

Strategic Improvement Plan 2021-2024

Georges River College Peakhurst Campus 8408



School vision and context

School vision statement

The Georges River College Peakhurst Campus learning community is supportive and committed to fostering students and staff in being engaged learners for life. The educational environment provides dynamic, inspiring and innovative learning opportunities for students and staff to enhance their skills, knowledge and understanding.

We aim to deliver diverse, dynamic and flexible learning experiences within an inclusive, collaborative and harmonious school community. There is a commitment to nurture, guide, inspire and challenge students to enhance their capacity and strive towards achieving their potential within a rapidly changing world.

All learners are empowered to become increasingly informed, broadminded, self-motivated and successful learners. We aspire for them to be critical and creative thinkers with the personal attributes to be active and informed citizens who are compassionate and act with integrity in their pursuit for future success and wellbeing.

Georges River College is a learning community which embraces the responsibility to support a shared learning vision through the use of data and evidence informed practices. Collaborative networks and targeted professional learning across and within our campuses enhance continuous learning and wellbeing opportunities for the growth and success of our students and staff. Through a culture of high expectations, we aspire to achieve excellence for all.

School context

Georges River College Peakhurst Campus is the co-educational middle school campus of Georges River College which caters for students from Year 7 to Year 10. The school has an enrolment of 850 students and includes a support unit for students with moderate intellectual and physical disabilities. The student body consists of 58% of students with English as an Additional Language or Dialect (EAL/D) and 3% of students from an Aboriginal and Torres Strait Islander background.

GRC Peakhurst Campus provides a transition between middle school and senior high school. The College fosters cross campus teaching opportunities which enable staff to work in both middle and senior school settings.

The school provides an educational environment and learning atmosphere that is appropriate to the academic, personal and social developmental needs of young adolescents. We foster a positive learning relationship between staff and students and the encouragement of respect for everyone. We actively promote respect, responsibility and excellence at all times.

High expectations are placed on student achievement and success in both academic and extra-curricular pursuits. GRC Peakhurst Campus has an established reputation for success in academics, leadership, sport, debating, public speaking and the creative & performing arts.

High Impact Classroom Practice and student achievement, particularly in Literacy and Numeracy, are central to formation of the School Plan. In 2021, the school will engage with the External Validation Process. After this process, the staff will reflect on our Strategic Improvement Plan and re-evaluate our initiatives.

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to ensure that all learners - regardless of background- have the greatest opportunity to reach their educational potential through high expectations, explicit teaching strategies and well-structured and sequenced learning experiences. Our priority is a culture of excellence in student growth and attainment where high achievement is expected and challenge is celebrated.

Improvement measures

Target year: 2023

Minimum uplift of 4.9% of students achieving expected growth in Numeracy

Target year: 2023

Minimum uplift of 4.2% of students achieving expected growth in Reading

Target year: 2022

Increase of 6% in number of students achieving in the top 2 bands in Numeracy

Target year: 2022

Increase of 6.1% in number of students achieving in the top 2 bands in Reading

Target year: 2024

Results for Aboriginal and EAL/D students are equivalent to or exceeding the progress and achievement of all students in the school.

Initiatives

Literacy and Numeracy

Numeracy

The school will continue a focus on numerical skill development for all students through the *College's Numbers 4 Learning, Numbers 4 Life* project. This will include:

- a sample model of identifying opportunities for explicit teaching of identified numerical skills in a targeted teaching and learning program (PDHPE/TAS)
- Ongoing College and Campus TPL on numerical skills and related teaching strategies such as Number Talks
- Extending the sample model to include all KLAs
- Utilising the sample model with Year 6 - 7 transition with Community of Practice primary schools.

Literacy

The school will continue a focus on literacy skill development for all students through embedding consistent practices to support student writing skills. This will include:

- Working with Community of Practice primary schools to identify a common writing model used for Stage 3 students, such as PEEL/PEETEL, to become a consistent model to be embedded in Stage 4 programs and Assessment Tasks for all KLAs
- Continuing the College focus on using the ALARM matrix by extending student skills on this model in Stage 5
- TPL on the identified writing strategies for all staff

High Performing and Gifted Student Learning

- Audit existing procedures, programs and practices for high potential and gifted students across the four domains of potential (creative, intellectual, social-emotional and physical) including processes for

Success criteria for this strategic direction

Literacy + Numeracy

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.

School data shows that student progress and achievement is greater than students at statistically similar schools on external measures, and this is consistent with strong student progress and achievement on internal measures. Progress and achievement of equity groups within a school is equivalent to the progress and achievement of all students in the school.

High Performing and Gifted Student Learning

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve.

The learning goals for students are informed by analysis of internal and external student progress and achievement data. Progress towards goals is monitored through collection of quality, valid and reliable data.

All teachers have a sound understanding of student assessment and data concepts (e.g. causality, bias). They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice.

