

# Strategic Improvement Plan 2021-2024

## Cumberland High School 8905



# School vision and context

## School vision statement

At Cumberland High School, we nurture a vibrant learning culture that enables our students to emerge empowered and resilient individuals, solutions-focused and contributing dynamically as active leaders in the community. Our learning community focuses on excellence in academic attainment, diverse extra-curricular enrichment with an emphasis on staff and student growth, leadership and strong partnerships.

To achieve academic excellence, we will engage in high quality evidence-informed practices to critique, evaluate and implement effective pedagogy, assessment and feedback structures with an explicit focus on writing development.

## School context

Cumberland High School is a comprehensive high school, with a population of 822 students, that is located in Carlingford. The school has a diverse cultural population including 73.9% of students of non-English speaking background and 57 different language backgrounds.

Our school is driven by the core values of Respect, Responsibility and Excellence. These values permeate the teaching and learning environment and provide the context that enables students to thrive. Cumberland High School promotes excellence in learning and the provision of collaborative leadership that supports rich curriculum offerings with a strong emphasis on student leadership, academic, cultural, music and sporting excellence.

Cumberland High School is a Positive Behaviour for Learning (PBL) high school that provides strong whole-school wellbeing initiatives for all students including students from a non-English speaking background, high potential and gifted learners, students with additional learning needs and Aboriginal and Torres Strait Islanders.

The staff at Cumberland High School consists of highly qualified and committed professionals who inspire students to achieve their personal best. The school's staffing entitlement in 2020 was 60.3 teaching staff and 8.8 non-teaching staff. Our executive staff comprise of 8 Head Teachers of Faculty, 2 Deputy Principals, Head Teacher Learning Design and Wellbeing and Head Teacher Teaching and Learning.

As part of the Cumberland High School Strategic Improvement Program 2020-2021 planning and the External Validation 2020 process, collaboration between students, staff and the parents has resulted in the school's commitment to the following:

- Explicit pedagogy for all students in every subject, through extensive feedback to strengthen intellectual development and ensure achievable and realistic learning goals.
- Staff research, critique and evaluation of all assessment practices through collaborative professional learning on assessment design, implementation and feedback.
- Community stakeholder contributions to an ongoing leadership development process that clearly aligns curriculum, pedagogy, assessment, feedback, wellbeing, professional learning and community engagement.

# Strategic Direction 1: Student growth and attainment

## Purpose

To maximise student growth and enable the attainment of literacy and numeracy goals through an explicit focus on writing development, a targeted numeracy focus, quality assessment and consistent feedback structures

## Improvement measures

### Target year: 2022

#### NAPLAN Top 2 Bands

Improvement in the percentage of students achieving in the top two bands to be at or above the school's lower bound system-negotiated target in **Reading** of 25.7%

Improvement in the percentage of students achieving in the top two bands to be at or above the school's lower bound system-negotiated target in **Numeracy** of 42.0%

### Target year: 2022

#### HSC

Increase the percentage of HSC course results in the top two bands to be at or above the school's lower bound system-negotiated target of 36.3%

### Target year: 2022

#### Attendance

Improvement in the percentage of students attending school more than 90% of the time to be at or above the school's lower bound system-negotiated target of 76.2%

### Target year: 2023

#### Expected Growth

Improvement in the percentage of students achieving expected growth in NAPLAN **Reading** to be at or above the school's lower bound system-negotiated target of 68.5%

## Initiatives

### Quality Assessment for Learning

Enhance the whole school learning culture so that students are enabled to achieve personal success and demonstrate understanding of and performance in the learning outcomes through differentiation and formative and summative assessment.

- A whole-school consistent approach to writing with a focus on the elements and structure of the PEEL paragraph and the transferability of skills through the ALARM matrix
- Academic rigour as evidenced through high quality learning experiences with an explicit focus on assessment feedback checkpoints
- Explicit numeracy focus in Stage 4 and Stage 5 learning to enable continuous skill development

### Dynamic Learning Community

Consistency across the school including clearly communicated high expectations and school values resulting in positive staff-student interaction.

