



School plan 2018-2020

Granville Boys High School 8811

School background 2018–2020

School vision statement

At Granville Boys High School we are committed to educating a multicultural community of boys to become responsible global citizens.

We aim to develop rich, challenging and engaging learning where students are immersed in projects that are collaboratively developed within the community.

Our core belief of looking out for one another ensures that we are safe, respectful learners.

School context

Granville Boys High School (540 students, 99% Non English Speaking Background) is a partially academically selective secondary school with an intake of one class each year into Year 7. The school has a Support Unit with four classes, including one for students with autism, two classes for students with a mild intellectual disability and one for students with a moderate disability.

This wonderful, culturally and linguistically diverse community, which is significantly socio–economically disadvantaged, is supported by the New South Wales Government equity programs. It is located in Western Sydney, which is the most multicultural region in Australia. The majority of the boys who attend this school are of Arabic speaking background and Muslim faith. As well there are students from the nations of Africa who have recently arrived in Australia and students from South Pacific Islander backgrounds. A small percentage of the population of the school is of Asian background coming from countries that stretch from Afghanistan to the Philippines.

Our students' achievements reflect a wide range of interests. We are particularly proud of our music and dance ensembles, sporting teams and scholars. Students enjoy a wide range of learning experiences in partnership with the universities, cultural institutions and business and community groups. Our Pulse Café and our project–based learning are just two examples of the ongoing commitment of our students and staff to their school.

School planning process

This School Plan was developed using a consultative planning process during Term 4 2017.

Granville Boys High School Plan continues from the strategic direction of previous years based on the "GBHS Platform for Collaborative Education". The planning process led by the Senior Executive and consultation with teachers, parents and students was conducted through the various teams that operate within the school. These are as follows:

Executive

Faculties

Project–Based Learning Teams

Peer Coaching Groups

Parents and Citizens

Student Representative Council

Prefects

PBIS Team

Welfare Team

Learning Support Team

Finance Team

Work Health and Safety Team

Vocational Education and Training Team

Technology Team

Community Partnerships

Ongoing evaluation of data collected as part of the External Validation in 2017 was used to inform the planning

School background 2018–2020

School vision statement

School context

School planning process

Staff Conference and staff meetings shared the proposals for the plan and consultation occurred in the meetings. Feedback was sought and included as part of the development of the plan.

The Executive drafted the plan and it was again considered by stakeholders

School strategic directions 2018–2020

STRATEGIC DIRECTION 1 LEARNING

Purpose:

To support our students to make successful transitions to future learning and employment. By adopting consistent learning protocols and emphasising enquiry–focussed pedagogy our students will engage in rich learning experiences. As increasingly self–motivated, creative, problem solvers and critical thinkers they will become confident, informed citizens and leaders within our society.

STRATEGIC DIRECTION 2 TEACHING

Purpose:

To improve our teaching practice so that our teachers are committed and motivated to ensure that students' learning is highly engaging and successful. By adopting consistent teaching protocols and emphasising enquiry–focussed learning, teachers are able to collaboratively evaluate their effectiveness and reflectively adapt their practice to maximise students learning outcomes.

STRATEGIC DIRECTION 3 LEADING

Purpose:

To lead the school to ensure that the mission, operation and resources within are committed to fostering a school–wide culture of excellence. In collaborative partnerships with parents and the wider community we will prioritise high expectations and authentic relationships so that there is a collective responsibility for student engagement, learning development and success.

Strategic Direction 1: LEARNING

Purpose

To support our students to make successful transitions to future learning and employment. By adopting consistent learning protocols and emphasising enquiry-focussed pedagogy our students will engage in rich learning experiences. As increasingly self-motivated, creative, problem solvers and critical thinkers they will become confident, informed citizens and leaders within our society.

Improvement Measures

* Student engagement as measured by comparative wellbeing data improves

* Feedback from parents and community partners demonstrates an sophisticated understanding of enquiry focussed learning though consultation and participation in the design of student learning programs

* Naplan results for year 7 & 9 are at or above state average

* Value added in Naplan results is above state average.

