

Strategic Improvement Plan 2021-2024

Glendale Technology High School 8466



School vision and context

School vision statement

Creating a supportive culture of excellence through innovation, high expectations and strong community partnerships.

School context

Glendale Technology High School is a comprehensive high school situated on a main distributor on the northern end of Lake Macquarie. It has a strong Special Education Unit consisting of 1 ED Class, 5 MC classes and 1 IO Class. The school has a 13% population of Aboriginal students and 1% from an EALD background. The school has a mix of experienced and early career teachers, with a ratio of 6%. The school has a strong focus on improving students individual determination. The school has strong partnerships with its community of schools, (IILA) Inspiration Innovation Learning Alliance.

The school has strong vocational education programs linked to many local businesses and employment agencies supported through a Career and Transition Team. The school currently has 22 students engaged in School Based Apprenticeships and delivers an extensive Work Experience program for Year 10 students. This results in a retention rate of 51% as students move from Year 7 to 12.

The majority of the school's equity funding will be used to support initiatives developed in the 2021-2024 Strategic Improvement Plan. Some funds will be used to support other activities not embedded in this plan.

The school has undergone an extensive curriculum review to address rising concerns around student engagement and attendance. This led to the development of student driven model across Stage 5, linked explicitly to the competencies embedded within syllabi. This will be enhanced with the introduction of competency based assessment and the utilisation of student data against competencies to drive individual determination.

The school is committed to continually improving effective classroom practices with staff professional learning being the key to ensuring this. This learning will ensure that both literacy and numeracy achievement can be enhanced through improved data collection, analysis and use which underpins our belief in individualised and differentiated learning. The school will also introduce and refine the Pivotal Behaviour Management process and develop a consistent Glendale Way in classroom management and expectations.

Foundations for students to achieve success the school will build strong, quality connections with its community. This includes working closely with students, local employers, parents and supporting the continuum of learning as students move from Kindergarten through to Year 12. These strong connections will keep students engaged in their education, raise their aspirations to achieve their personal best and ensure they have a strong sense of belonging.

There will also be a focus on Higher School Certificate performance including staff professional learning around deeper analysis and use of data to develop both individual and group support programs. This will include the introduction of a vocational class to enhance engagement at school and better prepare students for the workforce.

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student growth there is a strong need for both staff and students to ensure an understanding of student current progress and what is needed to attain their highest personal achievement. This will be achieved through enhancing staff understanding of the literacy and numeracy progressions and associated available data and monitoring practices to assist the development of responsive teaching and learning programs and activities for identified areas of improvement.

Improvement measures

Target year: 2023

The proportion of students achieving expected growth for numeracy increases by 6.2% to be at or above the school's system-negotiated target.

Target year: 2023

The proportion of students achieving expected growth for reading increases by 8.5% to be at or above the school's system-negotiated target.

Target year: 2022

The proportion of students in the top 2 bands for reading increases 5% to be at or above the school's system-negotiated target.

Target year: 2022

The proportion of students in the top 2 bands for numeracy increases by 5.7% to be at or above the school's system-negotiated target.

Target year: 2024

The school demonstrating the School Excellence Framework element, Data Skills and Use, as excelling when measured against the School Excellence Framework.

Initiatives

Evidence Driven Practice

Through supportive processes staff confidence on the interpretation of data to support teaching and learning planning will increase. Staff will:

- Undertake learning to increase understanding of the literacy and numeracy progressions.
- Identifying internal and external sources of data to support teaching and learning practices
- Adjust teaching and learning programs to be responsive to available data
- Work collaboratively with colleagues to reflect on their own practice

Success criteria for this strategic direction

- Teachers have a sound understanding of student assessment and data concepts.
- Increased teacher confidence in the interpretation and evaluation of data and the ability to link internal and external data to teaching practices within the classroom.
- Students drawing on both internal and external data to set learning goals and drive their individual determination to achieve stronger HSC results and career pathways.
- All teachers utilizing Literacy and Numeracy progression indicators with confidence to enhance effective planning, teaching, and learning across the whole school.

Evaluation plan for this strategic direction

Question

- What evidence is there that teaching and learning programs have been adjusted utilising available PLAN 2 and literacy and numeracy data?
- Are students able to articulate what they have achieved and the next steps within their learning progression?
- How have teachers changed their teaching practice based on collaborative feedback from colleagues?

