School plan 2018-2020

Granville South Creative and Performing Arts High School 8436

School background 2018–2020

School vision statement

Granville South Creative and Performing Arts High School (GSCAPAHS) is a community and partially selective school emphasising student engagement and success. Its motto is "Do Unto Others".

The schools main focus is on improving student learning outcomes through quality teaching practices underpinned by targeted whole school teacher professional learning. We are committed to developing a learning culture which emphasises critical thinking and ensures students develop self–discipline in their study habits.

Our wellbeing systems provide a safe, respectful and caring learning environment; encouraging personal excellence; promoting relevant learning experiences; and supporting student participation and success.

School context

GSCAPAHS is in Guildford, Western Sydney, and has an enrolment of approximately 550 students including approximately 90% from language backgrounds other than English, from over 47 nationality backgrounds and 6 Aboriginal/Torres Strait Islander students. It includes a Support Unit with 5 classes of mild and moderate intellectual disability, and a selective Creative and Performing Arts stream. GSCAPAHS is close to Holroyd and Chester Hill IEC's, with students transitioning to mainstream education from diverse backgrounds.

The 2017 FOIE is 170 and the school budget allocation includes Equity funding for Socio–Economic Background, English Language Proficiency and Low level Adjustment for Disability.

The school has been partially selective in the Creative and Performing Arts since 2012. Students audition for selection in dance, drama, music, visual arts or circus and undertake 5 hours of specialist extension workshops and ensembles per cycle in classes of students from yrs 7–12. Ensemble students make up about 15–20% of the student population. Ensemble students enter competitions, perform in festivals and support school events. An annual performance at Parramatta Riverside Theatre showcases the diverse talent of GSCAPAHS students.

GSCAPAHS runs programs supported by a range of groups including Granville Multicultural Community Centre, ABCN, Cumberland Council, Creating Chances, Granville TAFE, UNSW, and WSU.

School planning process

GSCAPAHS consulted with staff, parents and students in preparation of this Strategic Plan:

Staff – 'Tell them from me' and whole staff planning meetings

Parents – 'Tell them from me'. Invitation to policy development meetings and discussion groups. P and C.

Students – 'Tell them from me'

Staff consultation included a staff meeting on strategic planning in term 4 2017 where staff in SEF groups analysed the schools current practice, the current school plan, evidence from External Validation conducted in 2017 and proposed improvement priorities.

The 2017 Executive Conference in term 4 focused on analysis of data from staff, parents and students and feedback from the staff consultation meeting to prepare a draft of the school plan based on the School Excellence Framework – *Learning, Teaching and Leading.*

Development of the 3 areas, *Learning, Teaching and Leading* was led by senior executive, with further planning in several executive meetings.

Whole staff consultation on the plan was managed at the final staff professional development day 2017, where process teams, planned milestones for each of the 3 years, 2018–2020.

The plan and milestones for 2018 were then refined and finalised through consultation with staff and P&C early 2018.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1
LEARN Empower students to be engaged, future focused learners who have aspirations for personal growth.

STRATEGIC DIRECTION 2
LEAD Develop skilled leaders who foster high expectations, model current best practice and promote community engagement

STRATEGIC DIRECTION 3
TEACH Build capacity of teachers to self–reflect collaborate deliver evidence based future focused practice catering for diverse student needs.

Purpose:

Create a future focussed positive learning environment where students are able to demonstrate their learning in an individualised way.

Purpose:

Instructional leadership that models high expectations, self–reflection, evidence based practice and collaborative practice will enable:

- Commitment to high expectations and continuous improvement in the learning culture
- Passionate and skilled staff who inspire life longlearners
- Stronger community engagement

Purpose:

At GSCAPAHS teachers:

- strive to implement the most effective, evidence–based teaching methods
- are provided frequent and explicit opportunities to develop and refineteaching practices to meet the needs of students, to ultimately improve student learning outcomes.
- model outstanding classroom practices in promoting improved student learning and engagement

Strategic Direction 1: LEARN Empower students to be engaged, future focused learners who have aspirations for personal growth.