- Enhancing the positive learning culture through reciprocated respect, collaboration and commitment to the values of Positive Behaviour for Learning from all stakeholders
- Enhanced student engagement and attainment through the setting, tracking and monitoring of individual learner goals.
- Identification and acceleration pathways for HPGE learners
- An academic partnership with James Ruse Agricultural High School for Stage 4 learners enables rich and authentic learning and extension targeting the HPGE learners.

## Success criteria for this strategic direction

All students demonstrate an understanding of the elements and structure of the PEEL paragraph. Mastery is framed around the ALARM matrix and is embedded in all units of work, with students able to transfer writing skills from one subject to another. This provides for an integrated approach to quality teaching, curriculum planning and delivery, to meet learning needs of all students (SEF - Learning: Curriculum).

High-quality feedback that is focused on the task, processes and self-regulation, is provided to students in a timely manner and is utilised by students to track literacy and numeracy academic growth. (SEF - Learning: Student Performance Measures).

Learning spaces are positive, interactive and challenging with a consistent whole-school language framed around our values, respectful relationships and a culture of high expectations. (SEF - Learning: Learning Culture).

Positive staff-student relationships nurture a positive learning culture with ongoing staff-student mentoring and tracking of growth through individualised learner goals. (SEF - Learning: Wellbeing).

Acceleration students are recognised through the Honour Roll processes.

High quality learning, extension and enrichment as evidenced through improved learning outcomes, student feedback and artefacts/student work samples from the rich academic partnership with James Ruse Agricultural High School. (SEF - Learning: Curriculum).

## Evaluation plan for this strategic direction

**Question:** To what extent has the school achieved its purpose in increasing student growth and attainment of literacy and numeracy skills, culminating in improved student outcomes for all in NAPLAN and the HSC?

**Data:** The school will use the following data sources to regularly assess the effectiveness of the initiatives in

# Strategic Direction 1: Student growth and attainment

## Improvement measures

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Improvement in the percentage of students achieving expected growth in NAPLAN **Numeracy** to be at or above the school's lower bound system-negotiated target of 76.0%

### Target year: 2024

100% of assessment tasks are rigorous in design and have feedback checkpoints embedded within the task structure to enable student mastery and success with all teachers providing explicit, timely and effective feedback in each class.

## Evaluation plan for this strategic direction

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achieving the purpose and improvement measures of student growth and attainment:

**External data:** NAPLAN data from SCOUT, HSC data from RAP and SCOUT.

**Internal data:** Millennium Tracking, eWrites, Student survey responses and Individual Learner goals.

**Analysis:** Progress towards the improvement measures will be measured each term through our Strategic Direction Communities' implementation and progress monitoring.

### Implications:

**Where to from here?** Have External Validation 2020 Future steps and directions been successfully addressed to meet the Excelling SEF 2 descriptors?

The results of this analysis will inform future actions and directions.

### The evaluation plan will involve:

Review of the improvement measures and initiatives to measure their effectiveness.

## Strategic Direction 2: Staff growth and effectiveness

### Purpose

To optimise teacher capacity and teacher effectiveness in explicit evidence-informed practices with a focus on data analysis, differentiation, formative assessment.

### Improvement measures

#### Target year: 2024

##### Data Informed Practice

100% of teachers have expertise in the analysis and use of internal and external data to inform enhanced teaching and learning programs and practices for improved student attainment in alignment with system-generated targets.

#### Target year: 2024

##### Collaborative Practice

100% of teachers are actively engaged in effective collaboration in the design, implementation and delivery of rigorous assessment structures incorporating the PEEL elements and structure.

#### Target year: 2024

##### Feedback

100% of teachers have expertise in and incorporate consistent feedback structures in each class and for each learner through a school-wide feedback approach.

#### Target year: 2024

##### Explicit Teaching

100% of staff PDP goals align to APST with identified whole-school writing and faculty goals addressing accreditation at all levels.

### Initiatives

#### Strategic, Explicit and Evidence-Informed Pedagogy

A whole-school high challenge - high support pedagogical approach with a focus on:

- High quality lessons with explicit instruction and lesson intentions,
- Differentiation and formative assessment
- Explicit teaching of study skills across all stages.

