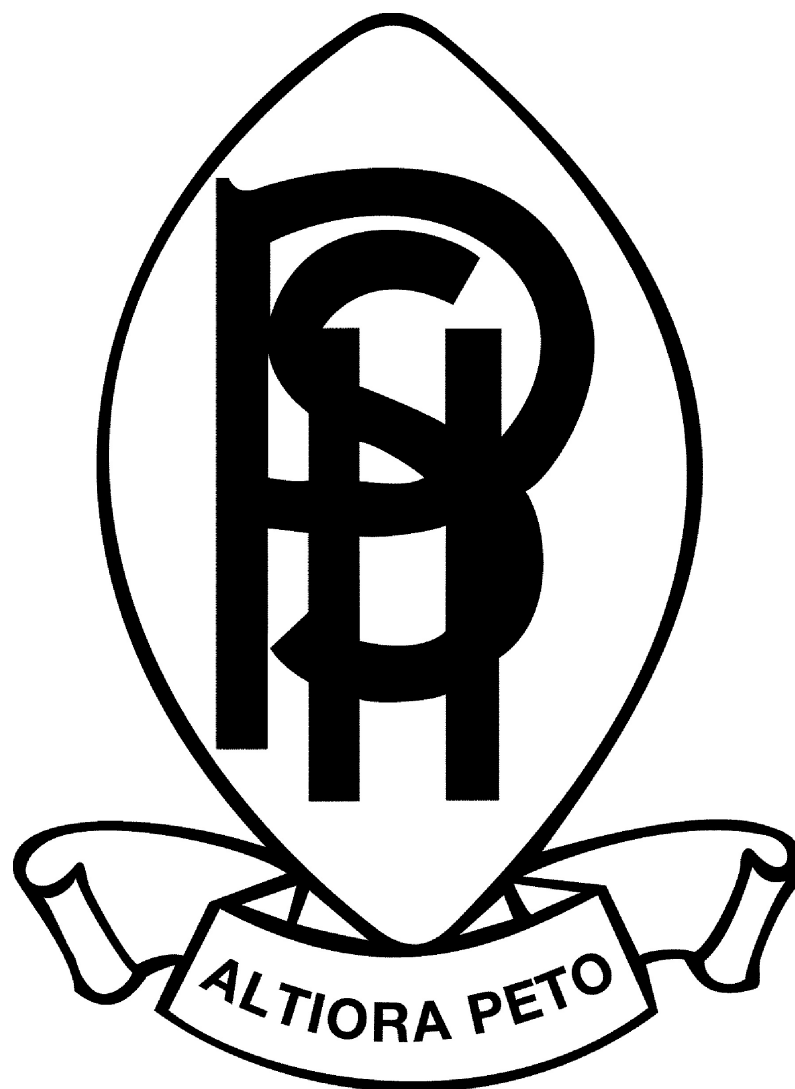


School plan 2018-2020

Penrith High School 8163



School background 2018–2020

School vision statement

Penrith Selective High School is deeply committed to ensuring that highly gifted students in greater western Sydney have access to a rich and differentiated curriculum that develops the whole child, whilst placing their wellbeing and academic growth through curriculum and Talent Development Opportunities (Enrichment and Co-curricular programs) at the core of the school's work.

School context

Penrith Selective High School is a fully academically selective high school with a coeducational enrolment of 925 students, including 80% of students from a non-English speaking background. The school has a strong commitment to differentiated teaching and learning to meet the needs of highly gifted learners in addition to supporting students and their wellbeing across all domains of giftedness. Our highly skilled and dedicated teachers focus on quality teaching and learning with an emphasis and understanding of strategies that meet the needs of gifted and talented students, including those who are twice exceptional (2e). We develop students who are innovative thinkers, confident and self-motivated learners who possess strong ethical values. The school has active links with Australian and overseas based universities, its community and the broader world. Our students thrive in an atmosphere which provides for Talent Development Opportunities, including co-curricular learning experiences, strong enrichment opportunities and programs for students with interests and passions in sport, creative and performing arts, leadership and school & community service. We offer extensive student leadership opportunities that contribute to a positive school ethos and a philosophy of social justice. The school values the positive contribution that parents and alumni play in the school's culture. In 2020, Penrith Selective High School will celebrate its 70th Anniversary as a proud NSW public school.