Purpose

Create a future focussed positive learning environment where students are able to demonstrate their learning in an individualised way.

Improvement Measures

1. Improvement in student engagement indicated by:

- 'Tell Them From Me' student survey items relevant to engagement being close to state average and/or improved

- Sentral attendance and wellbeing data indicates improvement

2. 'Tell Them From Me' – Teacher items (Data informs practice, Overcoming obstacles to learning and Quality feedback) are close to state average and/or improved

3. Increased percentage of students demonstrating expected or above growth in year 9 NAPLAN

People

Students

Provide timely and honest feedback to teachers and each other on learning experiences

Staff

Work collaboratively to ensure that pedagogy aligns with SIT priorities and changes in school wide assessment practices

Provide timely and honest feedback to other teachers on teaching practices

Parents/Carers

Engage in information activities around teaching and assessment strategies.

Engage in the Sentral parent portal to support student progress in attendance, wellbeing and learning

Community Partners

University partnerships, alternative education settings and external agencies to open up opportunities for all students

Leaders

Provide timely and honest feedback to teachers and each other on teaching and leadership practices.

Provide timely and honest feedback to each other relating to wellbeing, student learning/pedagogy priorities and assessment.

Processes

Student Wellbeing

Strengthen the whole school approach to student wellbeing where students are connected, succeeding and thriving at each stage of their schooling

Assessment

Develop and implement a whole school approach to assessment where students can demonstrate learning and skill development on an individual basis. Ensure assessment reflects analysis of data and whole school teaching and learning priorities.

Measuring Student Growth

Build capacity of staff and develop systematic processes for plotting student growth on the Literacy and Numeracy progressions. Implementing strategies for individual improvement and for measuring student growth.

Evaluation Plan

Student Wellbeing

- 'Tell Them From Me' – Student

- Sentral data – *attendance, truancy, N determinations, grade point average, merit points, wellbeing incidents etc* analysed to identify trends, improvements, and determine areas to address in student wellbeing and by PBL team.

- PBL data collection tools

Practices and Products

Practices

Student Wellbeing

- Explicit reference to The Wellbeing Framework will be utilised in TPL

- Teaching and Wellbeing programs will reflect the Wellbeing Framework elements of Connect, Succeed and Thrive.

- Teaching practice and wellbeing programs will reflect PBL priorities

- Sentral will be used for data input and analysis

- Wellbeing programs will be evaluated using student feedback (survey monkey) and Sentral data, to determine value add and costing for accountability

- Wellbeing and PBL team will analyse data each term for continuous improvement

- All staff will implement the schools attendance policy and merit reward systems

- Teachers, parents and students will be consulted and trained in effective use of Sentral

Assessment

- The school assessment team will guide whole school improvement in assessment practices

- A whole school assessment mapping process will be implemented to monitor task types, distribution of assessment and determine improvement focus areas

- Assessment information will be

Strategic Direction 1: LEARN Empower students to be engaged, future focused learners who have aspirations for personal growth.

Processes

Assessment

- Tell Them From Me – Student and teacher

- Sentral data – *N determinations (Assessments) and grade point average* analysed to identify improvements.

- Faculty feedback surveys provided to students to evaluate assessment experiences, and data collated on these

- Faculty Program compliance analysis reports and faculty/focus area review reports analysed to determine assessment trends.

Student Growth Measures

- Analysis of accuracy, frequency of updates and use by staff of literacy and numeracy progressions data in Sentral

- Analysis of staff training and implementation of student testing procedure and implementation of visible learning strategies

- Analysis of student growth in Grade Point Averages and literacy and numeracy progressions

- Analysis of student growth in year 9 NAPLAN

Practices and Products

communicated to parents and students (Sentral Parent and Student Portals, webpage etc)

- Staff will be engaged in ongoing improvement of assessment practice informed through self–reflection and student feedback

Measuring Student Growth

- Strategies will be implemented to target areas of need in Literacy and Numeracy based on testing and plotting trends, for individuals and groups.