* Formative assessment and reflections on student learning from PBL demonstrates creativity, collaboration, critical thinking and communication

* Retention and achievement data demonstrates Stage 6 students are well prepared for their future

People

Students

Students will have opportunities to direct their own learning as they enquire into solutions for complex problems and develop their skills and maximise their potential.

Staff

Staff will develop their capacity to create innovative learning and an inclusive curriculum for students by collaborating with colleagues to reflexively develop their pedagogic skills and knowledge.

Parents/Carers

Parents will develop close collaborative relationships with the school to ensure that their children are educationally advantaged by this relationship.

Community Partners

Community partners will contribute their expertise to assist the school to build an inclusive curriculum that is easily accessed by students and provides a bridge to greater understanding of the Australian community.

Leaders

Executive will lead the collaboratively developed professional learning for staff to build a successful team of expert pedagogues.

Processes

Through the *Platform for Collaborative Education at Granville Boys High School* **students** will negotiate enquiry-focused learning programs and participate in evaluation through feedback and reflection. They will develop their project-based learning (PBL) with their peers and their teachers to reach solutions to a range of social and scientific issues.

Students will be provided with diverse and rich learning opportunities supported by physical classroom environments with additional interaction with the wider community through a range of communication protocols and excursions

A consultative structure that allows all **students and their parents** to participate in interviews with staff to negotiate education plans for student growth, particularly in literacy and numeracy will be ongoing.

Stage 6 students participate in a consultative program of mentoring and coaching to develop a productive study routine that ensures their successful completion of their HSC for successful transition to work or further education

Evaluation Plan

* Qualitative data collection through focus groups and interviews with parents, partners, teachers and students about student learning

*Critique and reflection of student learning by teachers and students

Practices and Products

Practices

Dynamic learning programs are revised and evaluated based on teacher and student feedback to maximise student learning outcomes within the framework of the Australian Curriculum.

Student curiosity is harnessed to achieve powerful learning which is informed by holistic data about each students' wellbeing and learning needs.

Student feedback on learning and student led projects informs teaching practices and program development. Teachers directly engage with parents to improve understandings of student learning.

Products

The implementation of Gold standard PBL in Stage 4 and 5 includes the adoption of consistent learning protocols and embeds enquiry-focussed learning. All learning is backmapped from the assessment tasks within the projects.

Stage 6 students successfully complete the Higher School Certificate and transition to fulfil their future goals and dreams.

Student exposure to a range of extra-curricula programs motivates them and extends their learning opportunities to extend their cultural capital.

Students participate in enterprise learning and leadership programs that builds their capacity to communicate effectively, think critically, innovate and work cooperatively.

Strategic Direction 1: LEARNING

Processes

*Tell Them From Me Survey

* Quantitative data collection of student performance measures, retention, wellbeing, attendance and behaviour management

* Analysis of data through collaboration with executive, teachers, students and community partners

Strategic Direction 2: TEACHING

Purpose

To improve our teaching practice so that our teachers are committed and motivated to ensure that students' learning is highly engaging and successful. By adopting consistent teaching protocols and emphasising enquiry-focussed learning, teachers are able to collaboratively evaluate their effectiveness and reflectively adapt their practice to maximise students learning outcomes.

Improvement Measures

* Our teaching practice demonstrates that our teachers are committed and motivated **to provide a high challenge, high support curriculum that ensures** student learning is highly engaging and successful.

* Through our **enquiry focussed curriculum**, teaching practice continues to be innovative and flexible to support high quality teaching and learning

People

Staff

Executive and team-led professional learning of Curiosity and Powerful Learning for all staff.

Leaders

DP Professional Learning to lead development of curriculum through Project Based Learning.

Leaders

Head Teacher Secondary Studies to manage day to day implementation of teaching/learning gold standard Project Based Learning protocols.

