

# Strategic Improvement Plan 2021-2024

## Gloucester High School 8371



# School vision and context

## School vision statement

At Gloucester High School our values of: Care; Achievement; Respect; Effort; and Responsibility are the foundations which underpin high expectations in student performance and outcomes, and the delivery of educational experiences with community support to equip our students for post school pathways and opportunities. We value and respect our role as an integral part of Gloucester and the surrounding districts. We respond strategically to the challenges of isolation and locality. We are committed to a balanced and relevant curriculum leading to the development of capable citizens who are well prepared for the challenges of the future and who have the capacity to forge successful lifelong employment pathways. Our vision is that our students, our teachers and our leaders will improve every year.

## School context

Gloucester High School is a comprehensive school serving the communities of the Bucketts Way. Our school has a student population of approximately 360 students, of which 13% are of Aboriginal heritage. Our students come from both rural farming backgrounds and from the local town and surrounding villages.

There are three core classes in each of the years 7-10 and one Multicategorical Class (MC Class) catering to students in years 8 and 9. Years 11 and 12 are offered a range of course electives and we provide supervised support during stage 6 study periods.

We have strong wellbeing support structures for our students. This is provided by school counsellor, school psychologist, head teacher wellbeing, year advisors, boys and girls supervisors and mentors. The school embeds wellbeing lessons into the years 7-10 curriculum and throughout the year holds whole school wellbeing events and activities that are inclusive of community. The school wellbeing program is supported by Catholic Care and the local police.

An Aboriginal Team works closely with Aboriginal students to promote Aboriginal perspectives, student leadership and cultural activities throughout the school. We are looking forward to the establishment of a local Aboriginal Education Consultative Group (AECG) in the town.

The SRC actively promotes and leads whole school events, represents the school in the community and is a voice for all students.

The P&C is active within the school, promoting and supporting school events. They manage the school canteen and the uniform shop. The Ag Sub-committee supports the agricultural programs within the school financially, with stock feed, advice, animals and transportation of stock to show events and market.

Students are provided with an array of extra-curricular activities: knock-out sports competitions; in-school computer activities; Duke of Edinburgh; school musical; Tri-Challenge; work experience; work-placement; HSC study Days; University Days; public speaking competitions; Science and Engineering Challenge; Beef Week and Agricultural shows; interschool STEM challenges.

The school has strong links with the community who have assisted school programs and students in-kind: volunteer reading group, Breakfast Club, work -placement; work experience; school based traineeships; local police; service clubs (Rotary, Lions, CWA); Year 10 Interviews; Hunter Regional Enterprise Group; Catholic Care; Gloucester Charities; combined churches for SRE; local farmers.

Significant improvements from the last school plan include: improved Aboriginal student NAPLAN results; year 12 students attaining their post school endeavours (university, TAFE, employment); all stage 6 students were successful in achieving the minimum standards for literacy and numeracy; the trajectory of Value-added for student is trending upwards from 2016-19; continued strong wellbeing networks in the school and connections beyond the

# School vision and context

## School vision statement

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## School context

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school to support students and families; students are very conversant with our PBL values and can link these to our merit and discipline systems; continued to improve learning spaces and beautification within the school.

Funds have been used to provide additional time for: Learning and Support Teacher, Head Teacher Wellbeing; Deputy Principal; Student Learning and Support Officers; Senior Success Program; Literacy and Numeracy coordinator; SASS for Community Liaison Officer and timetabler; Technical Support Officer and teacher release for data analysis.

# Strategic Direction 1: Student growth and attainment

## Purpose

To ensure students consistently perform at high levels on external and internal school performance measures and reduce equity gaps. Our teachers will develop a strong school culture focused on consistent teacher practice, collaborative practice, use of student assessment data to inform teaching and innovative programs to enhance student learning, engagement and academic outcomes.

