



School plan 2018-2020

GyMEA Technology High School 8386



**GyMEA Technology
High School**

INSPIRE. LEARN. SUCCEED.

School background 2018–2020

School vision statement

The school's vision is encompassed within the school mantra, Inspire Learn Succeed, and is based on the premise that our students' success relies on the school community engaging and inspiring our students as 21st century learners.

Our vision sees all students at Gymea Technology High School achieving success through pursuing:

excellence within academic study,

wide ranging and adaptive sports programs,

extra-curricular experiences that develop character, citizenship and leadership,

digital skills and citizenship,

experiences in creative and performing arts.

This inspiration for learning and success is further achieved through an environment that is welcoming, well-resourced and relevant to the learning of our current generation of students that supports collaborative and creative outstanding learning experiences.

School context

Gymea Technology High School is a co-educational, comprehensive high school with a focus on 21st century teaching and learning. Opportunities within and outside the classroom inspire students to engage in their learning and strive for personal success.

The school has implemented Positive Behaviour for Learning which develops all students as safe, respectful learners within the school and wider community. Our students enjoy a positive and safe learning and social environment that contributes to their growing success.

Learning in this digital age inspires collaboration, creativity, critical thinking and effective communication. This is the approach that underpins the direction of teaching and learning at Gymea.

The Gymea Technology High School community prides itself on the variety and diversity of opportunities offered to students both within the curriculum and through extra curricula activities. Our students do some amazing things that allow them to grow both socially and academically, while being supported through quality programs to enjoy school life.

School planning process

Throughout 2017 the school undertook a review of its vision and directions through a comprehensive consultative process.

This process included:

Workshops with staff and parents, in addition to student focus groups

Evaluation of the 2015–2017 school strategic plan

Student, parent and staff surveys covering areas of staff and student learning

Student leaders and extra circular group directions and ambitions.

The discussion amongst staff, parents and students that occurred through 2017 all commenced with developing a vision for school focusing on the school mantra – Inspire Learn Succeed. The focus areas for the school's strategic directions naturally developed after this consultation. The focus areas for 2018–2020 centre on engaging learners in all areas of the school curriculum; enhancing student wellbeing; and establishing professional learning that enhances quality teaching.

The planning process culminated in a shared responsibility and ownership in the preparation, review and presentation of the plan by the school.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Engaging learners in all areas of school curriculum

Purpose:

To deliver inspired learning that is relevant to the needs of our students and develop explicit direction that will bring about student success. We will focus on equipping our students with the experiences and skills to engage and be self-directed with their learning.

STRATEGIC DIRECTION 2

Enhancing student wellbeing

Purpose:

To provide all students with understanding and skills to support their social and academic development. We will focus on nurturing student connectedness to the school community and developing staff capacity to assist students in a wide range of wellbeing areas.

STRATEGIC DIRECTION 3

Professional learning to enhance quality teaching

Purpose:

To foster a culture of continuous improvement in teaching and learning practices and student wellbeing. We will focus on developing staff capabilities and confidence in evidence based pedagogy and to build a culture of lifelong learning amongst all teaching staff.

Strategic Direction 1: Engaging learners in all areas of school curriculum

Purpose

To deliver inspired learning that is relevant to the needs of our students and develop explicit direction that will bring about student success. We will focus on equipping our students with the experiences and skills to engage and be self-directed with their learning.

Improvement Measures

- Increased proportion of students completing assessment tasks in the high achievement range.
- Positive growth of student performance within all bands in areas of literacy and numeracy.
- Improved perception and confidence in students self-regulating their learning.
- Increased proportion of students performing in the top two bands in Numeracy and Literacy.

People

Staff

Teachers: Will engage in professional learning and share quality practice in summative and formative assessments.

Students

Students: Will be surveyed and guided through activities that build their ability to self-regulate in the areas of organisation and learning.

Parents/Carers

Parents: Will be included in the processes through shared learning of resources around assessment and student regulation to support their children.

Processes

Programs

- Continue to develop best practice with student assessment.
- Further develop, through a continuum of support, integrated approaches to better equip students to self-regulate their learning.
- Develop explicit teaching practice to support the school's embedded literacy strategy.
- Improve student learning and teaching activities through integrated feedback strategies.

