

Strategic Improvement Plan 2021-2024

Cherrybrook Technology High School 8592



School vision and context

School vision statement

Our vision at Cherrybrook Technology High School is to develop the young person, to reach their full potential, academically, socially and culturally. Students will be resilient, resourceful, critical and creative thinkers.

Cherrybrook Technology High School will be a dynamic and innovative educational environment which provides students with the skills to cope in a world of rapid technological advancement.

The school learning environment will be both challenging and supportive of our students. All students will pursue excellence and become responsible citizens of the future with a passion for life long learning, a deep understanding of social justice, and the capacity to contribute to a tolerant successful community.

School context

Cherrybrook Technology High School (CTHS) was established in 1992 as a specialist technology high school. It is coeducational and comprehensive and enjoys strong support from the local community. The school is currently one of the largest public high schools in New South Wales and has a student population of 2016, a teaching staff of 128 and a large administrative and support staff. CTHS offers a wide range of teaching and learning programs and students at the school consistently achieve outstanding results in external examinations. An important feature of the school is its administrative systems and welfare network that strives to support each child's progress through high school.

The school enjoys the continued strong support of a culturally diverse community. The school has fostered strong partnerships with the P & C and external groups such as universities, community groups and CTHS Alumni members. Students represent the school at national, state and metropolitan level in sport, cultural activities and academic competitions. The school enjoys quality links with international schools as part of a Federal government initiative and as a support to our LOTE and history programs.

A comprehensive situational analysis has been conducted which led to the development of the 2021-2024 Strategic Improvement Plan, both of which involved genuine consultation with students, staff, parents and the wider community. Through the situational analysis, the school has identified a need to use school equity funding to support a range of initiatives.

The school is committed to continually improving effective classroom practices with staff professional learning being the key to ensuring this. This learning will ensure that both literacy and numeracy levels can be enhanced through improved data analysis, to support the learning and achievement of all students.

The school annually completes a comprehensive review of HSC performance and uses data gleaned from this analysis to develop subject specific approaches to improve teaching and learning outcomes. The school has implemented a Boys HSC Mentoring program to improve the HSC results of boys.

There will also be a focus on explicit teaching strategies within the classroom. A range of literacy and numeracy strategies will be explored and implemented that will address student needs and enhance learning outcomes. Each faculty will develop ways of deepening the knowledge base of their students within their programs.

The implementation of a suite of new syllabuses, envisaged for 2023-2024, will become a focus for the school and will involve significant resourcing around professional development of staff and relief time to develop new programs in line with changes made.

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to provide stimulating, engaging, differentiated, quality learning experiences which are evidence based and lead to improved student growth and attainment. Teachers will use data to develop a consistent and engaging approach to student learning that inspires them to achieve their best. Targeted professional learning will address key areas of teaching practice to inform quality pedagogy.

Improvement measures

Target year: 2022

HSC Achievement

Improvement in the percentage of students achieving in the Top 2 Bands by 5%.

Target year: 2022

NAPLAN - Reading

Improvement in the percentage of students achieving in the Top 2 Bands in reading to reach 46%

Target year: 2023

NAPLAN Growth - Reading

Increase percentage of students' achieving expected growth in reading in line with Annual Trajectory Upper Boundary of 72%

Target year: 2022

NAPLAN - Numeracy

Improvement in the percentage of students achieving in the Top 2 Bands in numeracy to reach 63%

Target year: 2023

NAPLAN Growth - Numeracy

Initiatives

Teacher Professional Learning

As part of ongoing professional learning, staff will be further trained to make greater use of data to better inform teaching practice. Our aim is to amplify explicit teaching, improve feedback to better guide and direct students and continue to drive the high expectations culture that is a cornerstone of Cherrybrook Technology High School. This will include:

- Systematic review of RAP and HSC data to inform student needs in Stage 4 and 5 students to enable better preparation of students for the rigors of the senior school
- Staff collaboratively analyse Stage 4 and 5 NAPLAN data with a view to making revisions and adjustments to strengthen teaching and learning programs and units of work
- High impact professional learning for staff to embed Aboriginal perspectives across all faculty areas
- Improve effective classroom practice through a focus on effective feedback
- Professional Learning in High Potential and Gifted Education Policy and strategies to allow staff to cater for the intellectual, creative, social-emotional and physical needs of students of all abilities in the classroom.

