

# Strategic Improvement Plan 2021-2024

## Cecil Hills Public School 4635



# School vision and context

## School vision statement

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'Believe and Achieve' is at the centre of what our community stands for. Every student will be challenged to learn in an environment of high expectations and continuous improvement.

## School context

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Cecil Hills Public School is an inclusive and dynamic learning environment which caters to a diverse community (772 students, 76% EAL/D) in South-Western Sydney. There are 30 mainstream classes across K-6 and 3 Autism support classes. We are a unique setting characterized by our strong community; our ability to provide a stimulating, engaging and challenging educational program for every student and our provision of an inclusive, safe and happy learning environment where student wellbeing is paramount and each child is known, valued and cared for.

There is a strong emphasis on differentiating learning experiences to engage and challenge all students and extensive provision of extracurricular activities in creative and performing arts, sport and enrichment activities. Through community consultation our key areas of focus have been developed. Our dedicated staff, comprising of experienced and early career teachers, will work towards innovative curriculum, differentiated program implementation and integrated technology, prioritising future focused learning capabilities.

We work closely with the parent community to make Cecil Hills Public School a strong, dynamic learning environment.

# Strategic Direction 1: Student growth and attainment

## Purpose

To improve student learning outcomes through:

- data driven teaching practices
- differentiated learning
- evidence-informed strategies
- embedded evaluative practice.

## Improvement measures

**Target year: 2022**

### Numeracy

- Increase top two bands of NAPLAN Numeracy to meet or exceed our system negotiated targets

**Target year: 2022**

### Reading

- Increase top two bands of NAPLAN Numeracy to meet or exceed our system negotiated targets

**Target year: 2023**

### Numeracy

- Increase the percentage of students achieving expected growth NAPLAN Numeracy to meet our system negotiated target

**Target year: 2023**

### Reading

- Increase the percentage of students achieving expected growth NAPLAN Reading to meet our system negotiated target

**Target year: 2023**

### Value Added Data

## Initiatives

### Data Driven Practices

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

- Professional Learning in data literacy, data analysis and data use in teaching for all staff supports differentiation of learning programs
- Further develop and use expert educators to work with teachers using data to monitor and assess student progress and design future learning on a whole class, group and individual level. Expertly use student assessment data to reflect on teaching effectiveness and provide individualised explicit differentiated and responsive learning opportunities.
- Review and adapt practice to ensure reliable formative and summative assessment tasks are used to analyse student progress, evaluate growth over time and report student achievement
- Teaching and learning programs are developed to target the specific needs of the identified students. E.g. COVID Funding for CHPS is used to analyse and identify Year 1 - Year 5 2020 data for students who have demonstrated low growth and progress in reading and number.

### Personalised Learning

Embed a learning culture that enables students to create, receive feedback and achieve their learning goals underpinned by effective classroom practice:

- Professional Learning on syllabus documents and the use of literacy and numeracy progressions to personalise learning and understanding focusing on developing effective classroom practice
- Further develop and sustain professional learning models i.e. Collaborative Conversations, to build teacher capacity and collective pedagogical practice

## Success criteria for this strategic direction

- Assessment data is collected on a regular and planned basis and used responsively as an integral part of classroom instruction (Data Conversations)
- Valid and consistent teacher judgement is evident across the school
- Data and feedback inform teaching practice and direct learners and learning.
- All students articulate, understand and achieve their literacy and numeracy learning goals
- An integrated approach to quality teaching, curriculum planning and delivery, and assessment promotes learning excellence and responsiveness in meeting the needs of all students (*SEF - LE: Curriculum [Differentiation]*)
- Consistent school-wide practices for assessment are used to monitor, plan and report on student learning across the curriculum. Formative assessment is integrated into teaching practice in every classroom, confirming that students learn what is taught (*SEF - LE: Assessment [Formative Assessment / Whole School Monitoring of Student Learning]*)
- Students consistently perform at high levels on external and internal school performance measures and equity gaps are closing (*SEF - LE: Student Performance Measures [Value-Add/ NAPLAN / Student Growth / Internal & External measures]*)
- All teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies (*SEF - TE: Effective Classroom Practice [Lesson Planning/Explicit Teaching/Feedback]*)
- Student assessment data is regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions (*SEF - TE: Data Skills & Use [Data Analysis / Data Use in Teaching]*)
- The school plan is at the core of continuous improvement efforts, with the school's vision and strategic directions evident in its activities. The plan

