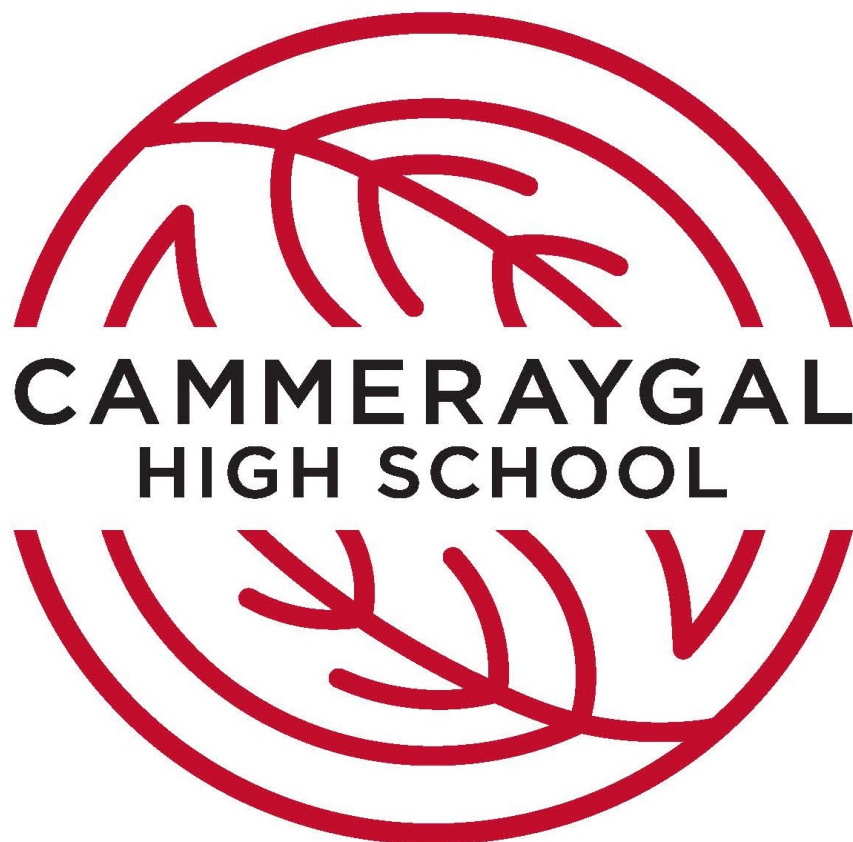


# Strategic Improvement Plan 2021-2024

## Cammeraygal High School 8910



**EMPOWERED  
TO ACHIEVE**

# School vision and context

## School vision statement

Cammeraygal High School's motto 'Empowered to Achieve' provides the platform for providing opportunities to develop the whole child's personal best through learning that facilitates the development of respectful and responsible citizens, who are critical and creative thinkers. To achieve this, we will continue the development of a cohesive multi-campus high school where the transition and engagement of students, staff and the community is embedded into the fabric of school life. 'One School, two spaces, same purpose, to develop empowered learners'.

## School context

Cammeraygal High School is an evolving and dynamic 7-12 comprehensive, coeducational multi-campus high school with the two campuses being located at Pacific Highway and West Street Crows Nest. The school commenced with an initial enrolment of up to 120 Year 7 students in 2015 and has continued to enrol other cohorts with each ensuing year. From 2020 the years 7, 8 and 9 cohorts are enrolled on the Pacific Highway site with years 10, 11 and 12 on the West Street site with an enrolment of approximately 900 students in 2021.

The school will be maintained as a coherent dual campus school catering to all students from Years 7-12. Cammeraygal High School has a highly engaged parent community that has continued to support the school's initiatives, priorities and innovative programs which includes personalised education practices, creative and performing arts, and student leadership programs. The school continues to develop a collaboratively built school culture that provides learning opportunities for all students. Cammeraygal has an emphasis on academic excellence and differentiation with a strong reputation for delivering quality teaching and learning experiences in an inclusive learning environment. The school develops the whole student by offering a range of experiences to extend their skills, confidence and overall wellbeing.

Cammeraygal is committed to continually improving effective classroom practices with staff professional learning being the key to ensuring this. Effective differentiation to ensure the learning needs of all students are being met has been a focus of professional learning at the school since 2015 to ensure diverse mixed ability classes where all students thrive.

