

Strategic Improvement Plan 2021-2024

Cranebrook High School 8580



School vision and context

School vision statement

Cranebrook High School

CHS - Commitment, High Expectations, Success

At Cranebrook High School we believe:

- in providing quality teaching and learning for every student.
- high expectations and a focus on continual improvement drive success.
- creativity and innovation in teaching and learning will develop engaged and active citizens.
- that all of our students are known, valued and cared for.
- a culture that celebrates success and fosters respect creates a sense of belonging for every member of the school community.
- strong connections with our school community helps our students succeed at school and beyond.

School context

Cranebrook High School is a comprehensive co-educational high school servicing a diverse community in the Penrith Valley of Western Sydney. The school is located in a growing part of the Penrith Valley and plans for additional classrooms to be built at the school are in progress. The current enrolment of 815 students is trending upwards and the school has increased its teaching establishment by 2.9 over the past three years. 20% of the student population identifies as Aboriginal and Torres Strait Islander and 5% as Language Background other than English. CHS has a large Support Unit catering for 68 students with diverse disabilities, and focuses on social and learning inclusion. The Support Unit currently has five classes catering for students with moderate intellectual disabilities, physical disabilities and emotional and behavioural disorder.

The school has a FOEI of 138 and this figure has remained steady over the past four years. The school community is diverse and the school has developed strong links with local community organisations and government bodies in order to support and improve student learning and engagement. The school community is appreciative of the school's communication strategy which focuses on the effective use of social media to inform parents, carers and community members about school events and activities as well as celebrate student success which promotes the positive image of the school.

The school's Parents and Citizens Association is committed and focuses on supporting the school. School events throughout the year are well supported by the wider school community as well as our parents and carers.

The school has a dynamic student leadership group that contributes significantly to the wider school community. The Student Representative Council (SRC) and the senior Prefect Body work to ensure that student voice is a key part of our school.

CHS has strong and engaging programs in all areas of the curriculum and the school excels in a number of curriculum areas. The teaching and support staff at CHS is diverse in terms of experience. Students participate in an Accelerated Agriculture Program and are supported through links with Western Sydney University (WSU). The school has an outstanding farm and is an accredited alpaca stud. An Agriculture primary school transition program and a Sports Science primary school program supports students as they move from primary school to high school.

CHS engages with a number of external organisations to further develop educational outcomes and post school options for all students. The school has a strong connection with WSU with the Fast Forward Program and the Pre-Service Teacher Experience Program in place to support students and pre-service teaching staff. All faculties in the school host pre-service teachers each year and staff view this as a positive, meaningful experience.

The school partners with external providers to implement a range of wellbeing and learning programs for students. Successful programs include the Creating Chances Program, the Teen Got It Program, the Elevate Senior Study Program and several programs supported by the Smith Family. These programs are well supported in the school and have positive outcomes for students.

School vision and context

School vision statement

School context

The effective use of technology in teaching and learning has developed strongly in 2020 and the school is currently well placed to increase staff capacity and effectiveness in this area. Professional learning around the effective use of technology will continue to be a focus in 2021 and beyond. The school has a growing number of student use devices. A highly skilled and confident teacher team has been developed to train staff and grow teacher capacity in the technology area.

Excellent processes around the collection of Nationally Consistent Collection of Data (NCCD) exist in the school and have been evaluated and strengthened with each collection cycle. The NCCD process is supported by personalised learning plans and student management plans and a highly committed and valued Learning Support Team works at an expert level to manage students' learning and wellbeing needs. HSC students are supported and provided with high levels of tuition and instruction to ensure that the National Minimum Standard is achieved by every student at the earliest possible stage. A learning centre supports students around learning, behaviour and mental health. The Learning Centre also supports the school's successful remedial reading program and the NCCD Program.

Aboriginal students are provided with additional social, emotional and wellbeing support through the Clontarf Academy Program and the Aboriginal Girl's Program. These highly resourced programs have been successful in engaging students and are supported well by the school community.

