

School plan 2018-2020

Glendale High School 8466



School background 2018–2020

School vision statement

Glendale Technology High School teaches the whole child to develop into a rounded individual who has a strong sense of social responsibility and the skills, knowledge and understanding to break out of generational cycles. Through sustained, continuous, focussed effort to lift student achievement and challenge perceptions together with our community we will create a school where the students who attend poorly prepared will become more co-operative and motivated, ready to develop the necessary skills for their future success.

School context

Glendale Technology High School is a comprehensive 7–12 school with an enrolment of 805 students including approximately 104 Aboriginal students. The school values positive partnerships with the Parents and Citizens' Association (P&C) and is an integral member of the Inspiration, Innovation and Learning Alliance. (IILA) The school is situated on picturesque grounds, alongside Glendale TAFE and is easily accessible being located on a major crossroads of main distributors to the Newcastle and Lake Macquarie areas. The school has a depth of experienced teachers with only 8 teachers early in their career. Staff are committed to supporting students' achievement of their life goals. The school achieves strong sporting results in a variety of fields and models a balance between extra-curricular and curricular activities supporting the development of all round students. .Our school's FOEI (Family Occupation and Education Index) is 127 compared with the NSW state average of 100. External student performance trend data indicates an under performance in comparison to state. 57.5% of students in Year 9 reading achieving less than expected growth and 58.7% in writing. In particular the school has work to do in raising future aspirations of all students.

School planning process

The school plan was developed by staff, students, parents and local business and is endorsed by the P&C. The implementation of the school plan will be monitored by the school executive and evaluated at the end of each semester. School teams will have the responsibility for ensuring the implementation of processes to ensure the achievement of the annual whole school, faculty and team products. School teams will measure and indicate success against performance measures indicated.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1 Quality Teaching

Purpose:

To create a learning environment that is engaging and responsive to the needs and interests of students. Within this environment teachers have high expectations of themselves and their students. Excellence in pedagogical practice is driven by formative assessment practices, evaluation and analysis of available data. Teachers take a shared responsibility for student improvement and contribute to a transparent learning culture, including the observation and sharing of each others' strong practice.

STRATEGIC DIRECTION 2 Quality Learning

Purpose:

Students become intrinsically motivated lifelong learners that take positive risks within their learning environment. They are challenged to become visible learners who set their own learning goals to drive personal achievement. Students engage in targeted learning that is contemporary and responsive to their needs.

STRATEGIC DIRECTION 3 Achieving Personal Growth

Purpose:

To foster a strengthened staff and student mindset of responsibility for personal growth and positive contribution to school and the wider community. To create a learning environment, where students are supported, mentored and empowered to make positive decisions and life choices related to education and social and emotional wellbeing.

Strategic Direction 1: Quality Teaching

Purpose

To create a learning environment that is engaging and responsive to the needs and interests of students. Within this environment teachers have high expectations of themselves and their students. Excellence in pedagogical practice is driven by formative assessment practices, evaluation and analysis of available data. Teachers take a shared responsibility for student improvement and contribute to a transparent learning culture, including the observation and sharing of each others' strong practice.

Improvement Measures

Increase in student engagement identifying that they are challenged through the Tell Them From Me by at least 9%

Increase the proportion of Aboriginal and Torres Strait Islander students in the top two NAPLAN bands for reading and numeracy by 30%

Increase the proportion of students in the top two NAPLAN bands by at least 8%

People

Leaders

Executive building the capacity of staff to lead teams in achieving outcomes collaboratively developed.

Staff

Teachers working as teams to collaboratively share effective strategies for explicit teaching methods.

Processes

Future Focussed Learning

Teachers draw on professional research and collaborative practice of future focused learning strategies to support the improvement of technology focused pedagogical practices within the classroom.

Explicit Teaching

Teachers establish clear learning goals for students and provide feedback against established and communicated criteria.