Quality teacher learner-centred professional learning with a focus on developing teacher capacity through:

- PDP goal alignment with the APSFT
- Collegial peer observations framed around common professional learning goals
- Cross-faculty collaboration
- Beginning Teacher support working through the accreditation process

#### Effective Data Analysis Driving Evidence-Informed Practices for Improved Learning Outcomes

Explicit professional learning with a direct focus on internal and external data analysis.

- Staff will engage in the analysis of: Best Start, SCOUT, ATOMI, eWrite, Perfect Education, MathsOnline, NAPLAN, RAP and Millennium
- This data will be utilised to inform the explicit teaching of literacy and numeracy skills for maximised student academic attainment and measurable student growth.

### Success criteria for this strategic direction

Teachers are confident in analysing external and internal data and using this to inform their planning, teaching and learning programs and assessment design so as to cater for differentiated learner needs and continuous student growth. (SEF - Teaching: Data Skills and Use)

Evidence-informed writing strategies are embedded in Stage 4, 5 and 6 programs and teachers are provided with opportunities to utilise expert support (internal - colleagues and external Brian Miller) and to observe the most effective use of these strategies through the triangulation of the following elements: evidence in teaching and learning programs, classroom observation, assessment design, and student samples/ exemplars. (SEF - Teaching: Effective Classroom Practice)

Teachers are high-performing as measured against the APSFT whose capacities are continually built to ensure that every student experiences high quality teaching. Peer observation and collaboration across all faculties is evidence of the development of teacher pedagogical expertise.

External Validation 2024 reflects an improvement from Sustaining and Growing to Excelling for the domain of Learning in the themes of Curriculum, Assessment and Reporting and for the domain of Teaching in the themes of Data use in Teaching and Data use in Planning.

### Evaluation plan for this strategic direction

**Question:** To what extent has teacher expertise in data analysis achieved its purpose in facilitating evidence-informed practices increasing student growth and attainment in NAPLAN and the HSC?

**Data:** Staff willing corporate aspects of the following data sources to regularly assess the effectiveness of the initiatives and determine teaching and learning sequences ensuring improvement in student growth and attainment:

**External data:** NAPLAN data from SCOUT, HSC data from RAP and SCOUT

## Strategic Direction 2: Staff growth and effectiveness

### Evaluation plan for this strategic direction

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**Internal data:** Millennium Tracking, eWrites, teacher, staff PDPs. Report Conferencing and Individual Learner goals and student survey responses

**Analysis:** Progress towards the improvement measures will be measured each term through our Strategic Direction Communities' implementation and progress monitoring.

**Implications:**

**Where to from here?** Have External Validation 2020 Future Steps and Directions been successfully addressed to meet the Excelling SEF 2 descriptors?

The results of this analysis will inform future actions and directions.

**The evaluation plan will involve:**

Review of the improvement measures and initiatives to measure their effectiveness.

# Strategic Direction 3: Excellence in Leading-Partnerships for Innovation and Impact

## Purpose

To identify, strengthen and pursue innovative practices, systems and partnerships to provide authentic and meaningful leadership initiatives for all stakeholders.

## Improvement measures

### Target year: 2024

#### Professional Development

- 100% of staff PDPs aligned to Australian Professional Standards for Teachers (APSFT) with identified whole school writing and Faculty goal.
- 100% of PDP goals of all School Leadership Identification Framework participants aligned to Highly Accomplished (HA) standards in APSFT and evidenced by Strategic Community Direction initiatives.

### Target year: 2024

#### Student Voice

100% of students are tracked against leadership opportunities from years 7 - 12 with evidence of growth using the Gallop 34 Strength Finder with prefects and SRC explicitly delivering the strength based approach.

### Target year: 2024

#### Teacher Capacity Building through SILF

100% of staff taking on leadership roles in Faculty, Strategic Direction Communities and extra-curricular activities through increased leadership roles in the school that address accreditation at HA and Lead APSFT.

## Initiatives

### Highly effective staff and student leadership development practices.

Strengthened effective staff and student leadership practices through a focus on explicit individual leadership and development opportunities.