A comprehensive situational analysis was conducted by the school which informed the development of the School Improvement Plan. The school completed the Leading Evaluation, Evidence and Data (LEED) Project Situational Analysis Survey. The Centre for Education Statistics and Evaluation (CESE) What Works Best survey was also undertaken to inform the school's situational analysis and explored the following themes: High Expectations, Explicit Teaching, Effective Feedback, Use of Data to Inform Practice, Assessment, Classroom Management, Wellbeing and Collaboration. Two focus group surveys were conducted with staff to assist in the development of the situational analysis. A parent/carer survey was conducted asking parents and carers to respond to questions around learning, communication and wellbeing. Regular "Town Hall" style meetings are held with students from the Student Representative Council, the Prefect Body and the School Captains and Vice Captains. All students in the school are also invited to attend these meetings. The Principal and other Executive speak and answer questions. Information taken from the Town Hall in Semester 2 helped to inform the Situational Analysis.

The School Improvement Plan 2021-2024 will focus on 3 Strategic Directions: Student Growth and Attainment; Teaching Excellence through Best Practice; Attendance, Wellbeing and Community.

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student learning outcomes in reading and numeracy and build strong foundations for academic success in the HSC. Our teachers will develop and refine data driven classroom practices to achieve positive growth in student outcomes.

Improvement measures

Target year: 2022

NAPLAN

- Increased percentage of students achieving in the top **2** bands (or above) in reading to system negotiated lower bound target of 12.6%
- Increased percentage of students in top **2** bands (or above) in numeracy to system negotiated lower bound target of 12.1%
- Increased percentage of Aboriginal students achieving Top **3** bands in reading and numeracy.

Target year: 2022

HSC

- Increase in the number of students in the top **3** HSC bands to the system negotiated lower bound target of 37.7%.

Target year: 2023

NAPLAN

- Increase in the percentage of students achieving expected growth in NAPLAN to be at or above the school's system negotiated lower bound target of:
 - reading at 59.90%
 - numeracy at 63.80%.

Target year: 2023

Initiatives

Systematic approaches to achieve student growth in NAPLAN

- PAT and Best Start testing to identify starting points for learning, target teaching and monitor growth of students.
- A whole school focus on Year 8 engagement, reading and numeracy, including the Year 8 reading and numeracy strategy.
- An intensive weekly 7-10 program teaching of reading and numeracy through **explicit teaching** practices allowing students to make greater learning gains.

HSC Success

- Effective classroom practices through explicit teaching of HSC verbs in context of each subject. Assessment tasks provide students with opportunities to develop an understanding of each verb and construct a written response, including PEEL paragraphing. Marking guidelines/rubric show a progression to provide feedback to the level of verb addressed in student responses. PD through regular Teach Meets provide teachers with T&L strategies for responding to HSC verbs.
- Every Stage 6 student has a data profile of internal and external assessment measures including Best Start, NAPLAN, PAT, Quicksmart and Preliminary and HSC results, for teachers to regularly monitor and review student progress, leading to effective classroom practice. *Teachers need access to tools, skills and training to help them interpret and use data effectively (What Works Best - Use of data to inform practice).*

Success criteria for this strategic direction

- System negotiated targets are met in the areas of **reading, numeracy** and **HSC** bands by all CHS students.
- Teaching and learning programs are collaboratively planned and designed to include explicit reading and numeracy strategies. **(SEF - TD, Effective Classroom Practice, Lesson Planning)**
- Explicit teaching of reading and numeracy with success measured by pre and post testing to review student progress and achievement. **(SEF - TD, Data Skills and Use, Data use in teaching/planning)**
- Student data profiling to inform planning, identify interventions and modify teaching practice to improve student learning outcomes. **(SEF - LD, Assessment, Whole School monitoring of student learning)**
- Common templates for assessments and marking guidelines to include HSC verbs and PEEL, providing formative feedback and informs further teaching. **(SEF - LD, Assessment, Summative assessment)**
- Whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of cultural identity and excellence. **(WWB - High Expectations & Use data to inform practice)**

Evaluation plan for this strategic direction

At least once a term, teachers and selected teams will collaboratively gather evidence and evaluate, upload and annotate evidence to inform future activities. This includes:

External Data

- NAPLAN data
- HSC results/analysis
- Check in assessment

Strategic Direction 1: Student growth and attainment

Improvement measures

HSC

- Proportion or number of Aboriginal students attaining the HSC whilst maintaining cultural identity to the minimum of the system-negotiated lower bound target of 37.7%.

