

# Strategic Improvement Plan 2021-2024

## Glenmore Park High School 8276



# School vision and context

## School vision statement

At Glenmore Park High School, our whole school community is committed to fostering an environment of high expectations and inclusion, focussed on developing responsible, successful learners engaged in maximising their individual educational attainment. Our holistic approach to achieving excellence for all will see every student and every teacher challenged to continue to learn and improve every year in an environment that supports innovation and collaboration.

Through explicit teaching strategies and a focus on developing visible learners we are committed to supporting students to achieve academic excellence with strong foundations in literacy, numeracy and deep content knowledge, preparing students for higher education, training and work.

Student wellbeing programs, embedded in all areas of school life, will focus on increasing student efficacy in resilience, engagement and school and wider community connection supporting our students to be confident, adaptive, responsible citizens.

## School context

Glenmore Park High School is a large, comprehensive, co-educational secondary school located on Dharug land in Sydney's Western area. Our Support Unit has 6 classes. The student population of 1034 has continued increasing over the previous four years. Our school's cultural diversity is celebrated and includes 7% of students identifying as having an Aboriginal background and 18% having a non-English speaking background, with 4% requiring some level of EAL/D (English and additional language or dialect) support.

The school provides excellent opportunities for individual student success and celebrates outstanding student achievement across a comprehensive range of areas. 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 aspirational, unique learning experiences. On completion of their education at Glenmore Park High School, students are well prepared for their highly successful transition to post-school destinations.

Through our extensive community partnerships, including Western Sydney University, CSIRO, Sydney Science Park, Australian Business Community Network (ABCN), Penrith City Council, National Aboriginal Sporting Chance Academy (NASCA), World Vision- Young Mob, Sydney University and our local business community students are provided with a wide range of authentic learning experiences.

The school also has extremely strong connections with our 7 partner primary schools through the Glenmore Park Learning Alliance (GPLA) and local Penrith high schools, through the Penrith Education Alliance (PEA). Through our strategic work with these community connections we are able to provide holistic, innovative, supportive educational opportunities for all our students and our staff. These connections also provide students with a continuum in learning and expanded curriculum choices, including a variety of Vocational Education and Training (VET) courses, School Based Traineeships and iSTEM.

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, student leadership, debating and public speaking, Science Technology Engineering and Mathematics (STEM) and Virtual Reality programs.

Our partnerships with the National Aboriginal Sporting Chance Academy (NASCA) and World Vision provide Aboriginal students increased opportunities to connect with culture through the Young Indigenous Pathways Program (YIPP) and Young Mob program.

Glenmore Park High School's approach to student wellbeing is guided by the principles of Connect, Succeed and Thrive and is implemented throughout all areas of school life, including our Positive Behaviour for Learning program. Students are further supported by exceptional Wellbeing and Learning and Support Teams, providing wrap around support for students.

Our school facilities are outstanding and include a well equipped gym, a Movement (Dance) Studio, a STEM Hub, a purpose built Metals and Engineering building, a multi-purpose hall

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## School vision statement

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## School context

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and a recently upgraded Hospitality Caf  . 2021 will see the enhancement of our facilities with the commencement in build of our state of the art new Performing Arts and Learning Centre. These facilities provide students with industry standard technologies and opportunities, supporting further their authentic learning experiences.

Throughout Terms 3 and 4 of 2020 a comprehensive situational analysis has been conducted which informed the development of our 2021-2024 Strategic Improvement Plan, both involving genuine consultation with students, staff and parents. A range of data has been utilised in this process including Tell them for Me Survey data; parent, staff and student surveys and focus groups and People Matter Survey data. Through our situational analysis, we have identified a need to use the majority of the school's equity funding to support a range of initiatives.

Glenmore Park High School is committed to continual improvement in evidence based highly effective classroom practices with staff collaboration and professional learning being the key to ensuring this. Our collective commitment will support us to ensure that both literacy and numeracy levels can be enhanced through improved processes in data analysis used to support individualised and differentiated learning.

The school will continue to implement Visible Learning processes and strategies and continue to develop staff capacity in actioning the associated mindframes in order to maximise their impact on student wellbeing, engagement and achievement. Wellbeing practices will be embedded in all areas of school life.

There will also be a focus on Higher School Certificate performance including staff professional learning around assessment and deeper analysis and use of data to inform development of both individual and group impact programs. Faculties will work collectively to develop ways of deepening the knowledge base of students.