In 2020 a comprehensive Situational Analysis was conducted which identified the key areas for future development. A continued focus on the explicit teaching of literacy skills, specifically writing, will allow our students to demonstrate higher levels of growth on external measures such as NAPLAN and the HSC. This will be enhanced by a shared, whole-school approach to the teaching of literacy that will be evident in all classrooms from Stages 4 to 6. The school will also build the skills of all teachers in evaluative practice and data literacy in order to further improve the quality of teaching in every classroom and to enhance engagement and rigor amongst all learners. This will be reinforced by embedded professional learning communities which will allow for the sharing of best practice across all KLAS.

Cammeraygal will also, as a two-site school, continue to focus on cultural cohesion and transition to ensure that a consistent and unifying approach is evident in wellbeing and learning programs. Maintaining a cohesive school culture is vital to ensure that all students feel a sense of belonging to the school and this will be achieved through the development of the Cammeraygal Code and the inclusion of a mentoring program to ensure that every student feels known, valued and cared for.

# Strategic Direction 1: Student growth and attainment

## Purpose

Our purpose is to ensure students grow in their learning through explicit, consistent and research-informed teaching. Our teachers will utilise explicit curriculum learning continuums to establish and work towards aspirational expectations of learning progress for all students.

## Improvement measures

### Target year: 2022

#### NAPLAN Top 2 Bands

- Improvement in the percentage of students achieving in the top 2 bands in reading by 9%
- Improvement in the percentage of students achieving in the top 2 bands in numeracy by 12%
- All Year 7-12 students achieve or exceed their co-developed learning goals
- Results for targeted groups including Aboriginal and EAL/D students are equivalent to or exceeding the progress and achievement of all students in the school.

### Target year: 2022

#### HSC Attainment

- Improvement in the percentage of HSC course results in top two bands by 4%
- Improvement in the percentage of HSC course results in top three bands by 4%

### Target year: 2023

#### NAPLAN Expected Growth

- Improvement in the percentage of students achieving expected growth in reading by 3%
- Improvement in the percentage of students achieving expected growth in numeracy by 3%

## Initiatives

### KLA Specific Literacy Continua

Lift student attainment in literacy through a focus on explicit teaching practice, formative assessment and KLA specific literacy strategies and progression.

- All faculties will develop and embed a KLA specific literacy continuum which maps the core literacy skills from Stage 6 back to Stage 4, in line with NSW Curriculum Reform and the National Literacy Learning Progression.
- A centralised reporting system is developed and implemented to communicate student learning goals and literacy achievement in all KLAs.
- An explicit, consistent and cohesive whole school literacy approach is evident in all classes, supported by cross-KLA professional learning communities and learning sprints.
- All teachers reflect on student growth and attainment to evaluate teaching practice using the KLA specific literacy continuums, explicit individual student goals and formative tasks.

### Lifting Numeracy Strategy

Lift student attainment in numeracy through a focus on explicit numeracy teaching practice, continuous formative assessment and targeted support.

- All maths teaching and learning programs will be evaluated and simplified to ensure a continued focus on key skills for rigorous numeracy progression, supported by appropriate resources to support and enrich student achievement.
- Continuous formative assessment will be embedded in the teaching and learning cycle in all maths classes to ensure students, parents and teachers are working in partnership to maximise student attainment in numeracy.

### Learning Goal Mentor Teacher

## Success criteria for this strategic direction

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

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.

The school uses a centralised system for analysing and reporting data on student and school performance, including academic growth, non-academic and cross-curriculum data. The school uses data to inform collective decisions about student learning, aligned with improvement measures in the school plan.

Student reports are personalised and comprehensive, providing detailed, clear and specific information about student learning, growth, next steps and improvement measures, as well as relevant contextual and/or comparative data

Most students achieve in the top two bands for NAPLAN reading, writing and numeracy.

The school achieves excellent value-added results, significantly above the value added by the average school.

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.

## Evaluation plan for this strategic direction

**Question:** What has been the impact of the implementation of the student learning goals and the literacy continuum? What has been the impact of the implementation of the Learning Goal Mentor Teacher on lifting student growth and attainment?

