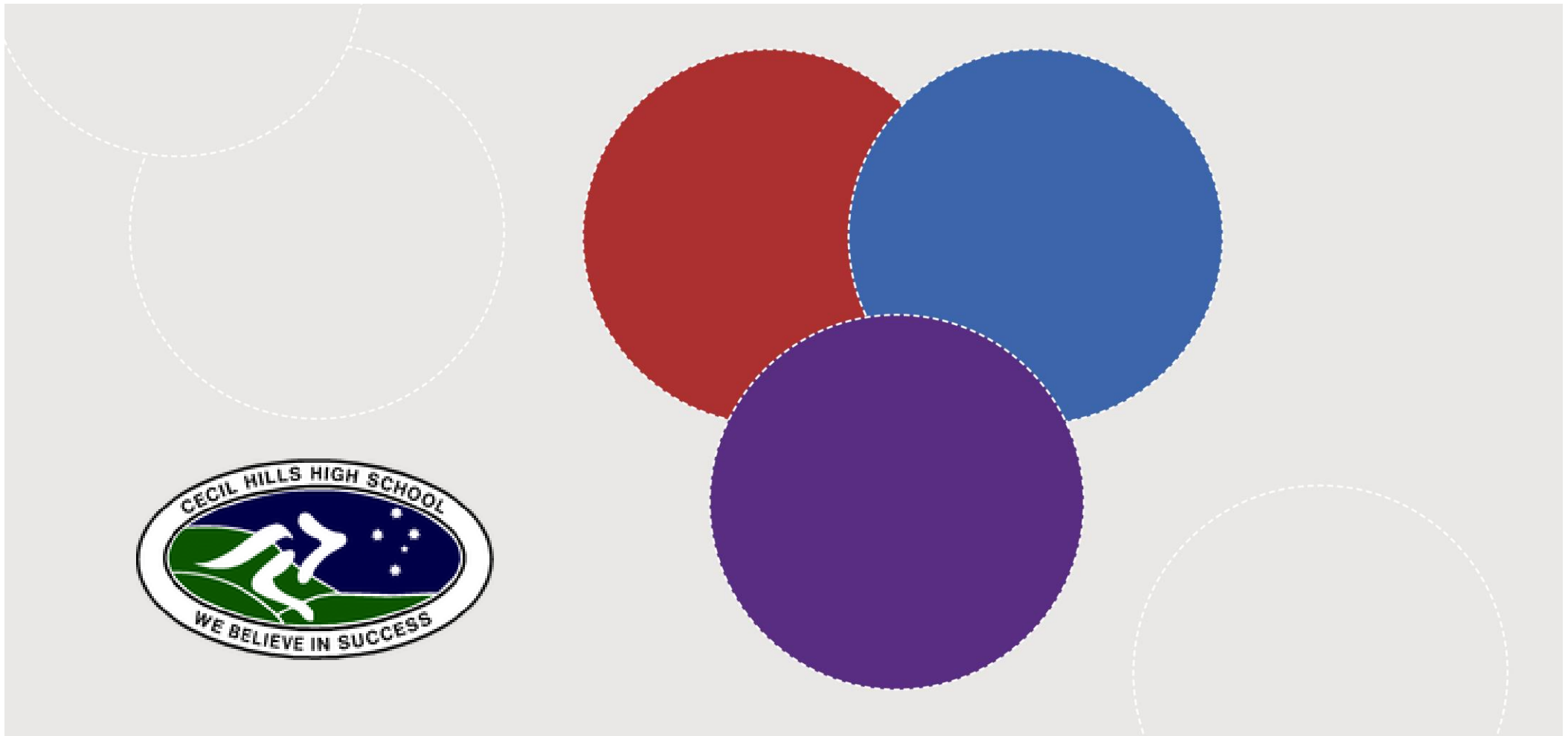


School Plan 2018 – 2020



Cecil Hills High School

School background 2018 - 2020

SCHOOL VISION STATEMENT

We believe in success and aim for excellence in learning, teaching and leading. Our students achieve at least a year's worth of progress from every year of schooling. Our diverse learners are respectful, responsible and successful and connect with their teachers to succeed and thrive. They focus on positive behaviour for learning principles and form productive relationships to work with their teachers. Our teachers use flexible, future-focused and innovative teaching practices to develop 21st century learners. They differentiate and have a core focus on literacy, numeracy and technology in learning and assessment. Our leaders inspire and influence change as instructional leaders and collaborate with those beyond the classroom wall. They build leadership skills in themselves and others to ensure our school operates in a framework of excellence.