# Strategic Direction 1: Student growth and attainment

## Purpose

Through collective efficacy and evaluative practice our purpose is to ensure that students grow in their learning through explicit, consistent and research-informed teaching practices. Our teachers will evaluate their effectiveness and reflectively adapt their practice through whole school and individualised quality, targeted professional learning informed and evaluated through the use of student assessment, engagement and wellbeing data to inform high impact teaching and learning programs, ensuring we maintain our focus on maximising student learning outcomes.

## Improvement measures

### Target year: 2022

Improvement of 2022 system-negotiated targets:

Top 2 bands NAPLAN reading increase (uplift) of 5.9% or above from the system generate baseline.

Top 2 bands NAPLAN numeracy increase (uplift) of 5.8% or above from the system generate baseline.

### Target year: 2022

Improvement of 2022 system-negotiated targets:

Increase percentage of Aboriginal students achieving top 3 NAPLAN bands in reading and numeracy from school baseline data.

### Target year: 2023

An uplift 5.1% of students achieving at or above expected growth or above in Year 9 NAPLAN reading from the system generated baseline.

An uplift 9.1% of students achieving at or above expected growth in Year 9 NAPLAN numeracy from the system generate baseline..

### Target year: 2022

## Initiatives

### Amplifying Professional Practice

A focus on high expectations and effective teaching practice is achieved through the use of high impact professional learning structures to build teacher capabilities and collective pedagogical practice targeting: explicit teaching practices, formative assessment, data collection, feedback and reflection on teaching effectiveness.

Develop deep staff understanding for the full range of learners, including those requiring differentiation for students identified as Gifted and Talented, and the embedding of this in faculty programs.

Research and evidence based (What Works Best, High Impact Professional Learning, Visible Learning) high impact professional learning on Literacy and Numeracy undertaken by all teaching staff and relevant non-teaching staff.

Whole school approach to Professional Learning on, and planned implementation of the Literacy and Numeracy Progressions and PLAN2. Strengthen collaborative support across faculties to ensure that all teaching programs have explicit literacy and numeracy targets.

Review PDP process and embed targets in whole school professional learning activities that align with an ongoing improvement cycle embedded in a professional learning community.

### Data Driven Practice

Ensure that effective strategies and processes for data analysis and reflection are used for responsive curriculum delivery.

Expanded school professional learning in data literacy, data analysis and data use informing teaching practice and explicitly identifying gaps in student knowledge and skills.

Review and adapt assessment practices, formative and summative, to ensure that assessment is used to analyse

## Success criteria for this strategic direction

The school identifies expected growth for each student. Students are achieving expected, or higher than expected growth on internal school progress and achievement data.

The school analyses student progress and achievement data and a range of other contextual information. Teachers respond to trends in student achievement, at individual, group and whole school levels.

Progress and achievement of equity groups is equivalent to or greater than the progress and achievement of all students in the school.

The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease.

Increased teacher collaboration in sharing curriculum knowledge, data and feedback regarding student progress and achievement, to ensure that the needs of the broad range students are being met.

Learning and Support Team collaborates in building staff capacity and are an integral component of whole school approaches to literacy and numeracy programs. These include programs for our EAL/D students.

Assessments are used regularly across the whole school, assisting staff in consistent and comparable judgements of student learning, monitoring student learning progress and identifying student skill gaps for targeting and further areas for extension.

## Evaluation plan for this strategic direction

**Question:** What has been the impact of using explicit, consistent, research informed practice on student performance? Are teachers collaboratively evaluating and reflecting on data to adapt their practice?

**Data:** A combination of data sources will be collected and

# Strategic Direction 1: Student growth and attainment

## Improvement measures

Improvement of system-negotiated target: An uplift 8.6% of HSC course results in top 3 bands as indicated from the system generated baseline.

### Target year: 2023

Proportionally contribute to the Penrith Principal Network target 17.8% uplift of Aboriginal students attaining the HSC in 2023, while maintaining their cultural identity.

## Initiatives

and reflect on student progress and growth, and inform future teaching practices.

Embed data informed formative assessment practices as an integral part of daily instruction in every classroom.

Further improve systems and capacity for the analysis of NAPLAN, HSC RAP and Minimum Standards data to target areas of need.