School planning process

This plan was developed by staff, students and parents.

During 2017 and early 2018, all stakeholders of the school community were invited to review our existing programs to determine areas of strength and areas which need ongoing development. The executive led a process that looked to build upon the work of the school whilst ensuring that this plan was evidenced based and supported by data.

The selection of three areas to shape our focus was shaped around the NSW Department of Education's School Excellence Framework and current research related the needs of highly gifted learners.

The school has an active parent body and values student voice.

The school's executive staff will have direct responsibility and accountability for the implementation of the annual whole school, faculty and team plans.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Holistic student learning
opportunities

Purpose:

All students at Penrith Selective High School bring a diverse set of skills, knowledge and experiences. It is incumbent on our school to deliver a curriculum that balances academic expectations, wellbeing skills and talent development opportunities (Co-curriculum and enrichment programs) that reflect our diverse and highly gifted community of learners.

STRATEGIC DIRECTION 2

Teaching excellence in every
classroom

Purpose:

Penrith Selective High School has a unique student body that has specific academic, social and wellbeing needs. A key component of meeting these needs is the role of every teacher in every classroom. A continual commitment to improving the quality of teaching, supported by evidence, will ensure that these needs are met.

STRATEGIC DIRECTION 3

Leadership in school and
beyond

Purpose:

Penrith Selective High School understands the importance of ensuring that all members of the school community have the skills to lead, advocate and make a difference both within the school and in the wider community. Student voice and opportunity, evidenced based educational leadership by all staff, strong parental involvement across many programs and valuing the legacy and future opportunities that our alumni play are all important elements of how the school works.

Strategic Direction 1: Holistic student learning opportunities

Purpose

All students at Penrith Selective High School bring a diverse set of skills, knowledge and experiences. It is incumbent on our school to deliver a curriculum that balances academic expectations, wellbeing skills and talent development opportunities (Co-curriculum and enrichment programs) that reflect our diverse and highly gifted community of learners.

Improvement Measures

Tell them from Me Data (TTFM) shows annual growth in the areas of Belonging, Advocacy at School and Engagement.

All students achieve in the 2 top bands of NAPLAN and VALID and by 2020 90% of students achieve in the top band.

All students achieve in the top 2 bands in HSC courses. By 2020, Z Scores for all HSC courses are >1 and Band 6/E4 results are at least 40% in each course.

Attendance at school is >97% for all year groups.

People

Students

Students understand how they learn, their community, and the talent development opportunities available for personal growth and positive wellbeing.

Staff

Staff use their expertise to balance high academic expectations and the wellbeing of all students.

Leaders

Leaders use their experience and voice to shape the work of their responsibilities and the whole school.

Parents/Carers

Parents are essential partners to the school and their child through each key transition point.

Community Partners

Alumni, universities, businesses, government and non-government organisations each play a key role in providing opportunities for students.

Processes

The ongoing development of a learning culture that values high expectations for academic performance balanced with a strong commitment to student wellbeing and support.

Formative and summative assessment and reporting processes reflect best practice so that every student is engaged and challenged to continue to learn.

A strategically planned Curriculum that reflects classroom learning, a broad co-curricular program and differentiated wellbeing strategy to ensure all students are prepared with skills relevant for higher education and future careers.

Evaluation Plan

- TTFM Student Survey– Completed twice annually
- NAPLAN/ VALID Data
- HSC Analysis using RAP and SMART packages
- Attendance Monitoring Team

Practices and Products

Practices

Staff have a deep understanding of, and align their daily work to, the 5–13 Wellbeing Strategy.

Students and staff use feedback processes to continually strengthen and reflect on teaching and learning.

Products

Student attainment reflects the individualised goals that are evident in post-school destination plans.

Every student is known, valued and cared for through the provision of a holistic curriculum.

Strategic Direction 2: Teaching excellence in every classroom

Purpose

Penrith Selective High School has a unique student body that has specific academic, social and wellbeing needs. A key component of meeting these needs is the role of every teacher in every classroom. A continual commitment to improving the quality of teaching, supported by evidence, will ensure that these needs are met.

Improvement Measures

Curriculum is planned and delivered so that differentiation is evident in curriculum folders and in classrooms.