## Improvement measures

### Target year: 2022

#### Systems Negotiated targets

- Improvement in the percentage of **HSC course results** in top two bands to the lower bound negotiated target 32.3% or above
- Improvement in the percentage of **HSC course results** in top three bands to the lower bound negotiated target 60.0% or above
- Increase the percentage of **Aboriginal students attaining the HSC** based 2020 HSC results.
- Improvement in the percentage of students achieving in the **top 2 NAPLAN bands** to be above the school's lower bound system-negotiated target in reading of 23.7% and numeracy of 22.0%
- Increase the percentage of Aboriginal students achieving top **3 NAPLAN bands** in reading and numeracy (as at 17/02/2021 no target set on scout)

### Target year: 2023

#### Systems Negotiated Targets

- Improvement in the percentage of students achieving **expected NAPLAN growth** to be above the school's lower bound system-negotiated target in reading of 67.6% and numeracy of 64.4%
- Improvement in the proportion of Aboriginal students attaining the HSC whilst maintaining their cultural identity to be at or above the lower bound system-negotiated target.

## Initiatives

### Data driven practices

Increase the capabilities of staff to analyse student performance data to improve student outcomes. To achieve this:

- Implementing whole school reading and numeracy programs with practices and processes for collecting and analysing data
- Analyse and review; HSC data and assessment of NESA requirements; NAPLAN data and Minimum Standards data to identify target areas and inform teaching practice
- Whole school adoption of literacy and numeracy progressions and PLAN2
- The Learning and Support teacher (LST) will continually review, analyse and communicate the impact of all interventions
- Embed the use of formative data collection, use of progressions for goal setting, leading to improved teaching practice for improved student engagement and outcomes
- Professional Learning in data literacy, data analysis, progressions, PLAN 2 and data use in teaching for all staff
- Dedicated time for data analysis and to collaboratively plan, develop and refine teaching and learning programs.

### Effective teacher practice and collaboration

Improve effective classroom practice through a focus on explicit teaching, formative assessment, collaboration and understanding learning progressions by:

- Establish collaborative cross-faculty support for teacher performance development, cross-faculty collaboration and evidence-based programs and lessons, through teacher participation in Quality Teaching Rounds.
- Regularly review and adapt practice to ensure reliable formative and summative assessment tasks

## Success criteria for this strategic direction

- Every Aboriginal student has M Goals that are collaboratively developed with the student, school and parent or carer. These will identify goals, actions and measures of success that will result in positive engagement for every student
- Teachers implement and monitor individual and personalised learning and support plans which result in expected achievement of every student across the full range of abilities
- Regular faculty and whole school meetings review and analyse student performance data against system-negotiated target interventions that will have the greatest impact on student growth
- Staff monitor and analyse formative assessment data to differentiate learning at the point of instructional need resulting in continuous academic improvement for every student
- Learning Support Team (LST) collaboratively build the capabilities of all teachers and are integral in the whole school implementation of literacy and numeracy initiatives to improve student growth
- All teachers have participated in collaborative cross-faculty Professional Learning through Quality Teaching Rounds

## Evaluation plan for this strategic direction

### Questions:

Is there a shared responsibility for high student achievement where teachers plan differentiated lessons based on the analysis of student performance data?

Do LST, Executive, Faculty, Discipline meetings monitor and analyse student data across all faculties and design additional support when growth is not evident?

Are all teachers demonstrating improved teaching practice through collaboration, consistent lesson planning, delivery, assessment and learning?

# Strategic Direction 1: Student growth and attainment

## Improvement measures

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### Target year: 2024

#### System Negotiated Target

- Improvement by 4% in Year 7-10 students achieving or exceeding their co-developed learning goals based on the Learning Progressions

## Initiatives

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are used to analyse student progress, provide effective feedback, evaluate growth over time and report student achievement.

