

School Excellence Plan 2021-2025

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 2060, a teaching staff of 132 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 a support to our LOTE and HSIE programs.

An ongoing situational analysis is conducted annually in conjunction with data analysis, which serves to inform the Strategic Improvement Plan. This involves genuine consultation with students, staff, parents and the wider community.

The school will continue to focus on explicit teaching strategies within the classroom. As a result, each faculty will develop ways of deepening the knowledge base of their students within their programs. The school is committed to continually improving effective classroom practices underpinned by staff professional learning. By analysing data, professional learning will focus on the targeted areas of literacy and numeracy to improve student outcomes.

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 enjoys strong student attendance which is supported by robust systems and procedures in place. An active parent body and ongoing communication is proactive in supporting these initiatives. This is supported by wellbeing programs that address student needs and resilience building.

The implementation of a suite of new syllabuses, from 2023, 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

Improved reading outcomes

There is a whole school focus on demonstrating growth in reading to improve the achievement levels of all students.

Achieve by year: 2027

- To achieve an uplift of 8 points in Year 9 NAPLAN reading mean scaled score by 2027.

Improved numeracy outcomes

There is a whole school focus on demonstrating growth in numeracy to improve the achievement levels of all students.

Achieve by year: 2027

- To achieve an uplift of 5 points in Year 9 NAPLAN numeracy mean scaled score by 2027.

Initiatives

Reading and Writing - Systems Structures and Processes

Creating a culture that values a whole school and system approach that fosters shared accountability for student growth and attainment and a consistent understanding of how to achieve it. This will include high-impact professional learning and evidence-based resources to support the development of effective literacy teaching practice throughout all stages of schooling. Assessment tools, professional learning and advice will compliment the use of data to improve practice, monitor progress, provide feedback, and evaluate targeted teaching impact. This will include:

Literacy Team

- A realignment of targets that reflect the updated reading improvement measures
- Identify key areas from data analysis of Check-in Assessment
- Mapping of KLA and school direction to align with new syllabus implementation and address identified reading needs.
- Staff to engage in PL to appropriately develop strategies to improve, lead and develop a suitable unit of work to focus on the identified area.

Writing Team

- Investigate what makes for a shared language across the school .
- Undertake a survey of the writing requirements of different KLAs across the school.

Numeracy

Creating a culture that values a whole school and system approach that fosters shared accountability for student growth and attainment and a consistent understanding of how to achieve it. This will include high-impact professional learning and evidence-based resources to support the development of effective numeracy teaching

Success criteria for this strategic direction

Students demonstrate measurable improvement in literacy and numeracy assessments, showing growth in key areas such as reading comprehension, writing skills, and mathematical problem-solving.

Students can apply literacy and numeracy skills in real-world contexts, demonstrating their ability to transfer knowledge to everyday situations, such as budgeting, reading instructions, or analysing texts.

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 effective pedagogy in literacy and numeracy.

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

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

Additional learning support is provided to identified students who require targeted intervention.

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.

Evaluation plan for this strategic direction

Question: What has been the impact of greater use of data analysis in identifying and addressing literacy and

Strategic Direction 1: Student growth and attainment

Initiatives

practice throughout all stages of schooling. Assessment tools, professional learning and advice will compliment the use of data to improve practice, monitor progress, provide feedback, and evaluate targeted teaching impact. This will include:

Numeracy Team

- Whole school numeracy strategy is led by a numeracy team that represent all KLAs, identify specific numeracy needs in each KLA and coordinate collaborative professional learning responsive to these needs.
- Teachers investigate relevant data and collaboratively use this to inform planning, identify intervention and modify teaching practices specific to their KLA. They use their professional judgement effectively and collectively to improve numeracy skills in all KLAs.

Evaluation plan for this strategic direction

numeracy needs?

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

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

Pathways

There is a focus on positive transitions into meaningful post school pathways.

