Strategic Improvement Plan 2022-2026

Cheltenham Girls High School 8208

School vision and context

School vision statement

Cheltenham Girls' High School is committed to providing a variety of quality learning experiences in a caring, cooperative and challenging environment.

We strive to develop self-awareness, self-esteem and confidence. We promote positive, collaborative relationships with each other and the community, built on respect and concern for others.

We encourage creative and critical thinking and support personal excellence and satisfaction. We increase life's opportunities and foster lifelong learning.

School context

Cheltenham Girls' High School was established as a local comprehensive high school in 1958. The school is located on the magnificent former residential estate of the Vicars family, a family linked to the early history of Parramatta. In late 2022, the new Multi Purpose Complex (MPC) building called 'Yallambee' was completed and opened providing an additional learning and meeting space for the school.

The school staffing entitlement in 2022 is 95.9 teaching staff and 16.3 non teaching staff. The school employs a Business Manager from the Principal Support Funds. Our executive is stable with the majority being here for more than 5 years. We have 3 permanent Deputy Principals and 2 of the 18, 2 Head Teachers are for wellbeing. Twenty three percent of teachers have less than 4 years' experience and in 2022, two teachers are working towards higher accreditation.

The school enjoys strong, positive community relations with a number of programs and initiatives that focus on providing students with the necessary skills and confidence to make a significant contribution to the broader community both at school and post school.

The school has strong wellbeing processes, and programs seek to ensure every student is known, valued and cared for. Student leadership programs include Prefects, Student Representative Council, Social Justice Group, the Green Team, Cloud 9 (a group committed to raising understanding and awareness of adolescent mental health issues), and Sports House Captains: junior and senior.

The school offers gifted and talented students the opportunity to accelerate their HSC by completing 2 Unit Aboriginal Studies or 2 Unit Information Processes and Technology for the HSC in Year 11. We celebrate strong NAPLAN results, achieving above state average, and whole school initiatives are focused on increasing student growth in literacy and numeracy to system negotiated targets. The HSC results continue to see the school recognised as a top comprehensive school in NSW. Current initiatives are focused on further lifting HSC results, particularly for Bands 5 and 6. New Syllabus implementation is expected from 2023 - 2025.

Our highly experienced staff are committed to planned professional learning and the implementation of evidence-based teaching practices that support and drive continuous whole school improvement.

The school has high attendance and retention rates and an exceptionally low rate of formal discipline instances. In 2022, 1440 students were enrolled at Cheltenham Girls' High School, making the school one of the largest single sex government schools in the state. Approximately 69% of total enrolments in 2022 are from language backgrounds other than English. Demand for enrolment is still very high within the indicative enrolment area. Completion of a number of housing developments in the Epping and Carlingford areas and the increased interest in selective high school enrolment, may have resulted in the small decline of numbers seeking enrollment in Year 7, 2023.

Strategic Direction 1: Student growth and attainment

Purpose

Use evidence-based teaching strategies to develop the literacy and numeracy capacity of all students to engage in complex thinking and problem-solving activities, building their capacity for life-long learning.

Improvement measures

Reading growth
Achieve by year: 2023

All students can demonstrate growth and achievement in vocabulary over the year using Learning Progressions.

Numeracy growth
Achieve by year: 2023

An increase in Check-In assessement mean scaled score for Numeracy in Year 8 and Year 9 for 2023 compared with Year 7 and Year 8 in 2022

HSC achievement - top 2 bands
Achieve by year: 2023

HSC Top 2 Bands

Increase the percentage of HSC course results in top two bands to be at or above the lower bound system-negotiated target of 72.6%.

Initiatives

Highly effective teaching practices focused on explicit teaching practices utilising the literacy and numeracy progressions and EAL/D strategies.

Instructional Leader Literacy and Numeracy will drive whole school literacy and numeracy instruction in every classroom.

Implementation of whole school literacy and numeracy strategies identified through data analysis and build staff capacity for implementation of strategies beginning with Year 7, 8 & 9.

Deepen staff understanding and strengthen collaborative support for whole school adoption of the literacy and numeracy progressions and ALAN (formerly PLAN2). Literacy and numeracy professional learning and teaching practice is informed by research including 'What works Best' and High Impact Professional Learning.

Develop high impact professional learning for EAL/D teaching and implementation.

Commitment to PLPs for all Aboriginal students and a focus on lifting performance to meet or exceed state averages.

Foster a culture of high expectations for all Stage 6 courses to improve the HSC performance.

Lifting HSC results through explicit teaching in literacy delivered across all subjects, to meet the literacy learning requirements for all HSC students. This approach is directed by data to promote a strong focus on objective response, critical thinking and writing skills in Years 10, 11 and 12.

Development of high impact professional learning in evidence based judgement and moderation of HSC assessments and tasks.