# Strategic Direction 1: Student growth and attainment

## Improvement measures

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- K-3 and Yr 3-5 value added data increase to Sustaining and Growing in Scout
- Yr 5 - 7 value added data in scout continues to show excelling

**Target year: 2024**

### Numeracy

- Increase the number of Aboriginal students achieving in the top 3 bands of NAPLAN Numeracy
- An increase of students completing Year 3 will have achieved the grade appropriate learning indicators within the Additive Strategies (AdS6) and Counting Processes (CPr8) elements of the Progressions
- An increase of students in Yr 2 - Yr 6 will demonstrate a 0.4 growth (calculated through effect size formula) when comparing start of year to end of year scale scores in internal school data sources around Mathematics

**Target year: 2024**

### Reading

- Increase the number of Aboriginal students achieving in the top 3 bands of NAPLAN Reading
- An increase of students completing Kindergarten will have achieved within Level 4 of the Understanding Texts element of the progressions
- An increase of students completing Year 3 will have achieved within Level 7 of the understanding Texts elements of the progressions.
- An increase of students in Yr 2 - Yr 6 will demonstrate a 0.4 growth when comparing start of year to end of year scale scores in internal school data sources around Reading

**Target year: 2024**

### School Excellence Framework

Improvement as measured by the School Excellence

## Success criteria for this strategic direction

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is well-conceived, effectively implemented and effects improvement. (SEF - LD: School Planning, Implementation and Reporting [Continuous Improvement])

## Evaluation plan for this strategic direction

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### Question:

To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes in reading and numeracy?

### Data:

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measure of the strategic direction. This analysis will guide the school's future directions:

- External Data i.e.
- NAPLAN data
- Scout - Value Added data
- Internal Data i.e.
- PAT assessment data
- Literacy and Numeracy PLAN2 data
- School Excellence Framework (SEF)
- Survey
- Observations
- Collaborative Conversations Data analysis
- Student Work Samples
- Focus Groups
- Student voice
- Interviews
- Document Analysis

# Strategic Direction 1: Student growth and attainment

## Improvement measures

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Framework:

- **Learning:** Curriculum, Assessment and Student Performance Measures are validated as Excelling
- **Teaching:** Effective Classroom Practice and Data Skills and Use is validated as Excelling
- **Leading:** School Planning, Implementation and Monitoring is validated as Excelling

## Evaluation plan for this strategic direction

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### Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually, the school will review progress towards the improvement measures.

The analysis will involve:

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures
- Regular professional discussion around the School Excellence Framework elements and themes
- Executive team and whole staff reflection sessions
- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data and corroborate conclusions.

### Implications:

The findings of the analysis will inform:

- Future actions
- Future directions
- Annual reporting on school progress measures

# Strategic Direction 2: Leaders and Learners

## Purpose

To further develop the culture of continuous improvement in Leaders and Learners through:

- high expectations
- explicit instruction
- quality feedback
- collaboration.

## Improvement measures

### Target year: 2024

#### Tell Them From Me (TTFM)

- An increase of students indicate High Advocacy, High Expectations
- An increase of students describe positive student teacher relationships

### Target year: 2024

#### Student Voice Survey

- An increase of students:
- articulate the characteristics of a good learner and our 6 school learner dispositions
- indicate they receive purposeful feedback regularly
- indicate they have the opportunity to provide feedback to their teachers
- indicate they are set high expectations for their learning and behaviour
- articulate why and how they use LISCs

### Target year: 2024

#### Staff Survey

- An increase of staff:
- quantify their impact on student learning and

## Initiatives

### Whole School Systems and Processes

Continue to develop high quality whole school systems and processes that drive student learning, curriculum and learning culture

- Develop and consolidate core curriculum and explicit systems for collaboration and feedback to sustain and drive quality-teaching practice (i.e. Collaborative Conversations, Peer Mentoring, curriculum teams)
- Develop a school culture of learners underpinned by learning dispositions
- Embed consistent Visible Learning practices driven by a school Teaching and Learning handbook

### Instructional Leadership

Consolidate Instructional Leadership systems that specifically target data driven practices and personalised learning through the pedagogical development of teachers

