

Strategic Improvement Plan 2023-2026

Crestwood High School 8552



School vision and context

School vision statement

At Crestwood High School, safe and respectful learning underpins all practices supporting all students to achieve their potential through a broad range of experiences. Wellbeing programs inspire our students to become ethically and socially responsible citizens with a genuine sense of acceptance and inclusivity, prepared to make positive and valuable contributions to our society. Fostering a love of learning, students at Crestwood High School are encouraged to strive for excellence, welcome challenge and reverse improvement at all levels. Curricular and extra-curricular experiences are organised to build resilience and resourcefulness that equip our students with the necessary skills and attitudes to meet life's challenges. To achieve this, staff continually pursue professional learning and training in order to meet the aspirational objectives of the Crestwood High School community. They work in a mutually supportive, respectful and collegial educational environment with a strong focus on collective efficacy and consistent quality practices.

School context

Crestwood High School is a 7-12 comprehensive high school with a support unit located in northwest Sydney. The student population of 1024 has decreased slightly since last year due to a commitment to local enrolments only. It is expected that these numbers will plateau in line with the enrolment cap and school capacity. Our school diversity includes 47% of students who have a language background other than English and 25% of students who require some level of EAL/D support, with 7% of students requiring support at beginning or emerging level. There are 11 students who identify as Aboriginal or Torres Strait Islander. The Support Unit consists of three physical disability classes, one autism class and one multi-categorical. All equity funding will be linked to the learning support for specified students with additional needs.

The school has made strong connections with the community building a shared responsibility for the future of our young people. Our partners include Macquarie University, Western Sydney University, NSW University, The Hills Relay for Life, The Hills Rotary, Hills Shire Council, local primary schools (particularly Crestwood PS, Jasper Road PS, Bella Vista PS, Excelsior PS and Samuel Gilbert PS). Crestwood High School embraces the opportunity to network with other high schools in order to improve practice. Currently the school is working closely with the 7 neighbouring primary schools and 2 high schools, both Model Farms HS and Glenwood HS, for professional learning opportunities and development of leadership capacity.

Historically, NAPLAN data indicates that students generally perform above state average in literacy, numeracy and VALID assessment. There is an upward trend in students achieving in the top two bands for reading since 2019 adding 11.37% in the last 3 years and numeracy with gains of 20.64% since 2019. There is a strong focus on embedding literacy and numeracy at Crestwood High School. The literacy team has representation from all KLAs and their role is to devise and implement research based strategies to improve student achievement in all KLAs. The newly appointed Numeracy coordinator will lead the Numeracy Team to analyse data and implement progressions across all KLAs.

The school maintains a rigorous approach to Stage 6 curriculum through collective efficacy and quality teaching practices. This is supported through a culture of using high impact teaching strategies and embedding reflective practice. This is underpinned by ongoing evaluation and self assessment aligned with improvement measures and success criteria.

Students are highly engaged in extra-curricular programs such as sport, competitions, performing arts, debating, public speaking and Duke of Edinburgh. School camps are held for years 7, 9 and 11 with a high attendance rate of 94%.

Positive psychology underpins all practices at Crestwood High School with a deeply embedded Positive Behaviour for Learning (PBL) approach to all structures and learning practices. The contribution of all staff, students and the community is greatly valued building a culture of connectedness and wellbeing that supports quality teaching and learning across the school.

Strategic Direction 1: Student growth and attainment

Purpose

Through explicit teaching practices, responsive to specific data analysis, each student will experience growth in their skills and learning. Students will demonstrate growth through purposefully designed educational programs and practices. Instruction will be adapted to suit the learning needs of each student through the effective use of assessment and a data informed culture across all KLAs, supporting progressive growth and attainment for all students.

Improvement measures

HSC achievement - top 2 bands

Achieve by year: 2023

HSC - top two bands

Increase the proportion of students in the top two bands of year 12 to the system negotiated target of 45% in the HSC.

Achieve by year: 2026

Writing - expected growth

Increase the proportion of 2026 student cohort achieving the HSC Minimum Standard compared to 2025 and 2024.

Reading growth

Achieve by year: 2023

Reading - expected growth

An increased proportion of 2023 student cohort achieving the HSC Minimum Standard compared to 2022 and 2021.

Numeracy growth

Achieve by year: 2023

Numeracy - expected growth

An increased proportion of 2023 student cohort achieving the HSC Minimum Standard compared to 2022 and 2021.

Initiatives

Highly effective teaching practices

Data/evidence driven practices

Ensure effective strategies and processes for data analysis and reflection are used for responsive curriculum delivery.

- Embed the use of formative data collection and the use of outcomes based progressions for goal setting leading to changes in explicit teaching practice. Literacy and numeracy practice is informed by research.

- Evidence based teaching and learning strategies and practices are embedded in Stage 4 and Stage 5 to reflect explicit teaching. Evidence of WiS in faculty T&L programmes and student assessment.