Success criteria for this strategic direction

Most students achieve in the top two bands for NAPLAN reading, writing and numeracy. *LD Student Performance Measures - NAPLAN E*

The school has identified what growth is expected for each student and students are achieving higher than expected growth on internal school progress and achievement data. *LD Student Performance Measures Student Growth E*

The school achieves excellent value-added results, significantly above the value added by the average school. *LD Student Performance Measures Value-Add E*

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. *LD Curriculum Teaching and Learning Programs E*

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. *TD Learning and Development Collaborative Practice and Feedback E*

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 and effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth. *TD Effective Classroom Practice Explicit Teaching E*

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 teaching. Student errors and misunderstandings are explicitly addressed until teachers and students are

Success criteria for this strategic direction

confident that mastery is demonstrated. *TD Effective Classroom Practice Feedback E*

Evaluation plan for this strategic direction

Questions:

Did we implement the Lietracy and Numeracy program as planned?

What has been the impact of the literacy and numeracy programs on student performance and growth?

Have all students met or exceeded expected growth targets in NAPLAN data? Have our Aboriginal students shown improvement in achievement and growth?

What has been the impact of the focus on critical thinking and writing skills using HSC data?

Have teachers engaged with data, collaborated in delivery, and evaluated students' learning?

Have teachers adapted practice to include explicit and differentiated strategies including HPGE in all teaching and learning programs and assessment tasks?

Data: Internal data consisting of pre and post-reading tests, student survey responses, and semester-based reporting on assessment, teaching and learning programs. External data: NAPLAN achievement aligned to progressions. TTFM and Best Start data.

Analysis: Analyse data to determine:

- measure of student growth and student improvement
- effectiveness of selected strategies in
- teacher confidence in delivering literacy targets

Implications: Further development of program or change supported by data. Expand explicit READ numeracy and literacy program to Year 10. Evaluate professional learning for staff.

Strategic Direction 2: Experts in Pedagogy

Purpose

Develop a collaborative culture guided by research where teachers are learning and working together to evaluate their impact on learning to ensure continuous improvement.

Improvement measures

Achieve by year: 2026

Planned Professional Learning with a focus on Deep Learning

Continue to build a collaborative Professional Learning Community (PLC) that supports professional learning within and across the community of schools. The PLC interrogates current educational research/data to support continuous improvements in evidence based teaching practices with a strong classroom focus on differentiation for deep learning.

Achieve by year: 2026

Assessment

Improved assessment processes in every faculty to program formative assessment processes to improve rigor and verbal and written feedback processes. These changes will underpin student growth and attainment and improvement measures across the school.

Initiatives

Professional Learning, Deep Learning

Planned whole school professional learning meetings that include; professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers.

Consolidation of collegial observation teams across school using PLC groups that supports;

- High Impact professional learning activities that include, strategies to change teaching practices in every classroom, to deepen learning using visible learning and future focused 6 C's strategies (creative, critical, communication, collaboration, character and citizenship), in every classroom.

Aboriginal Cultural Awareness training embedded into professional learning calendar for all staff and included in staff induction programs. Aboriginal culture, histories and languages are embedded in all teaching and learning programs

Implementation of teaching and learning programs across the school that show evidence that they are adjusted to address individual student needs.

Data analysis to direct the implementation of proactive and effective UDL and differentiated strategies including for high potential and gifted students across all subjects to improve students' access and engagement.

Assessment Capable Learners

All programs embed formative assessment strategies developed through professional learning and implemented through faculty time.

All staff collect and use formative data to direct feedback and reflection on teaching effectiveness.

Professional learning is planned and implemented to support and improve data analysis for preparing and

Success criteria for this strategic direction

The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning. *Lead D Educational Leadership High Expectations E*

The school demonstrates a high performance culture, with a clear focus on student progress and achievement and high quality service delivery. All students are taught by high performing teachers, and the leadership team supports the recognition of this through the teacher accreditation process. *Lead D Educational Leadership Performance Management and Development E*

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. *TD Learning and Development Collaborative Practice and Feedback E*

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. *TD Effective Classroom Practice Explicit Teaching E*

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. *LD Curriculum Differentiation E*

The school analyses student progress and achievement data and a range of other contextual information. Teachers respond to trends in student achievement, at individual, group and whole school levels. *LD Assessment Summative assessment E*

Teachers clearly understand, develop and apply a full

Initiatives

implementing rigor in assessments. They include continuous feedback processes and support teachers' consistent, evidence-based judgement and moderation of assessments.

Implement communication strategies such as P/T meetings, parent forums and P & C, student feedback/surveys to involve students and parents in assessment planning to support learning and share expected outcomes.

Success criteria for this strategic direction

range of assessment strategies - assessment for learning, assessment as learning and assessment of learning - in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness. *TD Data Skills and Use Data Used Teaching E*

Evaluation plan for this strategic direction

Questions:

Does the data demonstrate improvements in student engagement and performance? What are the impacts of the collaborative classroom strategies?

