

Strategic Improvement Plan 2021-2024

Granville South Creative and Performing Arts High School 8436



School vision and context

School vision statement

Granville South Creative and Performing Arts High School (GSCAPAHS) is a community and partially selective school emphasising student engagement and success. Its motto is "Do Unto Others".

The school's main focus is on improving student learning outcomes through quality teaching practices underpinned by targeted whole school teacher professional learning. We are committed to developing a learning culture which emphasises critical thinking and ensures students develop self-discipline in their study habits.

Our wellbeing systems provide a safe, respectful and caring learning environment; encouraging personal excellence; promoting relevant learning experiences; and supporting student participation and success.

School context

GSCAPAHS is in Guildford, Western Sydney, and has an enrolment of approximately 715 students including approximately 90% from language backgrounds other than English, from over 47 nationality backgrounds and 6 Aboriginal/Torres Strait Islander students. It includes a Support Unit with 5 classes of mild and moderate intellectual disability, and a selective Creative and Performing Arts stream. GSCAPAHS is close to Holroyd and Chester Hill IEC's, with students transitioning to mainstream education from diverse backgrounds.

The 2020 FOIE is 174 and the school budget allocation includes Equity funding for Socio-Economic Background, English Language Proficiency and Low level Adjustment for Disability.

The school has been partially selective in the Creative and Performing Arts since 2012. Students audition for selection in dance, drama, music, visual arts or circus and undertake 5 hours of specialist extension workshops and ensembles per cycle in classes of students from yrs 7-12. Ensemble students make up about 15-20% of the student population. Ensemble students enter competitions, perform in festivals and support school events. An annual performance at Parramatta Riverside Theatre showcases the diverse talent of GSCAPAHS students.

GSCAPAHS runs programs supported by a range of groups including Granville Multicultural Community Centre, ABCN, Cumberland Council, Granville TAFE, UNSW, and WSU.

Strategic Direction 1: Student growth and attainment

Purpose

Teachers at Granville South Creative and Performing Arts High School will draw on a body of professional knowledge and research to respond to the needs of our students. Our teachers will know how our students learn, as informed by reliable data and understand how their experiences impact on their overall learning. Our teachers will structure their lessons to meet the individual needs of our students. The content being delivered to our students will hold global relevance and will be delivered through effective and developmentally appropriate strategies. Our teachers will improve overall student literacy and numeracy levels.

Improvement measures

Target year: 2022

Attendance

Increase by 5.4% from baseline the percentage of students attending 90% of the time and more.

Target year: 2022

NAPLAN

Increase the proportion of students in the Top 2 NAPLAN Reading bands by 6.4% from system-negotiated target baseline.

Target year: 2022

NAPLAN

Increase the proportion of students in the Top 2 NAPLAN Numeracy bands by 6.5% from system-negotiated target baseline.

Target year: 2022

HSC

Increase the proportion of students in the Top 2 HSC bands by 6.5% from system-negotiated target baseline.

Initiatives

1. Student Engagement

Ensure every student is known, valued and cared for through purposeful wellbeing strategies that allow all students to 'connect, succeed and thrive' (The Wellbeing Framework for Schools). Improve overall average attendance and engagement through systematic processes that include regular analysis of attendance data, whole school and personalised attendance plans and working closely with parents/carers and the community.

- Facilitate high impact professional learning on evidence-based practice by regularly collecting student attendance data, analysing data and monitoring student progress.
- Development of evidence-based consistent and systematic processes around student engagement and attendance.
- Communicate regularly to students and parents regarding attendance requirements and the consequences of unsatisfactory attendance or student lateness.
- Establish a culture of high expectations to engage parents/carers to support their child's attendance and engagement.
- Engage with internal and external wellbeing support agencies in order to allow our students to connect, thrive and succeed.
- Implement student reward system for improved attendance.
- Engage with DoE external personnel to support the attendance of identified students.

2. Evidence based student performance measures (Literacy, Numeracy and HSC)

Ensure overall growth in student Literacy, Numeracy and HSC achievement.

- Facilitate high impact professional learning to strengthen the abilities and confidence of teachers of

Success criteria for this strategic direction

Teachers, parents/carers and the community work together to support consistent and systematic processes that ensure student attendance does not impact learning outcomes.

The school has implemented evidence-based change to whole-school practices, resulting in measurable improvements in attendance monitoring and engagement in order to support learning.

The school community demonstrates high expectations towards improved levels of attendance and engagement in school activities.

Staff are able to analyse, interpret and extrapolate data to inform planning, deliver explicit teaching strategies to improve student outcomes in literacy and numeracy.

Literacy, numeracy & HSC results to show improved student outcomes and achievement of system generated measures.

Every eligible HSC student has met or is working towards achieving the minimum standards.

Staff understand and explicitly teach literacy and numeracy to students that can be measured by improved student progress and achievement data.