- Implement Visible Learning strategies so that students can be involved in understanding their own learning progressions.

- Utilise Sentral to document growth on the progressions.

- Grade Point Averages will be analysed each semester for trends and to identify need for implementation of improvement strategies

Products

Student Wellbeing

- Up–to–date, detailed and accurate data for wellbeing, alearning and attendance will be available on Sentral and the portals.

- Wellbeing and PBL reflect the Wellbeing Framework's key concepts: connect, succeed and thrive

Strategic Direction 1: LEARN Empower students to be engaged, future focused learners who have aspirations for personal growth.

Practices and Products

- Wellbeing and PBL reflect school priorities and address students' needs

Assessment

- Assessment for/as/of learning widely embedded into all KLAs (formative assessment)

- Reporting reflects future focussed learning skills and differentiated tasks

- Assessment mapping accessible to staff, students and parents

- There will be visible alignment of assessment across the whole school, based on NESA expectations and school priorities including documentation

Student Growth Measures

- Testing of students on literacy and numeracy progressions reflected on Sentral for whole school access.

- Student measures reflected in IEPs

- Grade Point Average data accessible to Executive, Teaching and Learning Team and Wellbeing Team

Strategic Direction 2: LEAD Develop skilled leaders who foster high expectations, model current best practice and promote community engagement

Purpose

Instructional leadership that models high expectations, self–reflection, evidence based practice and collaborative practice will enable:

- Commitment to high expectations and continuous improvement in the learning culture
- Passionate and skilled staff who inspire life longlearners
- Stronger community engagement

Improvement Measures

1. Tell Them From Me – Teacher data close to state average and/or improved in relation to leadership items

2. Improvement in programming and practice quality with consideration to NESA expectations, school priorities and faculty plans.

3. Increased parent engagement in use of parent portal and attendance at school events

People

Leaders

Establish and improve processes which build the capacity of the school community to understand data and practices for ongoing improvement

Staff

Teachers: Build capacity of teachers to self reflect and collaborate with a focus on high expectations, creating engaging and productive learning environments, maintaining evidence based practices based on data analysis and promoting life long learning.

SASS: Engage in professional development that ensures current and collaborative practices in administration systems, structures and processes

Students

Build capacity of students to provide timely and meaningful feedback to teachers on learning culture in the classroom and teaching and learning practice

Parents/Carers

Engage and collaborate with the school for significant events, school planning/decision making, development of student ILPs, ITPs, IEPs and celebration and promotion of student success

Community Partners

Work collaboratively with the school to support teaching and learning priorities, support transitions of students and to promote success of the school in the

Processes

Building Leadership Capacity

The leadership team will engage in reflective practice and continuous improvement. They will foster and sustain a culture of high expectations for self and others.

All staff (including SASS) will have opportunity to engage in capacity building, decision–making and school planning and will be developed in use of language consistent with the schools strategic directions

Instructional Leadership

The senior executive will lead compliance and performance management to address NESA, DoE and school teaching and learning expectations. This will include compliance meetings and Annual Faculty/Focus Area reviews.

Capacity building for staff will include collaboration in implementing compliance and performance management

Community Engagement

The school will engage with and promote the schools strategic directions and success stories with the community so that the community can assist with service delivery.

The school will utilise collaboration and resources from the community to enhance teaching and learning and wellbeing.

Staff will be supported to improve communication via Sentral parent portal, phone calls, parent meetings.