Funding

Achievement of initiatives in this Strategic Direction will be supported through funding from the Equity Loadings of Socio-Economic Background, Aboriginal Background, English Language Proficiency and Low Level Adjustment for Disability.

Strategic Direction 1: Student growth and attainment

Initiatives

- identification and inclusion in enrichment classes through the High Potential and Gifted Education (HPGE) Policy Evaluation and Planning Tool.
- Develop a system for identifying HPG students that is inclusive of parent /teacher/ student nominations, portfolio submission, enrichment activities to allow for 'talent spotting' and universal screening
- Build teacher capacity to improve growth and achievement for all high potential and gifted students through quality research and ongoing professional learning
- Embedding differentiated and evidence-based procedures, programs and practices for growth and achievement of all students, including high potential and gifted students.

Evaluation plan for this strategic direction

Literacy + Numeracy

Question: What has been the impact of using a consistent and explicit model of numeracy and literacy instruction on student growth and attainment? How does aligning this model as part of transition programs (6-7 and 10-11) support student transition and performance? How has TPL supported teachers to embed the model in their programming, assessing and classroom practice? Do teachers collaborate to use student data to evaluate, reflect on and adapt practice?

Data:

- Team discussion and evaluation in reference to SEF elements of Reporting, Student Performance Measures, and Data Skills + Use
- External student performance measures (NAPLAN, Scout Value Added Data, Best Start, HSC Minimum Standards)
- Internal student performance measures (Literacy and Numeracy Progressions, GPA tracking),
- Instructional Rounds (classroom observations) and Faculty Review process.

Analysis: Analyse the data to determine the extent to which the purpose has been achieved.

Implications: Where do we go from here? Future directions and next steps

High Performing and Gifted Student Learning

Question: How effective are current school process for identifying and enhancing growth for HPG students? What additional practices can be included to ensure HPG identification is thorough and culturally responsive, to increase the representation of students from diversity and disadvantaged backgrounds? How has TPL supported teachers to embed differentiation and formative assessment in their programming, assessing and classroom practice?

Data:

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

- Team discussion and evaluation in reference to SEF elements of Learning Culture, Assessment, and Data Skills + Use
- External and internal student performance measures
- Instructional Rounds (classroom observations) and Faculty Review process.
- student work samples
- student focus groups

Analysis: Analyse the data to determine the extent to which the purpose has been achieved.

Implications: Where do we go from here? Future directions and next steps

Strategic Direction 2: Learning and Teaching for Excellence

Purpose

The role of the teacher is to understand where our students are in their learning and to plan for learning and teaching excellence. Effective analysis of classroom and student data will help to identify areas for targeted teacher development in high impact teaching strategies for implementation in all classrooms to support students' learning needs.

Improvement measures

Target year: 2022

Increase the average GPA by 0.5 per school calendar year

Target year: 2022

Decrease of Sentral negative entries by 5-10%

Target year: 2023

Increase of staff attendance

Target year: 2023

Classroom management and creating positive conditions for learning.

Initiatives

High Impact Classroom Practice

- Systematic delivery of Instructional Rounds to identify themes of classroom practice in areas of strength and areas for improvement, aligned to the CESE: What Works Best Elements.
- Targeted Teacher Professional Learning on identified areas from the Instructional Rounds process to ensure consistency across the classrooms in all KLAS.
- High Impact Learning strategies implemented in all classrooms to enable deep learning and high growth and attainment for all students across the learning continuum

Targeted Professional Learning for Staff

- Development of a school based Teacher Professional Learning calendar, guided by the High Impact Professional Learning School self-assessment tool, staff PDPs and feedback from Instructional Rounds.
- Differentiated High Impact Professional Learning to cater for a range of levels including Career Development, Beginning Teachers, Aspiring Leaders, Leadership incorporating opportunities for professional dialogue, collaboration and classroom observations.
- Use of data from to Inform areas to be targeted for Teacher Professional Learning.

Success criteria for this strategic direction

Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.

All lessons are systematically planned as part of a coherent program that has been collaboratively designed. Accommodations and adjustments are made to suit needs as they arise. Lesson planning references student information including progress and achievement data, curriculum requirements, and student feedback, and provides continuous improvement for all students, across the full range of abilities.

Teachers model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning.

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, school-wide improvement in teaching practice and student results.

Staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve learning and teaching.

Evaluation plan for this strategic direction

Question: How do whole school and/or inter-school relationships provide mentoring and coaching for the ongoing development and improvement of all teachers.

How can we use Instructional Rounds and evaluation of data to drive high impact learning?

To what extent has professional learning had an impact on teacher classroom practice and student learning?