Strengthening effective classroom practice

Development of Teacher Mentoring position within school to provide staff with effective evidence-based teaching methods to optimise the learning progress for all students, across the full range of abilities. The Head Teacher Mentor role will include:

- Ensuring all Performance and Development Plans (PDPs) have a common goal to use data to better inform teaching practice.
- Working with targeted staff to ensure PDP goals of effective classroom practice are achieved.
- Assisting Key Learning Area Head Teachers to

Success criteria for this strategic direction

Teachers provide stimulating, engaging, differentiated, quality learning experiences which are evidence based and lead to improved student growth and attainment.

Teachers will collaboratively analyse, interpret and extrapolate information from data to further inform planning, identify interventions and modify teaching practice.

Teachers will engage in targeted professional learning which addresses key areas of teaching practice to inform quality pedagogy.

The learning goals for students are informed by analysis of internal and external student progress and achievement data..

All staff will further incorporate appropriate aboriginal perspectives in to all programs.

Staff will be cognisant of HPGE Policy and ensure appropriate strategies are implemented into programs and teaching practice

Staff will focus on ensuring students have appropriate strategies to cope with literacy and numeracy demands of individual courses.

Staff will continue to employ evidence based explicit teaching strategies. Effective teaching methods are identified, promoted and modelled and students learning is regularly monitored for growth and attainment.

Professional learning for staff is continuous, coherent and aligned to the school initiatives to deepen teaching practice and focus on sustained learning.

Evaluation plan for this strategic direction

Question: What has been the impact of greater use of data to inform teaching practice? Has the focus on PDP goals led to more effective classroom practice?

Strategic Direction 1: Student growth and attainment

Improvement measures

Increase percentage of students achieving expected growth in numeracy to 73%

Target year: 2023

Aboriginal Student attainment

Maintain proportion of Aboriginal students attaining the HSC at 100%, whilst maintaining their cultural identity.

Initiatives

review course programs to ensure literacy and numeracy strategies are implemented effectively and lessons are systematically planned as part of a coherent program that has been collaboratively designed.

Evaluation plan for this strategic direction

Data: External student performance measures (HSC, NAPLAN, Minimum Standards, VALID), Teaching programs, classroom observations, student work samples and surveys.

Review data to determine effectiveness of strategies implemented.

Analysis: Triangulation of internal and external data to ensure focus on improved student outcomes.

Implications: Continuous monitoring to inform future progress

Strategic Direction 2: Explicit Teaching and Best Practice Pedagogy

Purpose

Our purpose is to provide a stimulating, engaging, technology rich learning environment that will develop our students as critical and creative thinkers and enhance their educational outcomes. This will be underpinned by high expectations, explicit teaching and best practice pedagogy that best meets the diverse needs of our students.

Improvement measures

Target year: 2024

Boys HSC results

- Improve boys HSC results by 3%

Target year: 2024

Writing

Improve the percentage of NAPLAN writing scores from the baseline by 3% for the Top 3 Bands

Target year: 2024

Numeracy

Consistently maintain and further develop high performance of students in numeracy in line with NAPLAN target of 63.2% in top 2 Bands .

Target year: 2024

Technology

-All classrooms meet a minimum standard of technology so that irrespective of where a teacher presents lessons they are able to access all necessary resources to ensure effective classroom pedagogy using a blended approach to teaching.

Initiatives

Boys HSC Mentoring Program

Providing targeted support to identified HSC students aiming to improve educational outcomes, by setting challenging goals, individualised mentoring and improved planning and organisational skills through a supportive and collaborative approach.

Best Practice Pedagogy

Improved effective classroom practice, utilising technology, through a focus on the delivery of explicit literacy and numeracy strategies. Staff to be provided with quality professional learning and support including cross KLA collaboration on adjusting practice by using evidence based programs and lessons.

