

School plan 2018-2020

Glenmore Park High School 8276



School background 2018–2020

School vision statement

At Glenmore Park High School we have an embedded culture of innovative, nurturing learning that encourages staff, students and parents to set high expectations and equip students with the tools to be successful, creative, confident individuals. Our school is inclusive and offers an extensive range of opportunities for staff and students through working in partnership with our wider community. Our staff are committed to providing a quality, dynamic education through leadership that inspires learning.

School context

Glenmore Park High School is a large, co-educational, comprehensive community school in Western Sydney located in a community experiencing significant growth. The school provides excellent opportunities for individual student success and celebrates outstanding student achievement across a comprehensive range of areas. The enrolment for 2018 is 866 students, with 24 students in Support Classes. 11% of students enrolled in 2018 are from non-English speaking backgrounds. There is a significant number, 7%, of Aboriginal and Torres Strait Islander (ATSI) students. The school is committed to promoting its cultural diversity. The school has extremely strong connections with our wider community, including 7 partner primary schools (GPLA), Western Sydney University (WSU), our local Aboriginal Education Group, Penrith high schools (PEA) and local businesses. Through these connections we are able to provide holistic, innovative, supportive educational opportunities for all our students. We challenge our students to take responsibility for their learning, to become lifelong learners and confident, caring citizens. We achieve this through quality teaching and inspirational, unique learning experiences. Our school is inclusive, catering for all students including high academic achievers, and students with further support needs. Students are provided an extensive range of extracurricular opportunities including, but not limited to, sport, creative and performing arts, leadership, debating and public speaking, STEM, Horticulture and Textiles Clubs.

School planning process

In 2017 we began a comprehensive process across the school and wider school community to review current data and practices. This process was done in consultation with students, staff, parents and our wider community partners. The process, guided by the School Excellence Framework, included a reflection on, and review of current strengths and areas of expertise. It also provided opportunities to explore areas for development across the school. Data was collected from a wide range of areas, including student, staff and parent surveys.

Our planning and evaluation team is inclusive of all staff and is led by the Principal, Deputy Principal's, Executive staff and program/initiative leaders/coordinators.

The Senior Executive have been involved in leading staff through an evaluation process of whole school programs and school activities, informed by a range of data. This is an ongoing process and has culminated in our 2018–2020 target areas: Strategic Direction 1– Dedicated staff delivering high quality teaching and learning through collaborative, reflective practices. Strategic Direction 2– Students are creative, critical, engaged learner supported towards personal excellence. Strategic Direction 3– Nurturing inspired, empowered leaders in a strongly engaged community.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Dedicated staff delivering high quality teaching and learning through collaborative, reflective practices.

Purpose:

Student learning is underpinned by high quality teaching. Teaching is distinguished by universally high levels of professionalism and commitment. Lessons and learning opportunities are engaging and teaching strategies are evidence-based. Individually and collaboratively, teachers evaluate the effectiveness of their practices, including sophisticated analysis of student engagement, learning growth and outcomes, to plan for the ongoing learning of each student in their care. Teachers take shared responsibility for student improvement and contribute to a transparent learning culture, including through the observation of each other's practices.

STRATEGIC DIRECTION 2

Students are creative, critical, engaged learners supported towards personal excellence.

Purpose:

Teachers utilise information about individual students' capabilities and needs to plan for students' learning so as to engage them in rich learning experiences, developing the vital skills for flourishing—now and in future years. Teachers work in partnership with parents as active participants in their children's education through sharing information about learning development. Together, our community works to support students to make successful transitions to future learning and employment, with the skills to make informed contributions as citizens and leaders.

STRATEGIC DIRECTION 3

Nurturing inspired, empowered leaders in a strongly engaged community.

Purpose:

Developing and sustaining systems that support the highest, quality educational opportunities is achieved through our school-wide culture of high expectations and our shared sense of responsibility and commitment to helping all students realise their potential. Through our connections and engagement with our wider community students are ensured extensive opportunities and pathways to success, whilst also ensuring a relevant and sustainable continuum of learning.

Strategic Direction 1: Dedicated staff delivering high quality teaching and learning through collaborative, reflective practices.

Purpose

Student learning is underpinned by high quality teaching. Teaching is distinguished by universally high levels of professionalism and commitment. Lessons and learning opportunities are engaging and teaching strategies are evidence-based. Individually and collaboratively, teachers evaluate the effectiveness of their practices, including sophisticated analysis of student engagement, learning growth and outcomes, to plan for the ongoing learning of each student in their care. Teachers take shared responsibility for student improvement and contribute to a transparent learning culture, including through the observation of each other's

Improvement Measures

100% of teaching staff have engaged in Instructional Rounds.