Staff to plan and monitor student plans to ensure students' learning needs are met, students are continually challenged and maximise learning outcomes are achieved.

Staff will provide individual support to students from a refugee background with individualised learning support plans.

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and can

Strategic Direction 1: Student growth and attainment

Improvement measures

Target year: 2022

HSC

Increase the proportion of students in the Top 3 HSC bands by 7.6% from system-negotiated target baseline.

Target year: 2023

NAPLAN growth

Increase the proportion of students achieving expected growth in Reading by 7.5% from system-negotiated target baseline.

Target year: 2023

NAPLAN growth

Increase the proportion of students achieving expected growth in Numeracy by 6.3 % from system-negotiated target baseline.

Initiatives

all levels in the teaching of reading, writing and numeracy skills to students of all abilities.

- Extend support initiatives for specific students to maximise their growth and attainment in reading, writing and numeracy.
- Develop a framework to support student learning in the creative and performing arts domain.
- Instructional Leader to work with teachers using data to monitor and assess student progress and design future learning on a whole class, group and individual level.

Evaluation plan for this strategic direction

demonstrate impact and improvement of student outcomes in departmental and school targets?

Data:

We will use a combination of data sources that include:

- TTFM survey
- SCOUT
- NAPLAN
- RAP
- Interviews
- Attendance plans
- Attendance monitoring records
- Internal data
- Student plans

Analysis:

Analysis will be embedded through a 10-week systematic internal data analysis as part of the implementation and monitoring of the School Implementation Plan (SIP). Annually the school will review progress towards the improvement measures.

Implications:

The findings of the analysis will inform future actions in relation to student growth and attainment.

Strategic Direction 2: High impact teaching and learning

Purpose

Teachers at Granville South Creative and Performing Arts High School will deliver engaging and high-quality teaching and learning that enriches every student. Our teachers will plan high-quality teaching and learning programs using evidence-based research and student performance data. Our teachers will continually develop their practice to include effective teaching strategies that cater for the individual learning needs of our students.

Improvement measures

Target year: 2024

Differentiation

100% of staff will be able to differentiate content, product and process to address the learning needs of all students in Stages 4, 5 and 6.

Target year: 2024

Differentiation

100% of staff will be able to interpret student data to create class learning profiles to help inform evidence-based teaching and learning practices.

Target year: 2024

Differentiation

100% of staff will be able to provide samples of differentiated content, process and product learning activities and assessment.

Target year: 2024

Differentiation

Every Stage 4, 5 and 6 teaching and learning program will have differentiation strategies for content, process and product embedded into them.

Target year: 2024

Initiatives

1. Differentiation

Embed within all teaching and learning programs the principles of differentiation by making reference to the *High Potential and Gifted Education* policy and the recommendations of *What Works Best* including explicit teaching.

- Staff will collaborate to employ data to identify the need for interventions and plan for, program and deliver differentiated teaching strategies with increased effectiveness.
- Facilitate high impact professional learning to develop the capacity of all staff to interpret student data in order to successfully differentiate content, product and process (with a focus on aligning students to the 'Universal', 'Targeted' and 'Extension' categories).
- Instructional Leader to work closely with faculties to provide targeted professional learning on differentiation.

2. Assessment, Feedback and Reporting

Strengthen overall assessment procedures (through formative and summative assessment strategies) to provide clear and effective feedback and reporting to students, parents and carers.

- Facilitate high impact professional learning on developing whole-school formative assessment practices
- Build on existing processes for formative assessment practices and monitoring of student learning.
- Enhancing teacher capacity to provide student feedback that communicates assessment information and provides advice on student learning and improvement.
- Ongoing and embedded analysis of data sources and other student progress measures to strengthen

Success criteria for this strategic direction

Staff will use differentiated teaching strategies and assessment approaches reflective of analysis of student learning needs across a full range of abilities. Staff will embed content, process and product differentiation strategies into their teaching and learning programs, teaching resources and assessment to support the learning needs of all students.

Staff will interpret student internal and external data to develop class learning profiles and show the planning of all students individual needs.

Staff integrate formative assessment into teaching practice in every classroom, confirming that students learn what is taught and informing student future learning.

Every Teaching and Learning program in Stages 4, 5 and 6 will have formative assessment strategies embedded into them that align with the skills being assessed in the accompanying summative task. These teaching and learning programs will also have formative assessment tracking sheets.

We will streamline formative and summative assessment practices with a focus on backward mapped skills emanating from the summative tasks. These skills will be taught, modelled and tracked through formative assessment measures.

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes in departmental and school targets?

Data:

We will use a combination of data sources that include:

- TTFM survey
- SCOUT

Strategic Direction 2: High impact teaching and learning

Improvement measures

Assessment, Feedback and Reporting

100% of teaching and learning programs in Stages 4, 5 and 6 will have formative assessment strategies and tracking sheets embedded into them that align with the summative skills being assessed.