- Establish whole school practices that include Learning Intentions, Success Criteria, Formative and Summative Assessment
- Embed and use Professional Learning to build teacher capabilities and collective and consistent pedagogical practice such as explicit teaching

## Evaluation plan for this strategic direction

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### Data:

The following data sources will be used to determine success.

- HSC minimum standards
- Audit of assessment matrix in line with course performance descriptors
- RoSA requirements
- Faculty assessment tasks
- Quality Teaching Rounds
- Lesson observations
- Student work samples
- PLSPs and MGoals
- Student exit surveys
- NAPLAN
- PAT
- Checkin Assessment
- Best Start
- COVID Intensive Learning Program (2021 only)
- Meeting minutes (faculty, discipline, LST, executive)
- feedback from PL

### Analysis:

Analysis will be embedded within the project through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

### Implications:

The finds of the analysis will inform:

- Future actions

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

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- Annual reporting on school progress measures

# Strategic Direction 2: Connect Succeed Thrive and Learn

## Purpose

To ensure all our students are able to connect, succeed, thrive and learn through a planned approach. To develop whole school wellbeing processes that support high levels of wellbeing and engagement. To provide a curriculum that caters for the needs of all students, that improve educational outcomes.

## Improvement measures

### Target year: 2022

#### System negotiated targets

- Increased % of students who attend school 90% of the time to be at or above the system-negotiated lower bound target of 71.7%
- Increased % of Aboriginal students who attend school 85% of the time by 2%
- The proportion of students reporting Expectations for Success, Advocacy at School; and Sense of Belonging from the Tell Them From Me surveys (TTFM) increases to the lower bound negotiated target of 71.4%

### Target year: 2024

- All Aboriginal students are using MGoals and parents and staff are accessing these to support students in learning and future pathway planning
- A 3% reduction in negative recorded behaviours and suspensions as determined by a 2 year baseline of incident reports at the end of 2020
- Wellbeing plan and attendance plans are embedded practice and evident in all teaching and learning programs, assessments and reporting
- All identified students have a behaviour/learning plan which is consistently implemented by all teachers as determined by a 2 year baseline at the end of 2020

## Initiatives

### Inclusive classroom

- Investigate and implement an alternative stage 4 curriculum model that caters for all students' interests and abilities which develops general capabilities
- Promote and implement the delivery of high impact, explicit and differentiated learning
- Deliver Professional Learning to staff to cater for students with high learning needs
- Deliver Professional Learning to build the capabilities of all staff to embed Aboriginal perspectives and contextually relevant learning into all areas of the curriculum (lessons, classroom, faculty, whole school), to engage and build academic achievement of Aboriginal students and foster cultural knowledge for all students

### Wellbeing and engagement

Embed a whole school approach to student wellbeing and engagement with a collective responsibility for student learning and success. This will be achieved by:

- A whole school approach to wellbeing processes to ensure monitoring, analysis and evaluation of student behaviour, attendance, wellbeing, learning and engagement data is evident through regularly updated personalised support plans
- Professional learning to assist teachers to better understand the needs of students from traumatic backgrounds
- Increasing student voice and advocacy within the school through: student leadership in whole school programs; a stronger, more visible Student Representative Council and the senior student executive team

## Success criteria for this strategic direction

- Every Aboriginal student has M Goals that are collaboratively developed with the student, school and parent or carer. These will identify goals, actions and measures of success that will result in positive engagement for every student
- A curriculum that meets all students' interests, learning capabilities and cultural perspectives
- Students report positive outcomes for: Expectations for Success; Advocacy at School and Sense of Belonging
- Students demonstrating improved positive behaviours at school
- Staff have a deeper understanding of supporting students from traumatic backgrounds

## Evaluation plan for this strategic direction

### Questions:

Do all Aboriginal students have MGoals?

Have student attendance for 90% of the time increased to meet the system negotiated lower bound target of 71.7%?

Are students reporting their satisfaction with: Expectations for Success; Advocacy at School and Sense of Belonging has improved?