Practices and Products

Practices

Building Leadership Capacity

- Faculties will establish in term 1, an evidence based *faculty plan* with goals, improvement measures and milestones, that explicitly aligns with the 3 school strategic directions. This will be monitored through faculty meetings each term.
- The SAM will lead implementation of the new SASS performance process.
- Staff will engage with professional networks and share TPL with staff.
- School TPL will be linked to schools strategic directions and explicitly communicated to staff.
- Whole staff will engage in school planning eg: milestoning, reflections and projections

Instructional Leadership

- Staff will implement practices consistent with NESA, DoE and school teaching and learning expectations.
- Annual faculty/focus area reviews will involve staff, students, parents and DoE representatives, with analysis using the SEF
- Compliance meetings will involve professional dialogue with head teachers and teaching staff.
- Staff will regularly collect and evaluative data from students on learning culture in

People

community

Processes

Evaluation Plan

Building Leadership Capacity

- Tell Them From Me –Teacher

- TPL data – leadership related

- Integration of Strategic Plan Priorities explicitly address in related TPL presentations

Instructional Leadership

- Tell Them From Me –Teacher Items

- Faculty Program compliance analysis reports and faculty/focus area review reports

- Faculty feedback surveys provided to students to assess T/L experiences

- Student exit surveys including VET

Community Engagement

- Tell Them From Me –Parent

- Sentral data – parent use of portal, staff use of parent portal

- Parent engagement –ITPs/ILPs/IEPs, attendance at events, P/T night, subject selection, celebrations, harmony day etc

- Community Partnership Programs – consider quantity, engagement, purpose and costing to determine impact

Practices and Products

the classroom and teaching and learning practice and this data will be used in compliance meetings and faculty/focus area reviews to demonstrarte reflective practice and impact on teaching and learning.

Community Engagement

- The promotions team will actively engage in building a positive school profile in community. Structures will ensure school media is reflective of current practice and promotion priorities.

- Regular use of media (website, facebook, newsletter, sign) and parent portal by staff and parents

- Community partnerships will be aligned with strategic directions and focused on areas of greatest need.

- Parents will be consulted to plan engagement programs.

Products

Building Leadership Capacity

- Faculty contribution to annual report will be based on *faculty plan* evidence of attainment toward strategic directions.

- Milestone and school planning documentation will reflect input by project leaders, aspiring leaders and whole staff.

- SASS PDPs completed in line with DoE expectations

Strategic Direction 2: LEAD Develop skilled leaders who foster high expectations, model current best practice and promote community engagement

Practices and Products

Instructional Leadership

- Compliance checks will demonstrate that Teaching and Learning programs reflect school priorities, DoE and NESA expectations, and impact of data analysis including student feedback
- Annual faculty/focus area review reports will identify reflection against SEF and indicate areas of strength and recommendations for improvement.

Community Engagement

- Promotions calendar with targeted strategies to inform staff of expectations.
- Dialogue used by staff with whole school community is consistent with and demonstrates commitment to strategic directions
- Community Partners deliver programs consistent with schools strategic directions
- Regular engagement programs provided for parents

Strategic Direction 3: TEACH Build capacity of teachers to self–reflect collaborate deliver evidence based future focused practice catering for diverse student needs.

Purpose

At GSCAPAHS teachers:

- strive to implement the most effective, evidence–based teaching methods
- are provided frequent and explicit opportunities to develop and refineteaching practices to meet the needs of students, to ultimately improve student learning outcomes.
- model outstanding classroom practices in promoting improved student learning and engagement

Improvement Measures

1. Tell Them From Me':

- Teacher – data close to state average and/or improved in relation to collaboration, inclusive school, learning culture and planned learning opportunities
- Student – maintain state average and above for rigour, close to state and/or improved for expectations for success

2. Improvement in data informed teaching practice

3. Increased alignment of PDP goals and identified professional learning with school plan

People

Staff

Engage in professional development in data analysis (RAP, NAPLAN, Assessment Feedback, TTFM, etc.) and how it can be used to inform effective teaching.

Use differentiated teaching strategies and assessment approaches reflective of analysis of student learning needs

Staff will have ownership for their own professional development including networking responsibilities

Parents/Carers

Use SENTRAL Parent Portal to access key information in order to support students in their learning

Engage in school–wide decision making (to increase parent participation in child's learning and student learning outcomes)

Students

Engage in a wide range of learning opportunities including REAL World Learning and Future focused Learning practices.

Direct learning through feedback and opportunities to actively engage in planning processes

Leaders

Develop capacity of staff to analyse data, to establish and improve teaching and learning programs.