Changes to teaching and learning programs through faculty reviews.? Is Aboriginal culture, histories and languages integrated into every teaching and learning program?

Increased dialogue between teachers and students about learning? Are all students involved in assessment planning and feedback?

Is planned professional learning building staff efficacy and skills? Are we sharing practice across schools?

Data: Annotations/additions in teaching and learning programs related to formative assessment and collaborative engagement. Summative assessment performance including RAP. Observational data on teaching practices. Student performance data in assessment tasks. Student surveys and forums. Faculty review documentation.

Analysis: Evidence of building staff capacity? Changes to teacher practices regarding assessment and classroom delivery of learning. What is working best for PL and for students? Quality of assessment tasks need to show improved rigor and student performance.

Implications: Continue current initiatives? Modify or expand.?

Strategic Direction 3: Building Wellbeing and Community

Purpose

To further develop wellbeing processes across the school so that every student is known valued and cared for. Building connections with students and staff to improve learning outcomes

Improvement measures

Wellbeing
Achieve by year: 2023

Student Advocacy

TTFM Wellbeing data (advocacy, belonging, expectations) improves to be at or above the lower bound system-negotiated target to 74.6%.

Attendance (>90%)
Achieve by year: 2023

Attendance

Increase percentage of students attending school more than 90% of time to be at or above the school's lower bound system negotiated targets of 93.8%.

Parent Partnerships
Achieve by year: 2026

Parent Partnerships

Development of effective partnerships in learning with parents through enhanced communications to implement tailored wellbeing programs for students and families, to support better student engagement, advocacy, and resilience.

Initiatives

Development of effective partnerships to support student wellbeing and advocacy across the school

Consolidate whole school Implementation of the Resilience Doughnut Program in collaboration with the Resilience Centre.

Continue targeted professional learning to build staff capacity to develop positive relationships with students to improve student wellbeing at universal, targeted and intensive levels.

Build capacity in staff, through mentoring, to support student leadership programs and improve student advocacy and empower students in every school learning setting.

Support recognition of the Aboriginal culture, histories and languages and ensure these integrated into the learning of all students.

Implement processes to provide opportunities for students to meet with an identified staff member who can provide advice, support and assistance to help students fulfil their potential. Support Aboriginal students through individual mentoring.

Continued employment of additional 6 year advisors to better support student wellbeing needs and programs across each year cohort.

Continued development of Student Support Officer (SSO) role to work within the school community to enhance student wellbeing and learning outcomes in partnership with the school's wellbeing team and the school counselling service.

Implement and support whole school processes to monitor student attendance for all students including Aboriginal students.

Implement proactive wellbeing programs in consultation with students staff and parents

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. *LD learning Culture High Expectations E*

The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning. *LD Wellbeing A Planned Approach to Wellbeing E*

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. *LD Wellbeing Individual Learning Needs E*

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. *LD Wellbeing Behaviour E*

The school engages in strong collaborations between parents, students and the community that inform and support continuity of learning for all students at transition points, including highly mobile students and students with atypical enrolment. *LD Learning Culture Transitions and Continuity of Learning E*

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. *LD Learning Culture Attendance E*

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. *LD Reporting Student Reports E*

The school is recognised as excellent and responsive by its community because it uses best practice to embed a

Initiatives

Implement Resilience Doughnut training with parents through P&C parent forums.

Enhancing effective partnerships in learning with parents in to build understanding of teaching and learning and wellbeing processes across the school to improve student agency and engagement. Develop effective partnerships with parents of Aboriginal students and AEO to further support students learning for Aboriginal students.

Replicate student wellbeing program initiatives for families, which are delivered through P & C and parent forums, to support better student engagement. advocacy, and resilience.

Employment of Community Liaison Officer (CLO) to support engagement with parents and community who require additional cultural and language support to understand teaching and learning, and wellbeing processes, particularly at transition points.

Success criteria for this strategic direction

culture of high *expectations, and effectively caters for the range of equity issues in the school. Lead D Educational Leadership Community Engagement E*

Evaluation plan for this strategic direction

Questions:

Has student advocacy increased?

Has students' sense of belonging increased?

Do staff know the procedure for supporting student with wellbeing needs?

Are their fewer notifications for stress and anxiety?

Are we effective in recognising Aboriginal students, culture, histories and languages in our whole school activities.?

Data: TTFM, school surveys, Resilience Report data, Student performance data, parent feedback surveys through P&C and Sentral entries

Analysis: Drill further into TTFM data to re-visit areas as needed. Examine resilience reports in relation to increases in resilience.

Evaluate programs and partnerships that support whole school understanding of Aboriginal heritage and culture e.g. AECG, Smoking ceremony, Aboriginal Studies and NAIDOC week activities?

Evaluate reports grades A- E for implementation to Year 10. Evaluate parent understands processes for grade applications.

Implications: Continue to develop Resilience Doughnut. Explore mentoring program and logistics with student numbers.