Are students demonstrating improved positive behaviours at school?

Do staff feel confident in supporting students and catering to the learning requirements of students from traumatic backgrounds?

### Data:

- Aboriginal student data
- Attendance data
- Tell Them fro Me data

## Strategic Direction 2: Connect Succeed Thrive and Learn

### Evaluation plan for this strategic direction

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- Discipline data
- staff survey

#### **Analysis:**

Analysis will be embedded within the project through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

#### **Implications:**

The finds of the analysis will inform:

- Future actions
- Annual reporting on school progress measures

# Strategic Direction 3: Connecting the School Community

## Purpose

To build quality relationships across the school community, broader community, local partner schools and other agencies to support student engagement and the wellbeing of students and staff. To provide meaningful pathways for post school opportunities.

## Improvement measures

### Target year: 2024

A 3% improvement in proportion of staff feeling that the Grievance processes; Senior managers and Action on surveys from the People Matter Surveys have improved

Improvement in staff knowledge and ability to embed school plan strategic directions - through Professional Learning and staff taking on leadership roles

All teachers are attending at least one externally delivered professional learning activity linked to the Performance and Development Plan (PDP) and the school plan

### Target year: 2024

Improvement of 3% in the proportion of parents reporting feeling welcome and informed from the Tell Them From Me surveys (TTFM)

75% Improvement in parent attendance at school information nights (electives and HSC) from 2021 baseline data

90% Increase in students positive post school pathway options (Employment, TAFE, University) from current baseline data

## Initiatives

### Connecting Within The School Community

Staff Wellbeing- staff working together to create a culture where all members of the learning community feel supported and have opportunities for professional development. Through:

- Continuous learning and reflective practice eg growth mindset, mindfulness.
- Regular communication and consultation with staff in relation to change
- Creating a culture of mutual support
- staff taking on leadership roles within the school

Staff connecting with the school plan, using:

- Regular feedback and reflective practice to demonstrate a connection with a highly visible school plan
- Goals focused approach
- Collaborative development, analysis and reflection on meeting School Plan milestones.

### Connecting With the Wider Community

The school actively seeks ways to enhance student learning and wellbeing by partnering with parents and families, other education and training institutions, local businesses and community organisations.

- Parents as partners: Building a meaningful relationship between the parent/carer and teachers with the goal of better learning and wellbeing outcomes for the student.
- Post School Pathways: Partnering with other education and training institutions, local businesses and community organisations.
- External Support Agencies (incl community service providers): Sustainable relationships with the local community, including child and health services,

## Success criteria for this strategic direction

- Based on the 2020 People Matter Survey, staff will feel more supported by senior managers and agree that action has been taken on survey results and the grievance processes are resolved effectively
- Staff will contribute to school initiatives through evidence based practice to further enhance teaching and learning opportunities
- Staff taking on leadership roles within the school
- Improved collaboration between families and the school to foster community support for positive post school pathways for students

## Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and can demonstrate impact and improvement in staff wellbeing and community connection?

Data:

We will use a combination of data sources. These will include:

- Tell Them From Me (TTFM) survey results
- People Matter survey results
- Staff attendance data
- Staff meeting minutes
- Post school destination survey
- Parent attendance at school events
- student behaviour data
- Professional Learning records
- Performance and Development Plans

Analysis:

## Strategic Direction 3: Connecting the School Community

### Initiatives

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community organisations, education and training providers, local businesses and industry may be used to leverage experiences, support, intellectual and physical resources not available within the school to improve students' learning and wellbeing outcomes.

- Developing and communicating clear structures for parental contact and interactions with the school: Procedures are in place to ensure effective communications, and to monitor and evaluate the intended impacts of the school's partnerships.
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### Evaluation plan for this strategic direction

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Analysis will be embedded within the project through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

Implications:

The finds of the analysis will inform:

- Future actions
- Annual reporting on school progress measures.