Data:

- Team discussion and evaluation in reference to SEF

Strategic Direction 2: Learning and Teaching for Excellence

Evaluation plan for this strategic direction

elements of Effective Classroom Practice and Learning and Development

- Data from Instructional Rounds to be used as a tool for continuous improvement and to inform teachers about students' needs and adapt and adjust instruction based on such information.
- Evaluation of professional Learning

Analysis: Analyse the data to determine the extent to which the purpose has been achieved.

Implications: Where do we go from here? Future directions and next steps

Strategic Direction 3: Connecting Together for Excellence

Purpose

We foster and promote a climate of care, positivity, engagement and collaboration within our school community to connect together for excellence. We will further develop and refine individual and collective wellbeing practices for students and staff whilst continuing to develop and enhance collaborative partnerships with students, staff, families and the wider school community.

Improvement measures

Target year: 2022

Attendance

An increase of 4% in student overall attendance compared to the school's lower bound system negotiated target.

Target year: 2023

Punctuality

A reduction of 4% of students who arrive late to school compared to 2020 data.

Target year: 2022

Wellbeing

An Increase of 4% of students indicating positive wellbeing compared to the schools lower bound system negotiated target.

Target year: 2023

An increase in staff reporting a sense of positive wellbeing through surveys and decreased staff absences.

Target year: 2023

Increase of 3% in active parent/community engagement in all school events and activities.

Initiatives

Student Wellbeing

Increase the number of students indicating positive wellbeing through implementing evidence based programs and initiatives that build cognitive, emotional, physical, social and spiritual wellbeing in students and is guided by the NSW Wellbeing Framework for Schools.

- Enhancement of targeted Social and Emotional Learning Lessons during 'PEAK Learning' that meet the learning and wellbeing needs for all students.
- Enhance Positive Behaviour for Learning (PBL) as a targeted whole school wellbeing and behaviour initiative.
- Use of relevant DoE policies and documents, such as the Wellbeing for School Excellence Evaluation Support Tool, to inform student wellbeing initiatives.
- Development of whole school and personalised systematic attendance monitoring processes to improve regular attendance rates for students causing concern.
- Deliver high impact professional learning for staff including 'Trauma Informed Practice' and mental health to guide supportive staff interactions with students.
- Enhance and refine ongoing partnerships with local community wellbeing organisations to further strengthen wellbeing programs and relationships between students and staff.

Staff Wellbeing

Increase the wellbeing and morale of all staff through developing a positive growth mindset through:

- Development of a structured program of initiatives to support staff wellbeing.
- Collection of staff wellbeing data through regular surveys.

Success criteria for this strategic direction

Attendance and punctuality data is regularly collected and analysed. Attendance concerns are promptly communicated with students and parents and documented appropriately. Whole of school and personalised attendance approaches ensure teachers, parents and the community work together to support consistent and systemic processes that ensure student absences are limited do not impact on learning outcomes.

The school collects, analyses and uses data including valid and reliable student, parent and staff surveys/feedback to monitor, refine and inform an evidence based whole school approach to wellbeing and engagement to improve learning.

Increased enrolment numbers, improved boy-girl ratio, reduced Suspension Rates and increased number of staff actively participating in school developed staff wellbeing initiatives.

The school collects, analyses and uses valid and reliable staff surveys/feedback to monitor, refine and inform an evidence based approach to improving staff wellbeing and morale.

The school engages in strong collaboration and communication between parents, students and the broader community that inform and support continuity of learning for all students and embed a culture of high expectations.

Evaluation plan for this strategic direction

Question:

How will regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures?

How will Executive Team and School Action Learning Teams reflect on progress.

How will student wellbeing initiatives support student

Strategic Direction 3: Connecting Together for Excellence

Initiatives

Collaboration for a Culture of Continuous Improvement

Develop, enhance and promote collaborative partnerships within the campus, across the college and throughout our local community through:

- Strengthening associations, communication and collective efficacy with local Primary Schools and the Oatley Senior Campus for the continuity of learning for all students.
- Enhancing parent and community communication processes and actively encouraging parent and community participation and engagement in the school.

Evaluation plan for this strategic direction

attendance and punctuality ?

How do we measure staff wellbeing? To what extent do staff feel they are supported? How has staff morale been enhanced?

What will be the benefit of collaborative partnerships on student and staff wellbeing for continuous improvement?

Data: Team discussion and evaluation in reference to SEF elements of Wellbeing, Educational Leadership, Learning and Development

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction:

SCOUT - Attendance/Enrolment and Wellbeing Data

SENTRAL - Attendance/Punctuality/ Wellbeing Data/Parent Portal and Parent App data

Tell Them From Me - student/parent/staff surveys

Student Wellbeing program evaluations

Social Media engagement data

Parent/Community event participation data

P&C Membership and participation data

Data will be analysed by relevant teachers, leaders and teams. This analysis will guide the schools future directions:

Analysis

Analyse the data to determine the extent to which the purpose has been achieved.

Implications: Where do we go from here? Future directions and next steps.