Increase in top 2 Bands in NAPLAN by 8%.

Increase the proportion of students demonstrating active engagement with their learning.

People

Students

High expectations of each student is supported by effective mechanisms and strategies, including a broad curriculum, that support every students learning needs—ensuring students achieve their potential.

Explicit teaching and systemic processes are underpinned with strong foundation in literacy and numeracy.

Staff

Share expertise, collaboratively reflect on practice, aim for high levels of contemporary content knowledge underpinned by evidence based strategies.

Feedback focusses on improving tasks, processes and students self regulation.

Access skills and training targeted at data analysis to inform future directions.

Leaders

Support teachers professional learning, take a central role in collaborative networks and identify strengths and areas for development in the school.

Leaders are committed to the implementation of programs for literacy (ALARM) and numeracy as well as whole school wellbeing strategies.

Parents/Carers

The school establishes strong partnerships with parents informing them about the progress of their child.

Processes

Professional Learning Instructional rounds are used to develop a common understanding of teaching and learning to focus on school-wide improvement strategies.

Staff reflect on their practice, collaborate with others and incorporate contemporary knowledge and practice into their teaching practice.

Growth Mindset/PBL

Strengthen the link between Learning Intentions, success criteria and positive feedback to develop whole school processes for the implementation of growth mindset across all faculty areas.

Literacy and Numeracy

To further develop a strong foundation in literacy and numeracy through targeted programs supporting student achievement in these areas.

Evaluation Plan

Progress towards improvement measures will be evaluated through: student and school data analysis (SCOUT), student behaviour data analysis, student, parent and community satisfaction surveys (TTFM), evaluation of consistent use of school processes and procedures, evaluation of classroom environments, teaching and learning program supervision, student focus groups and internal student data.

Practices and Products

Practices

Collaboration through Instructional Rounds creates coherence for whole school instructional improvement, building shared language and understanding of quality teaching and learning.

Implementation of the ALARM Matrix across the school developing an enquiry based approach to literacy, seeking a deep understanding and common language across faculties.

Continued development of the PEA and GPLA partnerships maximise student subject choices, continuum of learning and shared staff professional learning.

Products

A culture of excellence is enhanced by a school-wide approach to teaching practice through Instructional Rounds, developing understanding of most effective practice.

Implementation of learning platforms and common feedback practices supporting a Growth Mindset. Development of a Wellbeing Matrix that supports both students collectively and individually.

Through ALARM students demonstrate deeper understanding of content, employ inquiry and reflection to create responses reflecting higher order thinking.

Strategic Direction 2: Students are creative, critical, engaged learners supported towards personal excellence.

Purpose	People	Processes	Practices and Products
Teachers utilise information about individual students' capabilities and needs to plan for students' learning so as to engage them in rich learning experiences, developing the vital skills for flourishing—now and in future years. Teachers work in partnership with parents as active participants in their children's education through sharing information about learning development. Together, our community works to support students to make successful transitions to future learning and employment, with the skills to make informed contributions as citizens and leaders.	<p>Students</p> <p>Use of internal expertise and external agencies to support student wellbeing programs</p> <p>Explicit teaching of future focused learning skills such as communication, critical thinking, collaboration and cooperation in all KLAS.</p> <p>Staff</p> <p>Professional Learning for staff on future focused learning, student wellbeing and differentiation. This will be driven by a common platform of a growth mindset.</p> <p>Parents/Carers</p> <p>Use of external agencies through parent workshops such as “Elevate” to help support culture of high expectations and student wellbeing programs.</p> <p>Parents and Carers develop greater understanding of differentiation through involvement in personal learning plans for their children.</p> <p>Community Partners</p> <p>Relationships with community organisations (such as SIP and business supporters) are further fostered to provide further post school pathways for students.</p> <p>Leaders</p> <p>School leaders build skills to support wellbeing, future focused learning and differentiated learning as part of their own development.</p>	<p>Student Wellbeing</p> <p>Positive student wellbeing is an essential element of all student achievement. Schools that excel in this area have comprehensive and sequential whole school platforms that address all key areas of wellbeing.</p> <p>Student Centred Learning</p> <p>Our students come from a wide range of backgrounds, with a range of skills and abilities. Personalising learning, informed by data, is a key platform of making learning more accessible to students.</p> <p>Future Focused Learning.</p> <p>The skills required for active participation in our society include recognition of constant change and a culture of lifelong learning. The platforms available to present knowledge will grow, and it is the important role of educators to provide the tools to decode, analyse and evaluate information sources.</p> <p>Evaluation Plan</p> <p>Progress towards improvement measures will be evaluated through: student self assessment, student behaviour data analysis, student, parent and community satisfaction surveys (TTFM), student and school data analysis (SCOUT), evaluation of consistent use of school processes and procedures, evaluation of classroom environments, teaching and learning program supervision, student focus groups and internal student data.</p>	<p>Practices</p> <p>Future focused learning programs are integrated in all stages of student learning.</p> <p>Staff use a common language around explicit teaching and detailed feedback to all students. Learning relates to authentic issues and themes and is measured with valid and authentic assessment tasks.</p> <p>Student choices inform a best fit curriculum structure that easily adapts to changing choice trends of students. Staff training and development focuses on dynamic curriculum offerings.</p> <p>A whole school wellbeing matrix supports student wellbeing through Growth Mindset and PBL supported by effective use of schools systems, community resources. Student wellbeing and learning needs are identified and catered for.</p> <p>Products</p> <p>That future focussed learning programs such as STEAM are developed and integrated as a core part of the school curriculum.</p> <p>Individual student learning is informed by a growth mindset that explicitly recognises the process of learning.</p> <p>Implementation of learning platforms and common feedback practices supporting a Growth Mindset. Development of a Wellbeing Matrix that supports both students collectively and individually.</p>
Improvement Measures			
Increased staff confidence in use of data to inform planning.			
Increase percentage of students with mentors and personalised learning plans.			
Raise students awareness of their own learning journey, including recognising strengths and areas for growth.			