Offer greater opportunity for students to

Processes

School Improvement Team (SIT)

The SIT will plan delivery of high quality research informed TPL to address teaching and learning priorities including:

– currency in professional practice and future focused pedagogy

– strategies to support students to reach their academic potential.

– Collaborative practice through peer observation and team teaching including POP

– ongoing, regular, and consistent feedback to and from students to inform teaching and learning

– student–centred assessment and learning

Analysis of Data

There will be regular timed data analysis to inform planning at various levels. Staff capacity building will address:

– designing and using data tools

– data analysis skills

– use of SCOUT

– use of data analysis to differentiate learning and assessment

– consistency of feedback based on data analysis

– using data to inform programming

Practices and Products

Practices

School Improvement Team (SIT)

- Ongoing regular TPL on data informed and research based practice by the SIT.
- Plan, reflect on and improve teacher practice in relation to T&L priorities and future focussed learning
- Student feedback collected, analysed, and directly informs planning and assessment
- POP monitored and supported with TPL

Analysis of Data

- All teachers consistently engage in internal (grade point averages, wellbeing, learning progressions, student feedback, NCCD) and external (NAPLAN, HSC, RAP, TTFM) data analysis to inform teaching and learning practices
- Data analysis used to inform school–wide planning and to develop IEPs/ILPs/ITPs
- TPL plan developed for building capacity of all staff in collecting data, data analysis and how to use data to inform teaching practices

Professional Accountability

- Teachers to consider, with support of supervisors, Teaching Standards,

People

improve engagement in learning.

Engage in collaborative practice and team teaching, utilising instructional leadership skills, in the delivery of REAL World Learning.

Processes

All staff will be involved in HSC RAP analysis, sharing this analysis with the whole school including how the data has been used to inform teaching and learning.

Professional Accountability

There will be clear expectations for Accreditation, maintenance of accreditation and PDP's. Staff will be encouraged and supported when seeking higher levels of accreditation including Highly Accomplished and Lead.

Accreditation evidence and PDPs are to reflect consistency and commitment to whole school priorities

Evaluation Plan

School Improvement Team

- SIT analysis of POP focus areas alignment to school priorities

- TTFM teacher and student data

- Faculty evidence of implementation of SIT priorities, and TPL evaluation data

Analysis of Data

- Implementation of data analysis plan and feedback from TPL

- Use of SCOUT by staff

- TTFM teacher

- Faculty examples of explicit T&L

Practices and Products

school plan and faculty plan when preparing PDPs, and to include explicit evidence based observations

- System implemented to manage increasing numbers of staff accreditation and maintenance.

- The SAM will lead implementation of the new SASS performance process.

- Staff will be monitored and supported in completion of mandatory training

Products

School Improvement Team (SIT)

- REAL World Learning Project Based Learning programs to include SIT priorities

- Improved planning for assessment directly reflective of student feedback

- T&L programs, assessment practices and reporting reflect SIT priorities and feedback from evaluative and reflective practice

- Teaching practices in place to reinforce school priority areas identified through the SIT.

Analysis of Data

- TPL on data analysis, to impact teaching and learning practice and celebrate success

- Plan for regular and timely data analysis

- Teaching and learning programs visibly reflect impact of data analysis including

Strategic Direction 3: TEACH Build capacity of teachers to self–reflect collaborate deliver evidence based future focused practice catering for diverse student needs.

Processes

informed by data analysis

Professional Accountability

- Tell them from me teacher
- Data on mandatory training completion and myPL registration for school based TPL
- Participation in higher levels of accreditation
- Data on PDP implementation

Practices and Products

student feedback

- Staff are able to competently articulate their analysis of data and impact on teaching and learning
- IEPs/ILPs/ITPs reflect strategies impacted by data analysis, aligned to individual learning needs and progress, and are regularly updated

Professional Accountability

- PDPs include standards and links to school plan and faculty plan, including evidence based observations
- MyPL registration to assist with "self–identified" school based TPL maintenance hours
- SASS PDPs completed in line with DoE expectations