Data Analysis

Teachers trained in the use of a variety of data analysis techniques to drive planning and determine progress towards established student goals.

Evaluation Plan

Evaluation of the school plan will take place through the analysis of the following information:

- NAPLAN Data
- Progressive Literacy Data
- Teacher evaluation of lessons
- Student engagement data
- HSC Results

Practices and Products

Practices

All teachers utilising feedback and data to improve the pedagogical practices within their own classroom.

Staff apply consistent approaches to explicitly address learning goals and establish a positive classroom environment.

Products

Student mastery is ensured through teachers eliciting feedback so that student errors and misunderstandings are explicitly addressed.

Teachers display excellence in pedagogy through modelling and sharing effective strategies for explicit teaching methods and classroom management.

Teachers utilising their strong technology skills to engage students in future focused learning.

Strategic Direction 2: Quality Learning

Purpose

Students become intrinsically motivated lifelong learners that take positive risks within their learning environment. They are challenged to become visible learners who set their own learning goals to drive personal achievement. Students engage in targeted learning that is contemporary and responsive to their needs.

Improvement Measures

- Greater than a 9% reduction in the number of warning letters for not completing tasks.
- An increase of greater than 9% of students achieving at or above their expected growth.
- Student engagement identified through an increase in attendance greater than 3% across the whole school.

People

Students

Students engaged in their learning and setting high expectations for themselves.

Community Partners

Strong partnerships exist between the school and community ensuring many opportunities for students to excel.

Processes

Teachers collaboratively develop learning strategies which foster a desire for learning through encouraging students to find solutions to real world problems.

Teachers establish a supportive learning culture for students to ensure a continuity of learning which is challenging and maximises learning.

Teachers work with students to develop learning goals which prioritise their identified knowledge, understanding and skills.

Evaluation Plan

Evaluation of the school plan will take place through the analysis of the following information:

- NAPLAN Data
- Progressive Literacy data
- Student engagement data
- Tell The From Me data

Practices and Products

Practices

Students regularly utilise data to monitor their progression towards meeting their own learning goals.

Effective partnerships are developed with the community to improve understanding of student learning and strengthen student outcomes.

Products

Students present themselves as aspirational learners who set high expectations through their learning goals and demonstrate a commitment to the pursuit of excellence.

Students take responsibility for creating and showcasing their work for authentic audiences.

Strategic Direction 3: Achieving Personal Growth

Purpose

To foster a strengthened staff and student mindset of responsibility for personal growth and positive contribution to school and the wider community. To create a learning environment, where students are supported, mentored and empowered to make positive decisions and life choices related to education and social and emotional wellbeing.

Improvement Measures

Increase by 10% the percentage of students that value learning as identified by through Tell Them From Me survey.

Increase by 12% the number of students completing the HSC, transitioning into Cert III, or above training/education post year 10.

People

Students

Students monitoring their own success and advancing by their own determination.

Staff

Staff utilising a positive mindset to build aspirations and promote the use of positive language.

Processes

Supportive, positive, individual and encouraging practices to support students and staff achieve their personal goals.

Student Voice strongly evident connecting students stronger to the school community, university and employment.

Growth Mindset evident in all our words and actions better preparing students for a challenging world.

Evaluation Plan

Evaluation of the school plan will take place through the analysis of the following information:

- Tell Them From Me data
- Student Exit data
- Student Satisfaction data

Practices and Products

Practices

Student leadership group utilizing an action research model to address student concerns and lead improvement across the school.

Staff and students demonstrate an empowered sense of self and actively consider positive alternatives that encourage their personal growth and aspire to make a difference.

Products

Students have increased motivation and aspiration through improved guidance and direction with schooling and future careers.

Staff and students demonstrate an improved growth mindset.

Positive and respectful relationships are evident and widespread amongst the school community to promote student wellbeing to ensure optimum conditions for student learning and wellbeing across the whole school.

Higher aspirations for future career pathways.