# Strategic Direction 1: Student growth and attainment

## Improvement measures

### Target year: 2024

#### KLA Specific Literacy Continua

- All Year 7-12 students achieve or exceed their negotiated learning goals

### Target year: 2024

#### HSC Attainment

- Improvement in the percentage of HSC course results in top three bands from 2022 data

### Target year: 2024

#### NAPLAN Top 2 Bands

- Improvement in the percentage of students achieving in the top 2 bands in reading by a further 5%
- Improvement in the percentage of students achieving in the top 2 bands in numeracy by a further 5%

### Target year: 2024

#### NAPLAN Expected Growth

- Improvement in the percentage of students achieving expected growth in reading by a further 5%
- Improvement in the percentage of students achieving expected growth in numeracy by a further 5%

## Initiatives

All students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students develop and achieve aspirational learning goals, including literacy and numeracy goals.

- All students and teachers participate in explicit, regular and structured mentoring sessions aligned with stage appropriate learning intentions for student development.
- Students work with an identified mentor teacher to set challenging learning goals. These goals, and their progress towards them, are self- and teacher-assessed and reported dynamically and responsively.

## Evaluation plan for this strategic direction

**Data:** External student performance measures (NAPLAN, HSC, Best Start Yr7, minimum standards, Check In Assessment, PAT), internal data sources including formative assessment and multiple data sources from teaching and learning activities as evidence of learning and reporting.

**Analysis:** Analysis, triangulation and evaluation of a variety of data sources to determine the extent to which expected student growth and attainment has been achieved. Annually, the school will review progress towards the improvement measures.

**Implications:** Evaluation informs explicit teaching practices and whole school literacy and numeracy approaches to promote student growth and attainment.

## Strategic Direction 2: Teacher Evaluative Practice

### Purpose

Our purpose is to build evaluative practice across the school and continue to build a collaborative professional learning community with a focus on literacy teaching across all curriculum areas. Through Quality Teaching Rounds staff will develop a common understanding of the most effective evidence-based explicit teaching methods.

### Improvement measures

#### Target year: 2022

- All PLSP and EAL/D plans are informed by evidence based practices

#### Target year: 2023

##### Evaluative Classroom Practice

- 100% of staff have participated in high impact professional learning to build skills in data analysis and implementation

#### Target year: 2023

##### Whole School Approach to Literacy

- All staff are trained in a selected whole school approach to literacy and report feeling confident in the delivery of explicit literacy lessons

#### Target year: 2024

- 100% of teachers engage in collaborative planning practices using student progress and achievement data to identify strategic priorities, and develop and implement plans for continuous improvement.

### Initiatives

#### Evaluative Classroom Practice

Develop a whole-school culture of data collection, analysis, application, evaluation and reflection of practice to inform the teaching and learning cycle.

- All teachers routinely analyse and assess data including HSC, NAPLAN, Best Start and other external sources to evaluate the effectiveness of teaching and learning programs and assessment
- All teachers routinely seek feedback on the effectiveness of teaching and programming from students in the form of surveys, focus groups, formative and summative assessment data and using this to drive the teaching and learning cycle
- All teachers actively engage with and evaluate professional learning embedding evidence-based practice to address student needs.
- Specialist staff routinely review PLSP and EAL/D plans to monitor impact of data-driven adjustments.

#### Learning Communities

To create a collegial and collaborative culture across the school to promote best practice and build teacher capacity.

- A positive culture towards regular classroom observation and reflective dialogue is established to reflect evidence-practice, aligning with Quality Teaching Framework.
- Professional learning is aligned with evidence based practice, the school improvement plan, and teaching standards.
- Learning sprints are developed through data-driven practices and student learning is assessed and evaluated through cross KLA collaboration and student assessments as, for and of learning.

### Success criteria for this strategic direction

The school collects, analyses and uses data including valid and reliable student, parent and staff surveys/feedback to monitor and refine a whole school approach to wellbeing and engagement, to improve learning.

Students and parents understand the assessment approaches used in the school and their benefits for learning. Feedback from students on their learning derived from assessments informs further teaching.

The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement. The school has processes in place to support teachers' consistent, evidence-based judgement and moderation of assessments. '

A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the 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.

All teachers have a sound understanding of student assessment and data concepts (eg causality, bias). They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice.

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.

### Evaluation plan for this strategic direction

**Q:** To what extent have we achieved our purpose of improving classroom practice?

## Strategic Direction 2: Teacher Evaluative Practice

### Initiatives

#### Whole-school approach to literacy

Create a writing culture in order to develop students' confidence and competence in writing.