- Identify and develop Teacher, Head Teacher and Deputy Principal Leaders through the Staff Leadership Identification Framework (SLIF) to improve capacity by collaborative mentor-mentee relationships and Learning for Leading (L4L) development plans.
- Establish explicit mentoring structures for Staff Leadership roles across the school and formalised professional learning activities.
- Identify and establish extra-curricular leadership opportunities and review of impact in pursuit of student and staff growth.
- Enhance student voice in the development of planned teaching and learning focus areas and leadership initiatives.

### Collaborative school and community teaching and learning partnerships.

Collaborative learning supporting whole school efficiency and authentic community learning networks to empower school, community and system lift.

- Consistent online learning platforms for all students that provide streamlined approaches to remote learning across all Stages.
- Enhanced staff PL courses to successfully incorporate training in Millennium and SharePoint to accommodate student assessment, reporting and feedback data practices.
- Evaluation of accessible online learning platforms for student voice in the teaching and learning process.
- Enhanced student-mentoring practices to include Stage 4 and 5 enrichment and extension activities.

## Success criteria for this strategic direction

There is a high functioning professional learning community, which is focused on continuous improvements of teaching and learning. (SEF-Leading: Educational Leadership)

Teachers are engaged in strong collaborations to inform, drive and evaluate learning outcomes for all students. (SEF-Leading: School Planning Implementation and Reporting)

The school uses embedded and explicit systems to facilitate student and staff leadership that promote growth and retention. (SEF Leading-Educational Leadership)

Evidence informed teaching methods guide system-based school targets aligned to staff PDP goals and HA APSFT. (SEF-Leading: Educational Leadership)

School survey data sources embody effectiveness of Teacher, Head Teacher, Deputy Principal and student leaders in school and the broader community. (SEF-Leading: Educational Leadership)

Positive, respectful relationships are evident and widespread among students and staff and promote student engagement in learning and academic growth. (SEF-Leading: Educational Leadership)

Teachers, parents and the community work together to support consistent and systematic processes that address student performance and opportunities for growth. (SEF-Leading: Educational Leadership)

The school is recognised as excellent and responsive by its community because it used best practice to embed a culture of high expectations and effectively caters for all student-learning needs. (SEF-Leading: Educational Leadership)

## Evaluation plan for this strategic direction

**Question:** Are SLIF participants driving PL in Teaching, Learning and Leading to address elements of SEF 2?



## Strategic Direction 3: Excellence in Leading-Partnerships for Innovation and Impact

### Initiatives

- Strengthening the Cumberland Community of Schools (CCOS) partnerships in pursuit of improved executive team capacity in driving teaching, learning and leadership initiatives in Faculties and whole school.
- Developing collaboration between local feeder primary and high schools in support of HPGE student initiatives.
- Enhanced external partnerships in the Stage 4 - 6 Journey Program for all students.

### Evaluation plan for this strategic direction

Have SRC students taken on roles across the School? Are staff aware of the extracurricular activities available for all students? Have staff mentoring structures lead to an increased number of staff taking on leadership positions in the School?

Are internal and external learning partnerships making an impact on improved student outcomes? How do we know?

**Data:** SLIF Mentees have responsibility for Implementation and Progress monitoring for SIP 2021-2024. Greater number of students applying for SRC, Sport Captaincy and Year Group leadership roles.

The School will use the following data sources to regularly access the effectiveness of the initiatives in achieving the purpose and improvement measures of Partnerships for Innovation and Impact.

- Surveys
- Focus Groups
- Interviews
- TTFM

**Analysis:** Analyse the impact of SLIF Mentor and Mentee relationships in line with Learning for Leading (L4L) development plans. Evaluate the effectiveness of all leadership positions in TTFM and school-based survey data.

Improvement measures will be reviewed annually in line with implementation and progress monitoring.

**Implications:** Where to from here? Have External Valuation 2020 Future Steps and Directions been successfully addressed to meet the Excelling SEF 2 descriptors.

The results of this analysis will inform future actions and directions.

**The evaluation plan will involve:** Review of the improvement measures and initiatives to measure their



## Strategic Direction 3: Excellence in Leading-Partnerships for Innovation and Impact

### Evaluation plan for this strategic direction

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effectiveness.