching programs, lesson observations and written assessment tasks show embedded use of quality questions and strategies to build higher order thinking skills.

#### Target year: 2024

Student *Tell Them from Me* survey data improves from a mean of 6.3 to 7.4 in the areas of effective and explicit teaching;

#### Target year: 2024

Staff *Tell Them from Me* survey data improves from a mean of 7.2 to 8.3 in the area of quality feedback and in the area of planned learning opportunities.

#### Target year: 2024

Student management and wellbeing data shows an increase in the number of positive behaviour entries by 32% by 2024.

#### Target year: 2024

### Initiatives

#### Explicit and Consistent Teaching Practice

Implement a school wide approach to improve explicit teaching and build student capacity to use higher order thinking skills.

- Differentiated professional and collaborative learning to develop deep understanding of all elements of explicit and consistent teaching practice to build student engagement, develop skills across a range of learning areas and improve learning outcomes. High leverage learning skills are explicitly taught, implemented and monitored.
- Training of coaches and mentors who demonstrate strong explicit teaching skills and effective classroom management to support a range of teachers at different stages of their teaching career. Collection and analysis of progress by mentor and mentee to determine growth of explicit teaching skills.
- Explicit systems developed to identify teacher skill sets from novice to expert.

#### Classroom Management

Implement consistent classroom management using *Positive Behaviour for Learning* strategies and build safe and positive learning environments, where students can engage in a range of learning opportunities to improve their knowledge and skills.

- Expectations of behaviour are co-developed, implemented and monitored using the *Positive Behaviour for Learning* matrix with students and teachers.
- Teachers use student plans to identify areas for individualised support of student wellbeing and employ high leverage classroom management strategies to ensure optimum learning occurs.
- Whole school approach to building the capacity of students and staff to manage challenge and grow resilience.

### Success criteria for this strategic direction

#### Explicit and Consistent Teaching Practice:

The school analyses a range of data sets to identify problems of practice; teachers' strengths and gaps and the learning progress of students (*Data skills and use - data use in teaching*). The school uses embedded and explicit systems and processes that facilitate and support professional learning of effective and explicit teaching (*Professional standards - improvement of practice; Learning and Development - coaching and mentoring*). Clear evidence of whole-school informed teaching methods, demonstrating a shared understanding, leading to a positive learning culture that optimises progress for all students in place. (*Effective Classroom Practice - explicit teaching; Educational Leadership - high expectations culture; Learning and Development - collaborative practice and feedback*)

#### Classroom Management:

School wide approach to effective and positive classroom management is evident and teachers consistently use the language, processes, systems and scaffolds of *Positive Behaviour for Learning* to create a safe and positive classroom and to reduce low-level disengagement and disruptive behaviours (*Wellbeing - Behaviour*). The analysis of whole school data, including well-being data, indicates learning growth. Teachers model and share a wide range of strategies for classroom management and promote student engagement and responsibility for learning. (*Effective Classroom Practice - classroom management*)

### Evaluation plan for this strategic direction

**Data:** sources include teaching and learning programs; lesson observations; *Tell Them from Me* student, teacher and parent surveys; student work samples; Professional Development Plans; professional learning; feedback; student surveys; student Wellbeing and Positive Behaviour for Learning data. **Analysis:** indicates whole school improvement of consistent, explicit teaching and classroom management has been improved and

## Strategic Direction 3: Consistent and refined teaching practice

### Improvement measures

---

Student *Tell Them from Me* survey data indicates an increase from 84% of students that consistently follow school and classroom expectations to 92%.

#### Target year: 2024

Student management and wellbeing data indicates a reduction in the number of negative behaviour entries by 5% each year.

#### Target year: 2024

Student *Tell Them from Me* survey data indicates an increase in the mean of 5.9 to 6.8 in the area of an advocate at school.

### Initiatives

---

- Explicit systems developed to identify teacher classroom management skills from novice to expert.

### Evaluation plan for this strategic direction

---

sustained. **Implications:** Lesson observation and teacher self-evaluation show a strong correlation in improved explicit teaching practices and classroom management.