- Establish collaborative support for teacher performance development, cross-faculty collaborations developing evidence informed programs and lessons that incorporate evidence driven practices and shared formative assessment strategies.

- Change and adjust practice using the school's outcomes based progressions, explicit individual student goals, formative feedback to plot students and differentiated teaching. Formative assessment is used to adjust practice and achieve differentiation to support individual student success.

Personalised Learning

Embed a learning culture that enables students to create, receive feedback and achieve their learning goals.

- Professional learning on the use of literacy and numeracy outcomes to personalise learning and understanding. Implement school wide practices to monitor and evaluate student progress in their achievement of outcomes. Integrated literacy progressions within WiS PL.

- Effective classroom practice through a focus on explicit teaching strategies and formative assessment.

Success criteria for this strategic direction

Assessment data is collected in reading, writing and numeracy on a regular and planned basis and used responsively as an integral part of classroom instruction. WiS deliverables - baseline and pre/post writing samples.

Accurate, consistent teacher judgement is evident across the school. This is consistent with strong student progress and achievement on internal measures.

Data and feedback inform teaching practice and direct learners and learning. Student mapped literacy progressions.

All students articulate, understand and achieve their literacy and numeracy goals.

Teachers collaborate to share curriculum knowledge, data, feedback and other information about student progress and achievement which meet the learning needs of all students. Integrated literacy progressions, future scope for Plan 2 inclusion.

The school identifies expected growth for each student. Students are achieving higher than expected growth on internal school progress and achievement data. Targeted WiS participants for the future and PL WiS allocation for whole school - SD1 and SD3.

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

Evaluation plan for this strategic direction

Question: What has been the impact of developing consistent and school wide teaching strategies and data informed practice on student informed outcomes?

Data: Data sources will include the following and will be collected and analysed by teachers, leaders and teams. They will be presented and discussed at executive meetings. NAPLAN / minimum standards, HSC results, VALID results, Tell Them From Me surveys, staff PL

Strategic Direction 1: Student growth and attainment

Initiatives

-Teaching practice that embeds effective formative assessment and differentiation to meet the individual needs of students.

- Strengthen the skills of all staff to embed literacy and numeracy strategies in teaching and learning programs.

HSC attainment - High impact strategies

Targeted focus on academic rigour for Stage 6 using high impact strategies embedded in Stage 6 courses.

- Staff conduct professional learning on high impact strategies and share successful practices.

- Collectively improve pedagogy and practices in teaching HSC courses with a focus on intellectual quality. Establish links with other high schools and sources of expertise to build teacher capacity to extend all HSC students.

- All staff understand the required skills and knowledge for success in Stage 6. Explicit staged learning practices are established from Stage 4 to build the deep understanding required to improve student performance.

Evaluation plan for this strategic direction

register, Check-In assessments, Teaching and Learning programs and attendance data.

Analysis: Ongoing analysis of the above data will measure the success of initiatives and identify areas for improvement or modification.

Implications: Deep analysis of the data will guide future school planning to provide ongoing improvement to maximise student learning outcomes.

Strategic Direction 2: Quality teaching and effective teaching practice

Purpose

Effective quality teaching practices and collective efficacy in consistent classroom management supports an improved quality of learning for students. We will develop this through reflective planning and professional learning for improvement. A whole school approach to effective teaching strategies will be modelled and shared by teachers resulting in the collective contribution to productive learning for all students.

Improvement measures

Achieve by year: 2026

All teachers are skilled in the use of the CANVAS to create their digital classroom enabling them to design and deliver innovative programs, personalised learning experiences and assessment.

Achieve by year: 2026

The eLearning Community is extended to include resources and support for staff, parents and the community in addressing the development of the whole child including career opportunities, community links and pathways and wellbeing strategies.

Data harvested from CANVAS indicates that over 75% of parents have engaged with the CHS eLearning Community.

Achieve by year: 2026

Every teacher incorporates evaluative practices in their classroom through explicit data skills and analysis.

Explicit Quality Teaching Rounds is embraced at Crestwood High School and community partnerships are established with a feeder primary school (eg Crestwood Public School) and a colleague high school (eg Model Farms High School). Experiences are shared with the staff and school community.

Initiatives

Quality Teaching and best practice

Staff to identify a quality teaching practice that they wish to develop and incorporate this as part of the PDP process.

Improve teaching practices by undertaking formal and school-based professional learning.

Staff develop a strong culture of reflection and self-assessment based on feedback about their teaching practices.

Build a strong professional learning community through the implementation of targeted strategies to improve quality teaching and practices.

Build positive professional partnerships with other schools where teachers demonstrate and share their expertise.

Innovative Learning Community

Expand the use of the Crestwood High School Learning Hub within the school community.

Students to monitor and evaluate their own learning to develop self-regulation and set more ambitious learning goals.