## Evaluation plan for this strategic direction

analysed by teachers, leaders and teams. These will include external student performance measures (NAPLAN, HSC RAP and Minimum Standards); internal student performance measures (PAT and PLAN2); surveys; teaching programs; assessments; student work samples; classroom observations; Honeycomb Matrix; focus groups and School Excellence Framework assessments.

**Analysis:** Analysis will be embedded within the initiatives through progress and implementation monitoring. Data is analysed and triangulated regularly to determine the extent to which the improvement measures have been achieved.

**Implications:** Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring that students grow in their learning.

## Strategic Direction 2: Wellbeing, Resilience, Connection

### Purpose

To create resilient, connected students who are prepared for lifelong learning and understand their own strengths and learning dispositions, exhibiting future aspirations through personalised pathways in a connected and supportive environment. Staff will evaluate student wellbeing data and adapt school-wide processes, supported by high impact professional learning to inform continual improvement inspiring all students and staff to achieve their potential.

### Improvement measures

#### Target year: 2022

An uplift 6.5% students attending school 90% or above based on the system generated baseline.

#### Target year: 2022

Achieve 2.7% uplift of students who demonstrate positive wellbeing and have high expectations for success as informed by data from the TTFM surveys, based on system generated baseline.

#### Target year: 2024

An increase in the number of students achieving above benchmark expectations on the ACARA Personal and Social Capability Continuum compared to 2020 progress.

#### Target year: 2024

Increase in the number of students achieving their Academic, Personal and Leadership Goals through the PBL/ mentoring program.

#### Target year: 2024

An increase in the percentage of Aboriginal students engaged in at least one personal development or mentoring program, with 100% of identified students engaged in a cultural immersion program from an external partner.

### Initiatives

#### Student connectedness

Every student has the opportunity to Connect , Succeed and Thrive within our school. Mentoring structures are organised to ensure students have regular opportunities to meet with an identified staff member who can advise and assist students supporting them to achieve their full potential.

The implementation of a Whole School Attendance Action Plan informed by baseline data will focus on improving positive attendance patterns. Data reviewed at individual and whole school level will be used to analyse and inform consistent adjustments to practices/ processes across the school.

Planning for student learning is developed with the consideration of information about student wellbeing and individual learning needs particularly for students, included in the NCCD and students with specific learning requirements as outlined on PLP's and IEP's.

Implement high Impact, evidence based Professional Learning guided by research based 'What Works Best', 'Visible Learning' and 'Collective Teacher Efficacy' on student wellbeing and Learning Dispositions (Visible Learning). Professional Learning to be undertaken by all teaching staff and relevant non-teaching staff and embedded through the Positive Behaviour for Learning program.

Processes are refined to ensure that consistent, effective classroom management practice with explicit teaching of expected behaviours creates a positive environment across all year groups. Students engage and connect to their learning and build upon high quality relationships across the school improving students overall sense of belonging.

An increased number of students are engaged in sporting teams, clubs and extra curricular activities broadening the range of opportunities for students to connect to their school developing and showcasing their talents.

### Success criteria for this strategic direction

Attendance data is regularly analysed and is used to inform school improvement initiatives.

Improved attendance rates in all year groups can be identified. School determined student attendance targets in all year groups are met.

Teachers, students and parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

Increase in the percentage of positive behaviour entries. Students are motivated to do their best and continually improve.

All classrooms and other learning environments are well managed within a consistent, school-wide approach. Well planned teaching is taking place, so that all students can engage in productive learning, with minimal disruption. Teachers model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning.

All Aboriginal students engaged in at least one personal development or mentoring program, with 100% of identified students engaged in a cultural immersion program from an external partner.

Reduction in the percentage of negative behaviour data.

Decrease in N award warnings across all year groups

The school is organised so that all students have regular opportunities to meet with an identified staff member, who can provide advice, support and assistance to help students fulfil their potential.

All staff make reference to the Wellbeing Framework, School Excellence Framework and the What Works Best guide to support measurable improvements in student wellbeing and engagement and frame learning trajectories for all.

Increase in students engaged in Leadership roles across

## Strategic Direction 2: Wellbeing, Resilience, Connection

### Initiatives

#### Resilience

A whole school strategic, integrated approach ensures that Wellbeing processes are the responsibility of all staff members and are embedded within all faculty areas across the school.