Target year: 2024

- A range of evidence supports validation at excelling in lesson planning to improve and maximise student NAPLAN and HSC results, showing steady growth.

Evaluation plan for this strategic direction

Internal Data

- PAT
- Quickstart
- Sentral
- Performance and Development Plans
- Teacher Reading evaluation log
- Google Classroom/Drive
- Surveys
- Pre-Post testing
- Student samples with feedback (PEEL, HSC verbs)

Strategic Direction 2: Teaching excellence through best practice

Purpose

Teachers are committed to and responsible for their own continual improvement with a focus on explicit teaching methods, diagnostic and formative assessment through regular and effective feedback and the use and analysis of data to inform and drive faculty and whole school decision making. Students' learning outcomes will be maximised through teacher implementation of engaging and challenging evidence-based programs and strategies underpinned by a school culture of high expectations.

Improvement measures

Target year: 2024

A range of evidence supports our assessment/validation of the element Learning and Development at excelling.

100% of teachers are effectively engaged in the Performance and Development Plan process at all stages and levels, measuring their performance against the Australian Professional Standards.

Target year: 2024

A range of evidence supports our assessment/ validation of the element Data Skills and Use at excelling.

The explicit teaching of literacy and numeracy by all teachers is embedded within programs and practice.

Target year: 2024

A range of evidence supports our assessment/validation of the element Effective Classroom practice at excelling.

Initiatives

A focus on continual improvement by all teachers

All staff demonstrate commitment to continual improvement and are actively engaged in collegial sharing of best practice, and Performance Plan processes. **WWB - Collaboration**

All teachers are supported to successfully build their leadership capacity and achieve or maintain accreditation. early career teachers are supervised and mentored and engaged in a whole school early career teachers program.

The Cranebrook Accreditation Network (CAN) is established and meets regularly to provide collegial support and time for teachers and supervisors working towards all levels of accreditation.

Data-informed decision-making, planning and practice

All staff undertake training to access RAP and SCOUT data to engage in meaningful analysis of NAPLAN and HSC results and use this to inform planning for improvement in student outcomes in the year ahead. **(WWB - Use of data to inform practice)**

All 7-10 teachers actively implement the explicit teaching of reading and numeracy skills, including the data-informed Year 8 Reading and Numeracy Strategy, where teachers embed explicit teaching of reading and numeracy skills into their programs and sharing their ideas via a Google Shared Drive. **(WWB - Explicit Teaching)**

Pre- and post- testing are used regularly and systematically by faculties and classroom teachers to measure the success of programs and strategies and set future directions.

Challenging learning in positive classroom environments

Consistently implemented classroom management

Success criteria for this strategic direction

Staff capacity building is a whole school priority, with a particular focus on visible, high quality leadership and leadership development.

The school has a high performing teaching staff as measured against the Australian Professional Standards, whose capacities are continually improved. A strong, visible culture in the school promotes and supports the attainment of higher level accreditation. **SEF TD, "Professional Standards", Accreditation, Improvement of Practice.**

All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement. The school analyses student progress and achievement data and a range of other contextual information. **SEF TD "Professional Standards", Literacy and Numeracy Focus, Assessment.**

A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. **SEF TD "Effective Classroom Practice", Explicit Teaching**

Teachers routinely review learning with each student both in class and on work submitted. Student feedback is elicited by teachers and informs their teaching. **SEF TD "Effective Classroom Practice", Assessment.**

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. **SEF LD "Curriculum", Differentiation.**

Evaluation plan for this strategic direction

At least once per term, teachers will collaboratively gather, evaluate, upload and annotate evidence to inform future activities, such as:

EXTERNAL DATA:

Strategic Direction 2: Teaching excellence through best practice

Initiatives

systems and routines ensure certainty and a clear focus on learning in every classroom, through such strategies as the Fresh Start Workshop and regular class-focused teacher meetings. **(WWB - Classroom Management)**