- An explicit, consistent and cohesive whole school literacy approach is evident in all classes, supported by cross-KLAs professional learning communities and learning sprints.
- Teachers collaborate to identify and respond to student literacy needs through data analysis and accordingly adjust teaching and learning programs.
- Teachers collaborate in order to implement professional learning and evaluative practice to effectively teach and assess extended writing.

### Evaluation plan for this strategic direction

**D:** We will use a combination of data sources, such as:

- surveys
- observations
- focus groups
- interviews
- formative and summative assessment data
- document analysis, such as programs and assessments
- resource allocation analysis

**A:** Analysis, triangulation and evaluation of a variety of data sources to determine the extent to which an improvement in classroom practice has been achieved. Annually the school will review progress towards the improvement measures.

**I:** Annual evaluation will inform whole school teaching and learning practices and the findings of the analysis will inform future actions.



# Strategic Direction 3: Cultural Cohesion & Transition

## Purpose

To identify, codify and consolidate a cohesive and aspirational Cammeraygal High School identity across the Middle and Senior school campuses maintaining high expectations and valuing holistic achievement. For every student to be known, valued and cared for with each student having an advocate within the school.

## Improvement measures

### Target year: 2022

#### Cammeraygal Code

- Improved proportion of students attending >90% of the time by 10% above baseline
- Decreased proportion of students attending <80% of the time

### Target year: 2022

#### Mentoring

- Improved proportion of students reporting expectations for Success, Advocacy, and Sense of Belonging at School by 3% above baseline

### Target year: 2024

#### Student Voice

- 75-100% of students indicate a positive sense of school pride

## Initiatives

### Cammeraygal Code

To foster a positive and cohesive culture where students and the community recognise and celebrate the vision and values of Cammeraygal High School through the development of the Cammeraygal Code.

- Development and implementation of campus-driven school culture code is aligned with school values, points of transition and Department of Education's Student Behaviour Strategy and is informed by broad community consultation.
- Delivery of high impact professional learning supports all staff to embed the Cammeraygal Code in teaching and learning programs, wellbeing initiatives and other opportunities and experiences offered by Cammeraygal High School.
- Evaluation of the Cammeraygal Code is informed by data analysis and consultation with students, staff and parents to inform the creation and modification of the Cammeraygal Code.

### Student Voice

Students model and lead school initiatives and have an active voice in informing teaching and learning and wellbeing programs. Students feel heard, valued and connected to the school and the wider community.

- Development, implementation and evaluation of a student voice action plan in consultation with stakeholders in order to enhance student engagement.
- Delivery of high impact professional learning to support staff to value and incorporate student voice meaningfully in programming.
- Students will model and demonstrate active citizenship within the school community and Cammeraygal High School recognises and celebrates student success in a range of areas.

## Success criteria for this strategic direction

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.

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 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.

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

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.

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.

## Evaluation plan for this strategic direction

### Question

To what extent have we achieved our purpose of creating a cohesive culture?

### Data

## Strategic Direction 3: Cultural Cohesion & Transition

### Initiatives

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#### Mentoring and Wellbeing

Through positive relationships between students and teachers, students feel connected and supported to achieve improved learning and wellbeing outcomes. Students identify advocates and trusted members of staff who have assisted in their personal growth. Students have confidence to express themselves as young adults to their peers and the wider community.

- There is a tiered approach to wellbeing initiatives including whole-school based, year group based and targeted students approaches and specialist staff play an integral role in supporting student needs.
  - All students and teachers participate in regular and structured mentoring sessions where they work collectively to develop shared goals. Students can identify a staff member who can provide advice, support and assistance.
  - Parents and the wider community engage with supporting and celebrating the achievement of student goals.
  - Whole school wellbeing platform is utilised to monitor student engagement and wellbeing.
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### Evaluation plan for this strategic direction

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We will use a combination of data sources, such as:

- Attendance and wellbeing data
- surveys
- observation
- focus groups
- interviews
- document analysis
- resource allocation analysis

#### Analysis

Analysis, triangulation and evaluation of a variety of data sources to determine the extent to which an improvement in culture and wellbeing has been achieved. Annually the school will review progress towards the improvement measures.

#### Implications

Annual evaluation will inform whole school wellbeing and transition practices and the findings of the analysis will inform future actions.