Achieve by year: 2027

Increase in the percentage of students in the top two Bands of the HSC in 2027, compared with 2023

Initiatives

Highly effective teaching practices

Improving HSC results through impactful data analysis with a focus on explicit teaching, high leverage strategies, and feedback and assessment. This will include:

- RAP Data Analysis of HSC results. The use of internal/informal data analysis of explicit teaching strategies. Development of strategies and resources to deliver relevant pedagogical approaches based on data results.
 - Embed results of analysis into teaching and learning programs.
 - High Impact Professional Learning provided for staff reflecting key explicit teaching focus areas related to explicit teaching. This will include: SDD, Staff meetings, external professional learning opportunities.
 - KLAs establish an approach that reflects best practice and incorporate this across all stage groups.
 - Using staff expertise within the school, undertake appropriate professional learning to reflect the DoE focus on High Leverage Strategies.
 - Ongoing implementation, monitoring and evaluation of teaching and learning programs and adjustments based on student data.
 - New curriculum implementation reflecting the focus areas of the school.
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Success criteria for this strategic direction

Teachers are engaged in strong collaborations, informed by data analysis, to reinforce explicit teaching practices and inform and support continuity of learning for all students.

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.

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

Evaluation plan for this strategic direction

Question - Have changes to teaching and learning strategies achieved the intended outcome from the data analysis undertaken?

Data - External student performance measures (HSC, Naplan) and internal formative and summative assessment.

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

Implications: Continuous monitoring to inform future progress.

Strategic Direction 3: Attendance and Wellbeing

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. Attendance will be a major focus to improve engagement, belonging and connection to school.

Improvement measures

Attendance

There is a whole school focus on improving attendance to strengthen student sense of belonging, engagement and outcomes.

Achieve by year: 2027

Attendance

The attendance rate for the school is increased from 92.1% in 2023 to 93.1% by 2027.

Initiatives

Attendance

Regular attendance at school is essential for students to achieve quality life outcomes. Schools, in partnership with parents, are responsible for promoting regular attendance. The Attendance Team will:

- Develop an attendance plan that underpins the procedures used by the school to set high expectations around regular attendance.
- Use data effectively to identify areas where improvement in attendance is possible.
- Develop strong communication with stakeholders with regard to attendance.
- Ensure student's voice informs decision-making and improvement.
- Develop the capacity of staff to monitor systems and processes.
- Ensure data completeness through the development of staff capacity.
- Develop a strong vision for student attendance that includes community and student voice.
- Further embed strong attendance processes that ensure students can feel safe, connected and engaged whilst at school.

Wellbeing

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 Wellbeing Team will:

- Further increase student engagement by fostering students' sense of belonging, valuing student voice and promoting evidence-based learning initiatives.
- Analyse current school practices to collaboratively

Success criteria for this strategic direction

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

Students can identify the importance of attendance on their well-being, engagement and sense of belonging.

Responsibility for attendance at school is collectively shared by parents, students and the school.

Clear communication and celebration of regular and improved attendance is evident, with intervention and support provided where necessary.

A whole school approach to improving attendance is underpinned by the Whole School Attendance Plan, which is collaboratively developed and implemented.

Evaluation plan for this strategic direction

Question: What has been the impact of Attendance initiatives on student attendance, engagement, and well-being?

Data: Attendance data; SCOUT data; parent participation and evaluation of Wellbeing seminars.

Analysis: Triangulation of internal and external data to ensure focus on continual improvement.

Implications: Continuous monitoring to inform future directions.

Initiatives

design and implement an action plan to address student needs.

- Strengthen community partnerships with further development of mentoring program and engagement with CTHS Alumni, parent body, external business organisations and university links.
 - Strengthen links with external agencies to provide specialist support on a needs basis.
 - Contribute to the effectiveness of teaching spaces for staff and students, which will assist in the delivery of a broad curriculum offering that addresses the learning needs of all students.
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