Teachers differentiate curriculum delivery to meet the needs of students, including adjustments to improve outcomes by supporting learning or increasing challenge. High Potential and Gifted (HP & G) students are challenged, engaged and extended by teachers with specific training in HP & G teaching. **(WWB - High Expectations)**

Timely and individualised student feedback, directly related to syllabus outcomes and task rubrics, is embedded within classroom and assessment practice. **(WWB - Effective Feedback)**

Evaluation plan for this strategic direction

- eTAMS accreditation and maintenance
- MyPL professional learning
- HSC /RAP and NAPLAN

INTERNAL DATA:

- PDP's
- C.A.N participation
- student work samples
- Sentral

Strategic Direction 3: Attendance, wellbeing and community

Purpose

Critical decision making at Cranebrook High School is underpinned by the best interests of our students. Our core business of quality teaching and learning is supported by consistent school attendance, quality community partners and a student body that is known, valued and cared for.

Improvement measures

Target year: 2022

Attendance

The percentage of students attending school more than 90% of the time is increased by at least 3.7%.

The percentage of students attending Cranebrook High School less than 80% of the time is decreased.

Target year: 2024

Whole School Wellbeing

People Matters survey will demonstrate growth in staff collaboration and communication.

Decrease in overall negative incidents along with growth in positive incidents reported by staff.

Target year: 2022

Student Wellbeing

Tell Them From Me wellbeing data (advocacy, belonging, expectations) improves to be at or above the lower bound system-negotiated target of 58%.

Target year: 2024

Community Partnerships

An increase in community and community partners working with and in the school is evident in increased participation at school events and programs.

Initiatives

Attendance Growth and Monitoring

A team of staff at Cranebrook High School facilitate the monitoring and reporting of student attendance ensuring compliance with policy and procedure. Regular conversations with parents and relevant stakeholders ensure authentic partnerships are fostered.

Attendance data is regularly analysed and is used to inform planning. Whole school and personalised attendance approaches focus on improving regular attendance rates for all students, including those at risk. Regular school attendance is acknowledged and rewarded. **(WWB - Wellbeing)**

Wellbeing Structures

Staff demonstrate a commitment towards positive education and it is embedded into daily practice. There is a sustained program of regular opportunities to connect, succeed, thrive and learn. Evidence based change to whole school practices, resulting in measurable improvements in wellbeing, engagement and learning is driven by an expert team of wellbeing staff will work directly with students and staff.

Increase in student leadership opportunities across the school to support student aspirations and build a positive learning and culture where students are motivated to be their best. **(WWB - Wellbeing)**

Community Partnerships

The school builds and strengthens high quality, authentic partnerships with the community organisations who are responsive to the needs of CHS students.

Teachers directly and regularly engage with parents to improve understanding of mental health, student learning and to strengthen student outcomes. Reporting to parents has been enhanced in response to community received.

The school regularly solicits and addresses

Success criteria for this strategic direction

Teachers, parents and the community work together to support **consistent and systematic processes** that ensure student absences do not impact on learning outcomes. **(SEF - LD, Learning Culture, Attendance)**

The school has implemented **evidence-based** change to whole school practices, resulting in **measurable improvements** in wellbeing and engagement to support learning. **(SEF - LD, Wellbeing, A planned approach to wellbeing)**

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. **(SEF - LD, Wellbeing, Individual learning needs)**

Teachers directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes. Reporting to parents has been **enhanced** in response to feedback received. **(SEF - LD, Reporting, Parent engagement)**

At school, the practices that support student wellbeing involve creating a safe environment; ensuring connectedness; engaging students in their learning; and promoting social and emotional skills. A whole-school approach is important in addressing the interconnected and interdependent nature of wellbeing. **(WWB - Wellbeing)**

Evaluation plan for this strategic direction

At least once per term teams will gather, evaluate, upload, annotate evidence to inform future activities.

Data will include:

- Tell Them from Me
- Sentral positive and negative entry data
- community participation data

Strategic Direction 3: Attendance, wellbeing and community

Initiatives

feedback in a culturally sensitive and inclusive manner on school performance from students, staff, parents and the broader school community.

Evaluation plan for this strategic direction

- parent, student and staff surveys and evaluations
- attendance data
- People Matters survey