SCHOOL CONTEXT

Cecil Hills High School is a comprehensive coeducational high school in a high-growth area in south-west Sydney. Our enrolment of 1361 students (Year 7 to Year 12) includes 81% of students from a non-English speaking background. Our school proudly has a support unit. We are the school of choice in the local community and we foster an excellent reputation for quality teaching and learning, excellent discipline, a productive learning environment and high uniform standards. Our school has a history of outstanding academic success and high expectations in all curriculum areas. Our school has a highly committed staff and an environment where academic success and student wellbeing are at the forefront of decision-making. The school is experiencing significant enrolment growth at present and this is expected to continue into the future. We have written and introduced our own Year 8 electives courses based on project-based learning. The proposed Western Sydney Airport is in the school's drawing area and will provide significant employment and training links for our school when constructed. Our school and its community proudly celebrated twenty years of excellence in public education in 2016.

SCHOOL PLANNING PROCESS

Throughout 2017, Cecil Hills High School implemented a consultation process with a range of stakeholders to determine the focus of the 2018-2020 school plan. Our school's team structure drove the planning process. Ten staff teams in diversity, FOCUS, literacy and numeracy, technology, differentiation, primary school links, school promotions and community engagements, school administration, staff wellbeing and innovation developed individual plans and these plans were combined to produce our draft processes. Teams with common themes were then grouped into teaching, learning and leading. At our staff conference, these team plans were refined and synthesised to identify and explore commonalities between teams. The P&C was also consulted at a number of meetings and provided input on our draft school plan.

The school reviewed a wide range of data including NAPLAN/HSC results and the *Tell Them From Me Survey* data. This data indicated a need to focus on core literacy and number with an emphasis on writing, in addition to differentiation.

The school plan was also informed by school reviews of the management of learning program, roll call and BYOD. It was also informed by the school's current context which has seen a significant number of newly appointed executive staff.



LEARNING

Respectful,
responsible and
successful learners.

To empower students to thrive in a safe and inclusive learning environment that promotes the intellectual, physical, social, emotional and moral development and wellbeing of students, ensuring pro-social behaviours and social cohesion of the school community.

TEACHING

Flexible,
future-focused
and innovative
teaching practices.

To initiate flexible, future-focused and innovative teaching practices for a growing and diverse school, preparing students to keep pace in a competitive, technology-driven future, where accelerating rates of change will be the norm.

LEADING

Leaders as
community
change agents.

To heighten the significance of community through the development of leaders as change agents who inspire, motivate, affirm and also challenge and extend the practice and pedagogy of both teachers and students, positively impacting the community.

Strategic Direction 1: LEARNING

Respectful, responsible and successful learners.

PURPOSE

To empower students to thrive as respectful, responsible and successful learners by increasing students understanding and engagement in prosocial behaviour, empowering students to be actively connected to their learning, have positive and respectful relationships and experience a sense of belonging to their school and community.

IMPROVEMENT MEASURE/S

- Increase the amount and frequency of students demonstrating pro-social behaviours.
- Increase opportunities for students of all cultures and backgrounds to positively connect with one another.
- Increase student ownership, engagement and connection with their learning and wellbeing.

PEOPLE

Students will build pro-social behaviour skills.

Staff will develop their understanding of the behavioural and learning needs of all students and apply it across the school.

Parents will cultivate an understanding and value of prosocial behaviour, demonstrating support for the school's position with their children.

Community partners will share their expertise to improve the wellbeing and learning of students.

Leaders of the Positive Behaviour for Learning (Focus), Diversity and Welfare Teams will adopt a coordinated approach to create a positive and cohesive school learning environment.

PROCESSES

- Implement a whole school integrated approach to encourage prosocial behaviour.
- Design a whole school wellbeing curriculum, providing students with opportunities to exercise choice in the context of self-regulation, self-determination, ethical decision making and responsibility to enable them to connect, succeed and thrive, relevant to their stages of learning and development.

Evaluation plan

Progress toward improvement measures will be evaluated through: student behaviour and student recognition data analysis.

PRODUCT AND PRACTICES

Product

- A comprehensive and inclusive framework supports the cognitive, emotional, social, physical and spiritual wellbeing of students, which measurably improves individual and collective wellbeing.
- A safe and healthy learning environment where students are recognised, respected and valued.
- A re-structured curriculum which allows students to connect more regularly with their learning, their teachers and each other.

Practices

- Positive and respectful relationships across the school community underpin a productive learning environment and support students' development of strong identities as learners.
- Students, teachers, other staff and members of the wider school community have a shared understanding of the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes.
- Teaching and learning occurs in environments that celebrate difference and diversity and recognise, respect and respond to identity and cultural background.

Strategic Direction 2: TEACHING

Flexible, future-focused and innovative teaching practices.

PURPOSE

To initiate flexible, future-focused and innovative teaching practices for a growing and diverse school, enabling students to be successful learners, confident and creative individuals, and active and informed citizens by preparing them to keep pace in a competitive, technology-driven future, where accelerating rates of change will be the norm.