- Train leadership staff in key coaching practices through professional learning and develop a coaching culture amongst staff
- Continue data driven practices with specific focus on curriculum that targets personalised learning to ensure student progress and attainment.
- Implement systems and processes for mentoring of all staff inclusive of induction and orientation for new and beginning teachers, leadership development programs and staff PDP processes

## Success criteria for this strategic direction

- All staff are active participants in collaboration initiatives across the school i.e. Collaborative Conversations
- Visible Learning principals are embedded across the school with SMART+ER Targets from Evidence in Action PL achieved
- Students, teachers and parents articulate Learning Dispositions and apply them to their learning
- All members of the leadership team are trained in coaching practices
- An integrated approach to quality teaching, curriculum planning and delivery, and assessment promotes learning excellence and responsiveness in meeting the needs of all students (*SEF - LE: Curriculum [Differentiation / Curriculum Provision]*)
- All teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies (*SEF - TE: Effective Classroom Practice [Lesson Planning/Feedback]*)
- Professional learning is aligned with the school plan, and its impact on the quality of teaching and student learning outcomes is evaluated. There are explicit systems for collaboration and feedback to sustain quality teaching practice (*SEF - TE: Learning & Development [Collaborative Practice & Feedback / Coaching & Mentoring / Expertise & Innovation]*)
- The school plan is at the core of continuous improvement efforts, with the school's vision and strategic directions evident in its activities. The plan is well-conceived, effectively implemented and effects improvement. (*SEF - LD: School Planning, Implementation and Reporting [Continuous Improvement]*)
- Resources are strategically used to achieve improved student outcomes and high-quality service delivery (*SEF - LD: School Resources [Facilities / Technology]*)

# Strategic Direction 2: Leaders and Learners

## Improvement measures

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- progress through consistent practice, delivery and use of standardised assessments
- indicate they receive and reflect on feedback from students and peers
- indicate they participate in Collaborative Practice initiatives
- receive peer feedback on a minimum of a fortnightly basis

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### Target year: 2024

#### What Works Best Survey

- An increase of staff:
- are confident in their effective promotion of high expectations in the classroom
- indicate they are confident in their implementation of explicit teaching
- indicate they are confident in effective use of data to inform practice
- are confident in using assessment to improve student learning

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### Target year: 2024

Improvement as measured by the School Excellence Framework:

- **Learning:** Curriculum is validated as Excelling
- **Teaching:** Effective Classroom Practice and Learning and Development are validated as Excelling
- **Leading:** School Planning, Implementation and Monitoring and School Resources are validated as Excelling

## Evaluation plan for this strategic direction

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### Question:

To what extent have we achieved our purpose and can demonstrate a culture of continuous improvement in Leaders and Learners?

### Data:

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measure of the strategic direction. This analysis will guide the school's future directions:

- External Data i.e.
- NAPLAN data
- Scout - Value Added data
- Internal Data i.e.
- PAT assessment data
- Literacy and Numeracy PLAN2 data
- Survey
- Observations
- Collaborative Conversations Data analysis
- Student Work Samples
- Focus Groups
- Student voice
- Interviews
- Document Analysis

### Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually, the school will review progress towards the improvement measures.

The analysis will involve:

- Regular review of these data sources to provide

## Evaluation plan for this strategic direction

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clarity around whether we are on track for achieving the intended improvement measures

- Regular professional discussion around the School Excellence Framework elements and themes
- Executive team and whole staff reflection sessions
- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data and corroborate conclusions.

### Implications:

The findings of the analysis will inform:

- Future actions
- Future directions
- Annual reporting on school progress measures

# Strategic Direction 3: Connect, Succeed and Thrive

## Purpose

To develop and strengthen partnerships for our school community to connect, succeed and thrive through:

- collaboration
- engagement

## Improvement measures

### Target year: 2022

- Increase the proportion of students indicating improvement of Wellbeing to meet our system negotiated target
- Increase the proportion of students attending school more than 90% of the time to meet our system negotiated target

### Target year: 2024

- Increase the percentage of students who are represented at Meet and Greet initiative
- Increase the percentage of families who attend Parent Cafes and forums either face to face or through online platforms

### Target year: 2024

#### Student Voice Survey

- An increase of students:
- indicate they are engaged in their learning
- indicate they enjoy learning activities at school and feel challenged
- indicate they participate in student centred learning activities, using their learning dispositions (powers)
- can outline the school R.I.S.E values and the Learning Dispositions / powers

### Target year: 2024

## Initiatives

### Quality Connections and Collaboration

Collaborative partnerships are maintained and continually improved with students, staff, families and community to ensure all students are known valued and cared for

- Further develop and maintain parent connections to promote communication, student engagement and learning connections underpinned by evidence-based strategies (i.e. Seesaw, Parent Cafes)
- Develop and strengthen community connections to improve student learning outcomes, engagement, wellbeing and enjoyment.