Initiatives

- feedback provided, in order to improve student learning outcomes.
- Review and redesign whole-school approach to reporting on student achievement

Evaluation plan for this strategic direction

- Interviews
- Formative tracking sheets
- Teaching and Learning programs
- Student reports
- Assessment tasks
- Internal assessment data
- Student surveys
- WWB Assessment tool

Analysis:

Analysis will be embedded through a 10-week systematic internal data analysis as part of the implementation and monitoring of the School Implementation Plan (SIP). Annually the school will review progress towards the improvement measures.

Implications:

The findings of the analysis will inform future actions in relation to student growth and attainment.

Strategic Direction 3: Professional engagement

Purpose

Teachers at Granville South Creative and Performing Arts High School will model effective learning through expanding their professional development both collegially and individually. Our teachers will demonstrate respect, professionalism and sensitivity in all their interactions with students, colleagues, parents/carers and the community. Our teachers will understand the link between school, home and community and engage with their school communities to enrich the educational context for our students.

Improvement measures

Target year: 2024

Community Engagement

Well established and embedded social media communications to ensure authentic engagement with the wider school community.

Target year: 2024

Community Engagement

A further 20% increased collaboration with feeder primary schools to build stronger relationships and a smoother transition of students between primary and secondary school

Target year: 2024

Community Engagement

A further 30% increase in parental/carer engagement in the TTFM survey and faculty review process.

Target year: 2024

Collective Staff Efficacy

A further 20% increase in staff delivering professional learning during whole school professional development sessions.

Initiatives

1. Community Engagement

Stronger community engagement by involving parents/carers and the wider community in CAPA showcases and initiatives. Also, through communicative avenues, local organisations and neighbouring primary schools.

- Facilitate the showcasing of student talent by hosting 2 additional public performances.
- Ensure structures for school media communication are reflective of current practice and promotion priorities.
- Review and develop systems to improve our customer service delivery by ensuring that our administration staff build and maintain high quality relationships with parents/carers and members of the wider community.

2. Collective Staff Efficacy

Develop overall staff efficacy through a focus on leadership capacity building in all faculties, with an emphasis on developing expert teachers and supporting higher levels of professional accreditation.

- Strengthen existing induction and beginning teachers programs to support staff in improving their professional knowledge and skills.
- Facilitate opportunities for structured mentoring across the school for staff at every level.
- Expertly facilitate high impact professional learning to develop all SASS staff on the *Excellence in School Administration* standards.
- Instructional Leader to work closely with staff to provide targeted professional learning on accreditation, NESA compliance recommendations and collective staff efficacy.

Success criteria for this strategic direction

Increased engagement through parental feedback on student learning and engage parents/carers in the collaborative learning process.

Executive staff will have expert contemporary knowledge of effective leadership practices.

Parent/carers and community are committed to engaging in surveys, P&C meetings, CAPA showcases, community events and parent/teacher interactions.

The leadership team maintains a focus on distributed instructional leadership to sustain a culture of building staff capacity for future planning.

The Instructional Leader works with teachers to become accredited at Proficient, Maintenance and higher levels of accreditation.

Visible culture in the school that supports the attainment of higher levels of accreditation.

Formal mentoring or coaching to improve teaching practice is provided to teachers in the Peer Observation program and beginning teachers program.

The leadership team deploys professional learning on capacity development programs and implements principles of evaluative thinking continually to monitor the impact of programs and approaches used by all teachers and improves practice as required.

Staff will show growth in their perceptions of collective efficacy through a re-evaluation of the Situational Analysis survey, with a focus place on the collective efficacy, leadership and engagement opportunity questions.

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and can demonstrate impact and improvement of student

Strategic Direction 3: Professional engagement

Improvement measures

Target year: 2024

Collective Staff Efficacy

100% Executive staff engaging in and/or delivering leadership professional learning across the whole school.

Target year: 2024

Collective Staff Efficacy

100% of faculties to comply with internal NESA compliance review processes and every faculty to have at least one representative who is leading whole school professional learning.

Target year: 2024

Collective Staff Efficacy

100% of SASS staff to embed the standards within the *Excellence in School Administration* into their PDP's.

Evaluation plan for this strategic direction

outcomes in departmental and school targets?

Data:

We will use a combination of data sources that include:

- TTFM survey
- Customer Service Survey - Front administration.
- SCOUT
- Interviews
- CAPA showcases
- Professional learning
- Accreditation
- Surveys
- Resource allocation
- P&C minutes
- Communication data
- Compliance process and recommendations
- MyPL data

Analysis:

Analysis will be embedded through a 10-week systematic internal data analysis as part of the implementation and monitoring of the School Implementation Plan (SIP). Annually the school will review progress towards the improvement measures.

Implications:

The findings of the analysis will inform future actions in relation to student growth and attainment.