- Review of Literacy strategies focussing on reading demands of individual courses. Further PL for staff on PEEL writing strategies
- Investigate ALARM as a strategy to address writing demands of students in the junior years
- Review Numeracy approach within KLAs to ensure numeracy demands of all courses are met.
- PL for staff on personalised approach to learning to cater for full range of student abilities and learning styles
- Incorporate practical strategies provided by Jared Cooney Horvath on: feedback, formative assessment, questioning, and PEN principles of learning
- Incorporate Professor Andrew Martin's strategies to boost student motivation and learning through explicit instruction

Success criteria for this strategic direction

Data from targeted boys mentoring group demonstrates improved achievement as a result of the implementation of collaboratively devised strategies.

Continue whole school approach to explicit teaching and integration of technology, to further improve pedagogy and student outcomes using a blended approach to teaching.

Students demonstrate critical and creative thinking that meet high expectations

High functioning professional learning community which is focused on continuous improvement of pedagogy

Teachers use formative feedback to monitor student progress and respond to individual learning needs

Teachers are engaged in strong collaborations to reinforce explicit teaching practices and inform and support continuity of learning for all students

Teaching staff demonstrate and share their expertise within the school and with other schools.

Evaluation plan for this strategic direction

Question - Does close analysis of external and internal data support the improvement measures in place?

Data - External student performance measures (HSC, Naplan)

Analysis: Triangulation of internal and external data to ensure focus on improved student outcomes.

Implications: Continuous monitoring to inform future progress

Strategic Direction 3: Wellbeing and Resilience

Purpose

Our purpose is to ensure every student is known, cared for and valued and to create a learning environment in which they can thrive. A range of customised wellbeing initiatives will underpin the Wellbeing Framework. The purpose of the Framework is to be incremental to ensure student wellbeing needs are met and that they develop resilience as they progress through each stage of schooling.

Improvement measures

Target year: 2022

Attendance

- Increase proportion of students attending greater than 90% of time to 85%.

Target year: 2022

Target year: 2022

Wellbeing

- Maintain proportion of students reporting success, advocacy and sense of belonging at school as measured by Tell Them From Me data

Target year: 2024

Learning Environment

Capital works project delivered on time that create a positive learning and school environment.

Target year: 2024

Learning Environment

Completion of refurbishment program to up grade classroom learning spaces.

Initiatives

Positive Learning Environment

Supporting student wellbeing in a school is the responsibility of all staff. The school aims to provide a comprehensive and sequential range of initiatives that focus on supporting wellbeing through practices that promote social, emotional, behavioural and intellectual engagement, and by fostering positive relationships across the school community. This will include:

- Further increasing student engagement by fostering students' sense of belonging, valuing student voice and promoting evidence based learning initiatives
- Further embedding strong attendance processes that ensure students can feel safe, connected and engaged whilst at school
- Analysing the Wellbeing Framework and current school practices to collaboratively design and implement an action plan to address student needs
- Strengthening community partnerships with further development of mentoring program and engagement with CTHS Alumni, parent body, external business organisations and university links
- Strengthening links with external agencies to provide specialist support on a needs basis
- Contribute to the effectiveness of teaching spaces for staff and students that will assist in the delivery of a broad curriculum offering, addressing the learning needs of all students.
- Provide improved outdoor learning and recreation facilities that will create a positive social and emotional connection for all students in the school, further contributing to student wellbeing.

Success criteria for this strategic direction

Students are known, cared for and valued and thrive in the school environment.

Students can identify staff and external support agencies that provide advice, support and assistance to support wellbeing and resilience.

Responsibility for student learning, wellbeing and success whilst at school is collectively shared by parents, students and the school.

Positive, respectful relationships are evident in classrooms between staff and students, providing optimum conditions for student learning to occur.

Community partnerships are further strengthened to provide greater support, opportunities and learning for students

Evaluation plan for this strategic direction

Q: What has been the impact of Wellbeing initiatives on student resilience and learning.

D: attendance data; TTFM results; counsellor & SSO booking analysis; parent participation and evaluation of Wellbeing seminars

Analysis: Triangulation of internal and external data to ensure focus on improved student outcomes.

Implications: Continuous monitoring to inform future progress