Strategic Direction 3: Nurturing inspired, empowered leaders in a strongly engaged community.

Purpose	People	Processes	Practices and Products
<p>Developing and sustaining systems that support the highest, quality educational opportunities is achieved through our school-wide culture of high expectations and our shared sense of responsibility and commitment to helping all students realise their potential. Through our connections and engagement with our wider community students are ensured extensive opportunities and pathways to success, whilst also ensuring a relevant and sustainable continuum of learning.</p>	<p>Students</p> <p>Provided with a wide range of opportunities, across the school and wider community, to enhance connections and leadership skills.</p> <p>Staff</p> <p>Engage with opportunities to enhance their own leadership skills in a supportive, collaborative school community.</p> <p>Staff align to a Strategic Direction team to planning and reviewing Milestones.</p> <p>Parents/Carers</p> <p>Parents/Carers remain updated through a range of communication platforms and are encouraged to engage in planning and operation of school where appropriate.</p> <p>Community Partners</p> <p>Collaborate with staff to develop partnerships which enhance student opportunities. GPLA and PEA provide further opportunities for student and staff leadership.</p> <p>Leaders</p> <p>Leaders implement targeted whole staff professional development and provide ongoing professional learning, and leading opportunities for staff.</p> <p>Review and refine PDP processes.</p> <p>Strategically plan, resource and implement processes to ensure school-wide quality teaching practices.</p>	<p>Lifelong Learning</p> <p>Fostering a positive workplace culture where staff share a sense of responsibility for student engagement, learning and success and collaborate and support each other to achieve best practice. Strategic, targeted professional learning supports PDP and school targets and accreditation.</p> <p>Developing Strong, Effective, Strategic Leadership</p> <p>Extensive opportunities are provided to both staff and students to extend and build their leadership capacity. These opportunities are provided both within our school community and also, our wider community.</p> <p>Community Partnerships</p> <p>Links within our community are vast and provide staff and students with broader connections and wide ranging opportunities. Parent and community input is valued and is used to inform evaluations and future planning. Partnerships support a continuum of learning for students.</p> <p>Evaluation Plan</p> <p>Progress towards improvement measures will be evaluated through: staff surveys and reflections, student, parent and community satisfaction surveys (TTFM), data on staff and student engagement in leadership roles, monitoring and evaluating effectiveness of community partnerships and its effect on student engagement through focus groups, data analysis on school communication modes and parent and community surveys and interviews.</p>	<p>Practices</p> <p>Full Implementation of Instructional Rounds with 100% of teaching staff participating in the rounds, ongoing professional learning, feedback and evaluation.</p> <p>Evaluation and review of PDP processes across the school.</p> <p>Continued development of partnerships to enhance student learning and provide further leadership opportunities for staff and students.</p> <p>Review and update of school communication practices with school and wider community.</p> <p>Products</p> <p>School wide systems are in place to ensure best practice in the delivery of teaching and learning.</p> <p>Implementation on improved, consistent PDP processes for all staff.</p> <p>School community is regularly updated and consulted to inform future planning and evaluation for school improvement.</p>
Improvement Measures			
<p>Increased staff collaboration reflecting on best practice to inform their own practice.</p>			
<p>Increased numbers of students and staff in a broad range of leadership roles.</p>			
<p>Review and revamp school website. Increase in number of views on web and social media sites.</p>			