Parents/Carers

Parents/caregivers, members of the school and wider community attend the project *public product* exhibitions

Staff

All teaching staff supported by non teaching staff will build capacity as learners for lasting improvement of practice through the '*flywheel effect*' –ongoingcollaboration, feedback from critical friends and use of classroom evidence forreflective purposes

Community Partners

Community partners provide expertise, mentorship and feedback to students during the implementation of projects and at the *public product* exhibition

Students

Students set up and present the *public*

Processes

Working in teams, with peer coaches and with school leaders, **teachers** will work collaboratively to develop their professional practice and program for PBL for Stages 4 & 5, critiquing, tuning and reflecting as they progress their understandings.

Professional learning for the **executive** will enable them to develop the expertise necessary to lead PBL and the implementation of innovative and future focussed education

Allocated time for professional learning and development of PDPs through faculty and whole school collaboration.

Time-tabled allocation for professional learning and peer coaching, faculty and team collaboration.

Teacher reflection on curriculum documents, PBL programs, and student work samples collected and annotated as evidence/data collection.

Back mapping of formative and summative assessment events from syllabus outcomes/learning intentions/driving question

Staff PL needs, other than DoE Mandatory Training and School Induction requirements, identified through reflection and feedback protocols.

Regular accreditation workshops for achievement and maintenance combined with classroom observation and feedback by supervisors and peer coach leaders.

GTIL timetable allocation for beginning

Practices and Products

Practices

Collaborative planning for effective programs that are responsive to student needs and reflect the cross-curricula priorities and general capabilities of the Australian Curriculum showcased at faculty, executive and in staff Professional Learning sessions.

Collaborative teaching providing enquiry-focussed authentic lessons in which a range of *Curiosity and Powerful Learning* models of practice and theories of teacher action are implemented and differentiation is embedded.

Teaching and learning programs are strategically responsive to data that has been collected and analysed.

Products

Evidence-based school organisation that operates as a professional learning community for teachers within which collaborative networks build curriculum diversity.

Presentations to faculty, executive, and whole staff to showcase all school-based and external staff professional learning sessions and embed a variety of feedback protocols used for reflection and refining practice.

Teacher facilitated student created *public product* exhibitions in which parents and community members are included.

Teachers achieve and maintain accreditation at various levels.

Teaching staff develop Performance and

Strategic Direction 2: TEACHING

People

product to an audience of peers, staff, family, friends, experts and other interested members of the community.

Processes

teachers

Qualitative and quantitative data collected from a range of sources about learning, teaching and leading. Evidence informs future program planning through collective discussions

Evaluation Plan

*Data is collected and analysed from the collaborative reflection and critique of teaching programs and practice conducted at Staff Conference, Whole School Professional Learning,

*Data from Instructional Rounds conducted in partnership with CPL Community of Schools is analysed to direct future improvement.

*Analysis of records from Peer Coaching sessions and class observations to evaluate changes in teaching practice.

Practices and Products

Development Plans aligned to school strategic directions and created to build capacity.

Observation tools, video and presentations used to showcase lessons for professional learning.

Strategic Direction 3: LEADING

Purpose

To lead the school to ensure that the mission, operation and resources within are committed to fostering a school-wide culture of excellence. In collaborative partnerships with parents and the wider community we will prioritise high expectations and authentic relationships so that there is a collective responsibility for student engagement, learning development and success.

Improvement Measures

* An analysis of school climate and culture indicates a high level of social cohesion and social inclusion as student participation in authentic learning increases

*Parent participation and representation in school governance teams increases.

*Teacher leadership of curriculum projects and wellbeing programs within the PCE, includes representatives from all faculties and provides teachers with opportunities to develop their educational leadership.