Strategies to proactively teach healthy coping strategies, resilience and self regulation are identified and developed that are part of a whole school matrix addressing the needs of particular year groups informed by regular, systematic data analysis through a prevention focused approach

Our school's early identification of students at risk and a development of a continuum of management, including internal supports and engagement of external specialists/ community partners in support planning, provides a wrap around wellbeing support process for identified students.

Mentoring programs are expanded to identify all student's strengths and areas for growth, whilst also building resilience with proactive interventions and/or initiatives.

#### Individualised Pathways/ Leadership

Mentoring programs support students to gain an awareness of their personal strengths and learning styles.

Increased opportunities for student voice will allow students to become further connected to their learning, whilst also demonstrating to students that their opinions and skills are valued, and utilised to inform decisions within our school community.

Through Positive Behaviour for Learning mentoring, students reflect on data and personal successes to develop academic, personal and leadership goals that have been established following analysis of their own data and from personal reflection.

Increase leadership opportunities for all students based upon areas of strengths with links, where possible to future aspirations.

### Success criteria for this strategic direction

the school.

Reduction in suspension data

Principal and school leadership model instructional leadership and support a culture of high expectations and community engagement resulting in sustained and whole school measurable improvement.

Teachers collaborate across faculties and teams to share curriculum knowledge, data, feedback and other information about student progress and achievement to inform the development of evidence informed programs and lessons which meet the needs of all students.

A school-wide approach to effective and positive classroom management is evident. Support is provided to teachers when needed to provide optimum opportunities in learning.

### Evaluation plan for this strategic direction

**Question:** What has been the impact of using explicit, consistent, research informed practice and whole school wellbeing, attendance and mentoring structures on student wellbeing and attendance?

Are teachers collaboratively evaluating and reflecting on data to meet the individual needs of our students and ensure that every student is known valued and cared for. and what impacts are we seeing from this?

**Data:** A combination of data sources will be collected and analysed by teachers, leaders and teams. These will include external student performance measures (Attendance data, TTFM, ACARA Capability framework, NAPLAN, HSC RAP and Minimum Standards); internal student performance measures (PAT and PLAN2); surveys, teaching programs and assessments, student work samples, classroom observations, Honeycomb Matrix, focus groups, School Excellence Framework assessments.

## Strategic Direction 2: Wellbeing, Resilience, Connection

### Evaluation plan for this strategic direction

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**Analysis:** Analysis will be embedded within the initiatives through progress and implementation monitoring. Data is analysed and triangulated regularly to determine the extent to which the improvement measures have been achieved.

**Implications:** Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students become connected resilient students well prepared for future learning and vocational pathways.

## Strategic Direction 3: Innovation and Community Connectedness

### Purpose

Developing and sustaining systems that support the highest, quality educational opportunities is achieved through enhancing our school-wide culture of high expectations and our shared sense of responsibility and commitment, through expansion of our broad community partnerships, supporting students to maximise their potential. Through our connections and engagement with our wider community students are ensured extensive opportunities and pathways to engage authentically with the modern world and work place, fostering innovation whilst engaging in real-world learning opportunities ensuring a relevant and sustainable continuum of learning.

### Improvement measures

#### Target year: 2024

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School self-assessment in School Excellence Framework of the elements 'Effective classroom practice' and 'Assessment' indicates improvement from Sustaining and Growing to Excelling

#### Target year: 2024

School self-assessment in School Excellence Framework, Leading domain, specifically on School Resources - theme - Community Use of Facilities and Community Satisfaction improve from sustaining and growing to excelling

#### Target year: 2024

An increase in the percentage of High Potential and Gifted students engaged in targeted career development mentoring that addresses advanced learning needs. (HP&GE Policy)

### Initiatives

#### Continuum of Learning and Transition Pathways

Careers education embedded in the curriculum for Years 11 and 12. All students are introduced to information about Higher Education and alternative pathways.

The Penrith Education Alliance (PEA) provides expanded curriculum opportunities for students ensuring that student choice drives curriculum decisions.

Links with Western Sydney University, University of Technology and Sydney University provide opportunities for students to begin exploring university pathways in the junior years. The Fast Forward Program and Pathways to Dreaming programs engage Year 9 students and ATSI students with Western Sydney University.

Individualised career planning links enables students in Stage 5 to understand subject selection priorities, required skills and future prospects. Stage 6 students will be individually mentored in developing personalised targets to include planning for careers or further education. Targeted mentoring of Gifted and Talented students will support the development of their IEPs.