Evaluation Plan

Evaluation Plan

Progress towards improvement measures will be evaluated by internal achievement data in assessments; internal and external data in literacy and numeracy; and staff and student surveys of learning success.

Practices and Products

Practices

Practice: All KLAs will utilise and be guided by explicit practice using school approaches to summative and formative assessment of student learning.

Practice: The school's literacy strategy is evident in all student learning and assessment activities.

Practice: Students' work in numeracy is differentiated in learning and assessment activities that allow ongoing success for all students.

Products

Product: Support programs are embedded across all year groups that provide guidance and support for student study and information skills.

Product: STEM and Project Based Learning initiatives are implemented across key learning areas.

Strategic Direction 2: Enhancing student wellbeing

Purpose

To provide all students with understanding and skills to support their social and academic development. We will focus on nurturing student connectedness to the school community and developing staff capacity to assist students in a wide range of wellbeing areas.

Improvement Measures

- Positive growth in student perception on elements of school connectedness.
- Improved trends in social and academic development, using wellbeing and resilience framework questionnaires.
- Increased student engagement observable through school referrals and welfare entries.

People

Staff

Teachers: Will engage in professional learning to build capacity that will assist students in a wide range of wellbeing areas.

Teachers: Will deliver, support and work alongside other professionals to provide meaningful and relevant wellbeing support and programs for students.

Students

Students: Will be involved in focus groups and complete surveys to guide responsive wellbeing approaches.

Parents/Carers

Parents: Will have opportunities to learn about school / student wellbeing programs and the activities in wellbeing their children are involved in.

Processes

- Development of a wellbeing curriculum that maps across the calendar year and across year groups.
- Quality professional learning for teachers to build capacity to support student wellbeing needs.
- Student voice opportunities in wellbeing that identifies relevant needs and sources of support and communication, while working towards a stronger culture of connectedness in the school.
- Enhanced Positive Behaviour for Learning program that draws increases student involvement and school community citizenship.

Evaluation Plan

Evaluation Plan

Progress towards improvement measures will be made through use of internal engagement data and through a range of questionnaires directed to student, teachers and parents. Evaluation will be made using the Wellbeing Framework assessment tool.

Practices and Products

Practices

Practice: All staff are equipped with skills to exercise professional support and intervention on the range of student wellbeing needs.

Practice: Students engage in wellbeing initiatives and school practices that contribute to their development, connectedness and health.

Practice: All students and staff enjoy a leaning community that is safe, inclusive and respectful, while contributing to effective learning.

Products

Product: A wellbeing curriculum continuum is developed and guides student wellbeing direction.

Strategic Direction 3: Professional learning to enhance quality teaching

Purpose

To foster a culture of continuous improvement in teaching and learning practices and student wellbeing. We will focus on developing staff capabilities and confidence in evidence based pedagogy and to build a culture of lifelong learning amongst all teaching staff.

Improvement Measures

- Student perception surveys highlighting learning activities enhanced by teacher professional learning.
- Increased staff confidence and engagement in sharing of teaching practice.
- Staff satisfaction feedback on all elements of professional learning organisation.

People

Staff

Teachers: Develop their capabilities and confidence in exploring and implementing Project Based Learning and STEM activities within teaching and learning programs.

Teachers: Engage in professional learning communities within the school to deepen understanding and share knowledge and practice surrounding quality teaching. This includes assessment, literacy and student self-regulation strategies.

Teachers: Undertake professional learning with intrinsic connections to their own professional growth.

Processes

- NESA accreditation for all teachers supported through planned and relevant professional learning and activities.
- Using varied forms of feedback to direct teaching and learning which is developed as practice across all areas of the school through ongoing learning.
- A strong focus on assessments, literacy and wellbeing will guide the professional learning community activities of the school.

Evaluation Plan

Progress towards improvement measures will include peer observation rounds, teacher focus groups, surveys of teachers and students, and ongoing participant evaluation of all professional learning sessions.

Practices and Products

Practices

Practice: Professional learning activity is planned, linked to strategic directions and allows for ongoing learning that is guided by evaluative practices.

Practice: All staff contribute to professional learning and growth within the school.

Products

Product: All staff are actively engaged in their professional learning and maintenance of teacher accreditation.

Product: All staff operate as part of the school's professional learning community, exhibiting a commitment to lifelong learning.