100% of staff are working within, across and beyond their faculties to share their practices.

100% of staff engage with Professional Learning that is aligned with APST at Proficient, Highly Accomplished and Lead.

People

Staff

Teachers at all career stages utilise the PDP process to continually develop their instructional capacity.

Leaders

Leaders work instructionally and strategically both within their faculties and across the school.

Community Partners

Experts in the field provide valued advice to teachers that support the achievement of every child.

Processes

Monitoring progress of teaching excellence through the ongoing development and implementation of Curriculum Folders that incorporate differentiated and conceptually-based programs, which demonstrate strong alignment between programs and assessment.

Engagement with gifted and talented education experts to provide evidence-based and tailored professional learning on differentiated classroom practice and the conceptual approach to teaching and learning.

Development of regular structured opportunities for teachers to collaborate within and across faculties in addition to engaging with experts (teachers and consultants) from the wider community.

Evaluation Plan

- Staff complete self reflection and receive feedback from HT's and the Senior Executive each term on their curriculum planning.
- PDP Implementation strategy
- Professional Learning Register that ensures hours are met.

Practices and Products

Practices

Teachers cater to the needs of gifted and talented students by differentiating their teaching and assessment practices.

Professional learning will enable teachers to develop next practices with students at the centre of our work.

Products

Teachers utilise a Curriculum Folder that documents how student needs are being met.

A whole-school professional learning plan ensures every teacher improves every year.

Strategic Direction 3: Leadership in school and beyond

Purpose	People	Processes	Practices and Products
<p>Penrith Selective High School understands the importance of ensuring that all members of the school community have the skills to lead, advocate and make a difference both within the school and in the wider community. Student voice and opportunity, evidenced based educational leadership by all staff, strong parental involvement across many programs and valuing the legacy and future opportunities that our alumni play are all important elements of how the school works.</p>	<p>Staff</p> <p>Staff use the Australian Professional Teaching Standards to drive their daily practice, reflecting on and refining their practice every year.</p>	<p>Leadership pathways are available and supported so that staff are able to achieve their professional goals and consequently our workforce will be of the highest calibre.</p>	<p>Practices</p> <p>Staff undertake formal and informal educational leadership roles inside and outside the school that cater for highly gifted learners.</p>
<p>Improvement Measures</p> <p>100% of staff have a whole school leadership role or membership of a team</p> <p>100% of students can identify leadership opportunities that they can access.</p> <p>Parent engagement with the school continues to increase through P&C, Parent Resource Meetings and School Committees (Eg: Curriculum, Technology, Building and Finance)</p> <p>Engagement with our Alumni continues to increase through Towers Alumni newsletter, P&C Forums and Alumni events including the 70th Anniversary.</p>	<p>Students</p> <p>Students can identify access points that allow them to develop their leadership skills.</p>	<p>Students are valued as important stakeholders that shape the direction of the school. Student voice and leadership opportunities both in and outside of school add to the rich culture and capacity of our future community and industry leaders.</p>	<p>Products</p> <p>Student leadership opportunities are available, equitable and adaptable to meet the needs of the students from 7–12.</p>
	<p>Leaders</p> <p>Existing and future leaders have a clear understanding of the leadership pathways that support professional growth.</p>	<p>Our geographically diverse community contributes to our culture, history and future opportunities. Our alumni and parent communities both possess skills that enhance possibilities for our current and future students. These can include mentoring, advocacy and personalised advice.</p>	<p>An active and engaged alumni group that is a valued stakeholder group of the school community.</p>
	<p>Parents/Carers</p> <p>Parents are provided with clear communication with the opportunity to contribute to forums throughout the year.</p>		<p>An active and engaged P&C that is represented in appropriate forums.</p>
	<p>Community Partners</p> <p>Community members, including the alumni, feel valued and provided with opportunities to engage with the school and support students.</p>	<p>Evaluation Plan</p> <ul style="list-style-type: none"> • Talent Development Opportunities– Tracking Document • PSHS– Whole School Professional Learning Plan • Evaluation of parent engagement through P&C events and newsletters. • Evaluation of Alumni engagement through Towers Alumni newsletter and events involving alumni. 	
	<p>Staff</p> <p>Staff find their work both personally and professionally rewarding with positive reciprocal relationships.</p>		