### Engagement

Students are actively connected to their learning through meaningful, engaging and rewarding learning experiences to support their cognitive, emotional, social and physical wellbeing

- Student centered learning is facilitated and promoted to increase student independence, problem solving skills and critical and creative thinking (i.e. innovative spaces, SOLE, STEAM, play-based learning, creative hour)
- Students encompass the school values and learner dispositions to become life-long learners (i.e. R.I.S.E, bounce back programs, bullying education, mindfulness, extra-curricular activities).
- Staff wellbeing is highly valued and supported to promote a culture of positive relationships and success (i.e. Teacher professional learning, opportunities for teacher wellbeing, team building activities, teacher support services)

## Success criteria for this strategic direction

- Communication links with parents/carers are streamlined to include Sentral messaging, emails, School eNews and Seesaw
- Each parent is communicated with individually at least twice a term
- Parent Cafes are conducted twice a term and opportunities for online connection and resources are developed
- Students confidently engage with and demonstrate their RISE values and Learning dispositions
- Teachers engage in wellbeing activities to build positive relationships and self-care
- There is a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn (*SEF - LE: Wellbeing [Caring for Students / A planned approach to wellbeing]*)
- An integrated approach to quality teaching, curriculum planning and delivery, and assessment promotes learning excellence and responsiveness in meeting the needs of all students (*SEF - LE: Curriculum [Curriculum Provision]*)
- Reporting that is clear, timely and accurate provides information that support further progress and achievement for all student learning across the curriculum (*SEF - LE: Reporting [Parent Engagement]*)
- All teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies (*SEF - TE: Effective Classroom Practice [Feedback]*)
- Professional learning is aligned with the school plan, and its impact on the quality of teaching and student learning outcomes is evaluated. There are explicit systems for collaboration and feedback to sustain quality teaching practice (*SEF - TE: Learning & Development [Expertise & Innovation]*)

# Strategic Direction 3: Connect, Succeed and Thrive

## Improvement measures

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### Staff Survey

- An increase of staff:
- indicate they feel their teacher wellbeing is highly valued
- indicate participation in school-based staff wellbeing initiatives
- An increase of classroom teachers:
- indicate they have effectively communicated (minimum twice/term) with individual families
- incorporate one or more student centred learning activities within their program at least twice a week
- incorporate explicit values and learner dispositions lessons and reflections sessions within their learning program

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### Target year: 2024

#### Tell Them From Me (TTFM) - Student

An increase of students:

- indicate interest and motivation at school
- participate in PSSA and Extra Curricula activities
- indicate a positive sense of belonging
- indicate they are interested and motivated
- indicate they are challenged with high skills and high challenge
- indicate positive teacher-student relations
- indicate a positive learning culture

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### Target year: 2024

#### Tell Them From Me (TTFM) - Parent

An increase of parents:

- indicate feeling welcome
- indicate being informed

## Evaluation plan for this strategic direction

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### Question:

To what extent have we achieved our purpose and can demonstrate a culture of engagement and partnerships with our school community to support progress?

### Data:

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### Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually, the school will review progress towards the improvement measures.

The analysis will involve:

- Regular review of these data sources to provide

# Strategic Direction 3: Connect, Succeed and Thrive

## Improvement measures

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- indicate an inclusive school

**Target year: 2024**

### Tell Them From Me (TTFM) - Staff

An increase of staff:

- indicate parent involvement

**Target year: 2024**

Improvement as measured by the School Excellence Framework:

- **Learning:** Wellbeing, Curriculum and Reporting are validated as Excelling
  - **Teaching:** Effective Classroom Practice and Learning and Development are validated as Excelling
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## Evaluation plan for this strategic direction

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clarity around whether we are on track for achieving the intended improvement measures

- Regular professional discussion around the School Excellence Framework elements and themes
- Executive team and whole staff reflection sessions
- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data and corroborate conclusions.

### Implications:

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- Annual reporting on school progress measures