IMPROVEMENT MEASURE/S

- Increase opportunities for students to connect their learning with real world experiences.
- Improve value-added growth of students, particularly in literacy and numeracy.
- Improve the proportion of students in the top two NAPLAN bands.
- Increase the amount and frequency of students adhering to the BYOD program, as well as the use of Moodle and Turnitin to positively engage in learning.

PEOPLE

Students will utilise 21st Century skills of communication, critical thinking, collaboration and creativity to enhance their learning experiences and link them to the real world.

Staff will embrace innovative, evidence-based teaching practices, promoting collaboration and reflection between other teachers and faculties to inspire learning, innovation and engagement.

Parents will connect with the school about their child's learning using various technologies.

Community partners will share their future-focused expertise to improve teaching and learning experiences.

Leaders of the Innovation, Literacy and Numeracy, Technology and Differentiation Teams will adopt a coordinated approach in rethinking learning and teaching practices and spaces enabled by data, evidence and technology.

PROCESSES

- Implement innovative Year 8 elective courses and flexible learning spaces which respond to student interest and encourage 21st Century skills.
- Develop a whole school 7-12 literacy approach comprising:
 - an intensive literacy program for Year 7 English classes
 - the QuickSmart program for Stage 4 students requiring concentrated support
 - Focus on Reading strategies
 - explicit literacy lessons to assist in meeting the minimum literacy/numeracy standard
 - ALARM pedagogy
- Utilise technology to enhance learning including Sentral, the BYOD program, Moodle, Turnitin and a focus on STEAM.
- Differentiate effectively for all learners by focusing on quality teaching, formative assessment, summative data analysis, questioning techniques and a review of the selection process for GAT classes.

Evaluation plan

Progress toward improvement measures will be evaluated through: student value-added and ICT usage data analysis.

PRODUCT AND PRACTICES

Product

- Flexible learning spaces enhance student engagement and learning.

Practices

- Teachers regularly review learning with each student, ensuring all students have a clear understanding of how to improve their learning.
- Teachers take responsibility for changes in practice required to achieve improved performance and are using data on a regular basis to monitor the effectiveness of their own efforts.
- Teachers collaborate within and across stages and faculties to ensure consistency of curriculum delivery, including strategies for literacy development, differentiation and consistency of teacher judgement.
- Teachers draw on and implement evidence-based research to improve their performance and development.
- Teachers demonstrate and share expertise, have very high levels of contemporary content knowledge and teaching practices, and rely on innovative evidence-based teaching strategies.
- Teachers develop the knowledge, understanding and skills of all students, using evidence-based teaching practices and innovative delivery mechanisms where appropriate in curriculum programs and teaching practices.

Strategic Direction 3: LEADING

Leaders as community change agents.

PURPOSE

To heighten the significance of community through the development of leaders as change agents who inspire, motivate, affirm and also challenge and extend the practice and pedagogy of both teachers and students, which positively impacts the community.

IMPROVEMENT MEASURE/S

- Increase the amount and frequency of parents/carers and community members who regularly engage in school events and news.
- Increase staff morale and their willingness and ability to take on various leadership roles.
- Increase the consistent use of school procedures and processes.

PEOPLE

Students will participate in positive learning experiences with local community leaders.

Staff will participate in wellbeing sessions to enhance productivity and morale which will assist in establishing positive relationships, which will encourage staff to engage professionally with colleagues, parents/carers and the community to build leadership skills.

Parents will regularly and positively engage with the school.

Community partners will enrich educational experiences and position our school as a community hub of excellence in learning, teaching and leading.

Leaders of the Community Engagement and School Promotions, Primary School Links, Staff Wellbeing, School Administration and Executive Teams will adopt a coordinated approach to develop strategies that build partnerships, promote positivity and grow future leaders in both learning and teaching.

PROCESSES

- Promote the school's positive profile in and beyond the classroom walls.
- Establish a Community of Schools with Cecil Hills PS, Bonnyrigg Heights PS and Kemps Creek PS to share data and TPL through reciprocal observations.
- Deliver leadership opportunities and professional learning experiences to aspiring inspiring's and executive staff to build leadership skills and capacity.
- Update staff processes and procedures to assist in the smooth running of the school.
- Organise activities to improve staff morale and wellbeing.

Evaluation plan

Progress toward improvement measures will be evaluated through: parent/carer participation data and teacher evidence of leadership skills.

PRODUCT AND PRACTICES

Product

- Administrative handbooks provide explicit information about the school's functioning to promote ongoing improvement.
- The school public profile is positive and engaging.

Practices

- The school is responsive to its community as a result of its effective engagement with members of the local community including parents, local media and business organisations.
- Shared school-wide responsibility is evident through leadership, teaching, learning and community evaluations to review learning improvements.
- The use of school facilities is optimised within the local community, to best meet the needs of students and the local community.
- Shared school-wide responsibility in implementing and using LMBR processes.