Build an online school community delivering quality curriculum in all key learning areas that support differentiated delivery, best practice in teaching and students as learners in a digital world.

Expand the online school community that will support the holistic development of all students by including wellbeing initiatives through CANVAS.

Success criteria for this strategic direction

Teachers collaborate and authentically engage in demonstrating enhanced practice and instruction.

Teachers engage in the language of quality teaching demonstrating a comprehensive understanding of best practice. This is visibly incorporated into professional learning activities, faculty meetings and PDP meetings.

Student progress and growth is evidenced through formal assessment and comparable judgement.

Teachers actively engage in using CANVAS to deliver faculty-based curriculum as part of their teaching practice.

Teachers collaborate within professional networks to share curriculum knowledge and feedback about student achievement to meet their learning needs.

Evaluation plan for this strategic direction

The T4L team will analyse CANVAS data to inform the planning of future PL for staff.

A student survey will be issued to selected students within year groups, by the T4L team, to gain valuable feedback to measure the effectiveness of CANVAS implementation.

Question: What has been the impact of professional learning to improve teaching practices? How has this impacted on student performance?

What is the impact of the CHS eLearning Community on student learning outcomes and progress? Do teachers collaborate to evaluate and adapt their methods effectively through quality teaching practices?

Do teachers effectively utilise the capabilities of the online learning community for innovative program design and delivery?

Data: CANVAS data will be used to assess collective efficacy in practice and evaluate the effectiveness of the initiatives.

Strategic Direction 2: Quality teaching and effective teaching practice

Evaluation plan for this strategic direction

PL data showing teachers accessing external PL.

Analysis: Ongoing analysis of the above data will measure the success of initiatives and identify areas for improvement or modification.

Implications: Increased collegiality and improvement in best practice resulting in increased student learning outcomes and collective staff efficacy.

Strategic Direction 3: Engagement and wellbeing for learning (connectedness)

Purpose

The collection of data and feedback identified the need for targeted strategies in wellbeing, connectedness and engagement in response to challenging and changing learning environments. Wellbeing, connectedness and engagement programs will support a holistic and shared approach to ensure optimum teaching and learning conditions for all. This will assist all individuals to fulfil their potential within our school community maximising the performance of both staff and students.

Improvement measures

Attendance >90%
Achieve by year: 2023

Student attendance

The proportion of students attending 90% of the time increases to 85.9%

Wellbeing
Achieve by year: 2023

Student Wellbeing

Using school based survey, at least 72% of students indicate an overall state of positive wellbeing.

Achieve by year: 2026

Staff wellbeing

School based staff survey indicates at least 75% of staff have an overall state of positive wellbeing.

Initiatives

Wellbeing in action program (a whole school approach)

Whole school wellbeing framework

Strengthen our school community to support teaching and learning in a positive school environment that is authentically connected to the community.

Incorporate expertise from specialists in the community to develop the whole school wellbeing framework.

Data informed evaluation of the wellbeing framework to ensure that it is responsive to student and staff needs. Embed professional learning and develop a collective approach to wellbeing among staff.

A holistic approach to mental wellbeing will be underpinned by growth mindset as the dominant culture within the school community.

Engage and connect

Connect, succeed and thrive

Implement targeted programs to support students at risk to connect, succeed and thrive within the school community and post school pathway.

Expansion of whole school wellbeing framework initiatives to support further staff engagement and productivity in a safe and respectful learning environment.

Strengthen peer connections through student led initiatives within the school wellbeing framework.

Create collaborative pathways with parents to support their child through shared responsibility fostering a united approach for students to connect, succeed and thrive.

Success criteria for this strategic direction

All staff are able to identify and support the basic wellbeing needs of students in their classes through identified strategies incorporated into teaching practices. Staff are able to act and refer students down correct pathways.

Parents are engaged in community presentations, seminars and school based online resources through face to face workshops, school communications and the CHS Online Learning Hub (CANVAS).

The school has developed strong partnerships with external services who work with the school to implement the whole school wellbeing framework including visits to the school to work with specific groups.

Students in targeted programs are authentically engaged, demonstrating improved attendance and learning outcomes across all their subjects.

The majority of students and staff articulate and demonstrate a positive approach to connected school life that fosters and supports wellbeing for all.

Evaluation plan for this strategic direction

Question:

What is the impact of a school wellbeing framework on the wellbeing of staff and students? What is the impact of targeted programs to students and staff at increased risk?

Data:

Access to data sources such as Sentral, post school directions, TTFM, surveys and focus groups are used to identify any changes in wellbeing status of staff, students and overall school wellbeing culture.

Data is being collected by SSO and Wellbeing team.

Analysis:

Strategic Direction 3: Engagement and wellbeing for learning (connectedness)

Evaluation plan for this strategic direction

Analyse the data to determine the extent to which the whole school wellbeing framework has been achieved.

Implications:

Where do we go from here?

Future directions and next steps.