Transition interventions in Years 9 and 10 will include a focus on students exhibiting low engagement in school; this will be refined to focus on identifying at-risk students earlier via wellbeing data, Honeycomb Matrix and Roll Call teacher mentoring, providing mentoring opportunities and work experience placements to a wider range of students, building links with a wider network of community partners and enhancing in-house and curricular coverage of the skills needed to move into the workforce.

#### Innovation through Industry and Business Partnerships

Science, Technology, Engineering, Mathematics (STEM) partnerships with Sydney Science Park (Celestino), CSIRO, University of Sydney and Penrith City Council will provide students with opportunities to enhance their understanding of future-focussed solutions to real-world problems while also providing substantial immersion

### Success criteria for this strategic direction

All stage six students have a personalised plan supported by their mentors. Clear explicit steps guide all Stage 6 students towards achieving their goals/career aspirations. Students are supported by valuable links through the development of the GPHS alumni.

The school uses a centralised system for analysing and reporting data on student and school performance, including academic growth, non-academic and cross-curriculum data. The school uses data to inform collective decisions about student learning, aligned with improvement measures in the school plan.

Teachers directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes.

Research informed, effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.

The school collaborates with the local community where appropriate on decisions about &minus; and access to &minus; school assets and resources, delivering benefit to both the school and the community.

Increasing numbers of Gifted and Talented (GAT) students are closely identified by the triangulation of a number of sets of data. Students are mentored and are supported with Individual Education Pathways outlining subject specific targets with curriculum that is differentiated to encourage student driven/centred learning. GAT students develop higher order thinking, creative and critical thinking skills. Students gain exposure to specific vocational fields linking to their identified areas of interest to future aspirations.

All staff demonstrate the implementation of the High Potential and Gifted Education policy through rigorous evaluation processes.

Increasing numbers of students are engaged in STEM opportunities across the school that enhance their experience in specific major fields.

## Strategic Direction 3: Innovation and Community Connectedness

### Initiatives

opportunities to STEM subject areas. Well resourced STEM classrooms, including a Makerspace project, provide on-site opportunities for students, and provide opportunities for local community outreach in STEM to partner primary schools.

Industry links such as ABCN provide students with opportunities for exposure to world class expertise in several major fields including Finance, Engineering and Science. Building on these links and connecting our STEM and Gifted and Talented students with prospective employers and industry mentors will enhance their preparedness for the workforce and higher education.

### Community and Global Citizenship

Penrith Education Alliance (PEA) schools offer relevant and targeted professional learning opportunities.

Community groups and clubs access the school through hall bookings, shared spaces programs. The new Performing Arts Centre will provide opportunities for further community engagement and showcasing of school and student achievements.

Glenmore Park Learning Alliance provides a partnership to facilitate leadership opportunities for both staff and students including The Writers Festival, Maths Olympiad, Cultural Days and a transition program linking GPHS AEG to our partner primary schools. High impact shared professional learning provides a continuum of learning that builds capacity of both staff and students.

### Success criteria for this strategic direction

The school leadership team model instructional leadership and support a culture of high expectations and community engagement, resulting in sustained and measurable whole school improvement; strengthened partnerships with business and industry links.

High impact targeted professional learning provides staff Leadership opportunities and shared opportunities for staff development through the Penrith Educational Alliance and the Glenmore Park Learning Alliance.

### Evaluation plan for this strategic direction

**Question:** What has been the impact of using explicit, consistent, research informed practice on student pathways? Are teachers collaboratively evaluating and reflecting on data to adapt their practice, consistently seeking external links and opportunities to broaden student experience and connection. How many students are accessing these extensive opportunities?

**Data:** A combination of data sources will be collected and analysed by teachers, leaders and teams. These will include post school destinations (NAPLAN, HSC RAP and Minimum Standards); internal student performance measures (PAT and PLAN2); surveys; embedding of industry links in teaching programs; assessments; student work samples; classroom observations; Honeycomb Matrix; focus groups and School Excellence Framework assessments as well as links to external industry and university partnerships.

**Analysis:** Analysis will be embedded within the initiatives through progress and implementation monitoring. Data is analysed and triangulated regularly to determine the extent to which the improvement measures have been achieved.

**Implications:** Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring that students grow in their learning and see the links between school curriculum and future

## Strategic Direction 3: Innovation and Community Connectedness

### **Evaluation plan for this strategic direction**

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pathways.