* The amenity of the learning spaces is innovative and resources are expended for continuous upgrade and improvement

People

Leaders

Educational Leadership for High Expectations

- SCR Coordinator / Year Adviser / HT Welfare – will manage and oversee student leadership opportunities
- Careers Adviser – will manage and oversee university linkages programs. The CA will also provide opportunity to staff to participate in and facilitate programs
- HT CAPA – will facilitate Creative and Performing Arts opportunities
- HT Welfare – will manage and oversee social cohesion programs. The HT Welfare will also provide opportunity to staff to participate in and facilitate programs.
- DP Welfare – will facilitate the PBIS team and be inclusive of a variety of staff members, parent and student representation.

Leaders

Educational Leadership through Community Engagement

- Principal – will ensure that staff engage parents and community in consultations and school events
- HT Learning Services – will continue the refinement of communication strategies to ensure parent and community engagement
- Principal and committee chairs (PBIS, Finance, PBL) – will ensure parents and community are provided opportunity for

Processes

Educational Leadership for High Expectations by:

- Providing increased student leadership opportunities (captains, prefects, SRC, mentoring, peer mediation)
- Implementing strong university linkages programs (ASPIRE, Fast Forward, Scholarships, Tutoring, PATHE, Summer School)
- Encouraging all students to participate CAPA programs (tutoring, bands, performance groups)
- Embedding Social Cohesion programs to support interfaith and intercultural learning (Together for Humanity, Respect Awareness, Understanding)
- Enhancing PBIS practices, increasing whole school awareness (committee, workshops, school practices and procedures)

Educational Leadership through Community Engagement by:

- Engaging parents and community in consultations and through participation in events
- Enhancing communication strategies and forums (social media, reports, parent information sessions, e-diary)
- Involving parents and community in school governance (parents and community are active on school committees and are provided with training and development opportunities)
- Providing engagement opportunities through PBL (exhibitions, entry events, workshops)

Practices and Products

Practices

Students and teachers have high expectations and authentic relationships to embed curiosity to enhance student engagement

Through ensuring a culture of inclusive school governance and effective communication and partnership with the broader school community

Continued innovation in learning space development

Products

Educational experiences for students who have engaged with a range of leadership, higher education, extracurricular and positive learning programs as demonstrated through increased attendance, improved wellbeing data, increased retention, greater numbers of students accessing university and value added external assessment results

A learning community is enhanced and sustained which is responsive and focused on continuous improvement and communication between school, home and community

The physical environment will optimise learning in the constraints of the school design and setting

Strategic Direction 3: LEADING

People

- participation in school governance
- DP Professional Learning / HT Secondary Studies – will facilitate opportunities for parents and community to engage in PBL
- Senior Executive – will seek support and engagement with a range of corporations, community groups and local schools

Leaders

Strategic use of School Resources – Facilities & Technology

- The Business Manager – will facilitate inclusive finance meetings to include all stake holders in the decision making process regarding budget, resource allocation and PBL resourcing
- The Business Manager and Chair of the Technology team – will convene regular meetings to share information regarding technology updates including roll out of devices, upgrades, training and development.
- The Business Manager – will facilitate consultations and subsequent relevant budgets to ensure the necessary changes to the school environment are made to secure the ongoing development of PBL
- The Business Manager – will facilitate consultations and subsequent relevant budgets to ensure the planning and development of a common staffroom

Students

Students will participate in a holistic education engaged in a variety of

Processes

- Seeking school / community partnerships (corporations, community groups, local schools)

Strategic use of School Resources – Facilities & Technology by:

- Resource Allocation (budget, PBL resourcing across Stage 4&5)
- Technology devices across Stage 4&5, technology team, PL for staff)
- School Environment (rooming for ongoing development of PBL)
- Common Staffroom (planning, developing and implementation)

Evaluation Plan

*Qualitative data collected through focus groups and interviews with students and staff on effective programs

*Complete Tell Them from Mee for students and parents.

*Quantitative data collection and analysis of behaviour management and attendance data

Strategic Direction 3: LEADING

People

opportunities to ensure they are equipped with future focused learning skills.

Parents/Carers

Parents and caregivers are provided opportunity