Data

- PLAN2 data
- PDP Reflections
- Teaching and Learning Programs
- TTFM data
- NAPLAN
- HSC Data

Analysis

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

- Alignment between student articulation of learning and teaching and learning programs.
- What are the trends around the data as programs are implemented?

Implication

- Opportunities for increased staff collaboration.
- Student involvement in the development of teaching and learning programs.
- Increased teacher responsibility for student progress.

Strategic Direction 2: Strong Quality Connections

Purpose

To provide the foundations for students to achieve success the school must have strong, quality connections with its community. This includes working closely with students, local employers, parents and supporting the continuum of learning as students move from Kindergarten through to Year 12. These strong connections will keep students engaged in their education, raise their aspirations to achieve their personal best and ensure they have a strong sense of belonging.

Improvement measures

Target year: 2022

The proportion of students attending more than 90% of the time increases by 6.6% to be at or above the school's system-negotiated target.

Target year: 2022

The proportion of Aboriginal students completing the HSC increases by 17.1% to be at or above the Principal Network's system-negotiated target whilst also maintaining their cultural identity.

Target year: 2022

The proportion of students reporting positive wellbeing through the Tell Them From Me survey increases by 5.4% to be at or above the school's system-negotiated target.

Target year: 2022

The proportion of student results in the top 3 bands in the HSC increases by 7.2% to be at or above the school's system-negotiated target.

Initiatives

Community engagement and collaboration

Increasing community engagement and collaboration through direct involvement with the IILA community of schools, corporate partners, service providers and parents and carers in the design, delivery and evaluation of programs to meet the needs of students.

- A consistent application of the literacy progressions established through a IILA Literacy initiative designed to create a common approach to teaching literacy skills across the IILA schools.
- Opportunities for students to engage in real work situations is created through The Careers and Transition Team coordinating connections with corporate partners.
- The increased quality of communication material and distribution to the school community.
- Adjusted Stage 6 curriculum linked to real to career aspirations and pathways

All students known, valued and cared for

A variety of structures and personnel will be established to support planning for learning for all students which is identified through holistic information about each student's wellbeing and learning needs.

- Adjustment to human organisational structure and role statements creating positions to analyse data, identify students, develop and implement programs to improve student wellbeing and attendance.
- Aboriginal Education Officer to support the school establish and maintain positive relationships between Aboriginal students, Aboriginal families, and community to foster cultural connections and positive relationships with the school.
- Learning and Support Team and Wellbeing practices are reviewed and streamlined to enhance student support and connections with families and services.

Success criteria for this strategic direction

- Student progress is accurately reported at key transition points through a common understanding of the literacy progressions and the consistent use of PLAN2.
- School engages in strong collaboration with relevant service providers to embed a culture of high expectations and effectively cater for a range of equity issues.
- Students within the targeted class exit school with full time employment in a chosen field or a specific training plan to ensure continuity of learning through an educational pathway.
- Increased engagement and satisfaction from parents, carers and community members in school communication processes.
- Evidence-based wellbeing and learning programs and processes result in measurable improvements in wellbeing and engagement.
- Positive and respectful relationships are evident amongst students, staff and community to promote positive student wellbeing.
- Senior students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to fulfil their potential.
- Cultural Identity is a strongly evidenced in Stage 6 support programs and plans.

Evaluation plan for this strategic direction

Question

- How have teachers used knowledge of student position within the literacy progressions in their planning?
- What is the impact on students with engagement with external sources of support?
- How has student engagement and connectedness

Strategic Direction 2: Strong Quality Connections

Initiatives

- Enhance Stage 6 support programs and practices
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Evaluation plan for this strategic direction

improved or changed?

Data

- School exit surveys
- PLAN2 data
- Social media engagement data
- TTFM
- PLP documentation
- Sentral referrals -behaviour/attendance
- Program (wellbeing) survey collection.
- Student reports
- Attendance of students in targeted programs
- % Aboriginal Parents/carers attending meeting and events
- Survey of Aboriginal students and families

Analysis

- Tracking progress against the progress and performance measures
- Student involvement in learning and wellbeing programs.
- Student attendance percentages.
- Percentage of Aboriginal students completing their HSC.

Implication

- Expand available and relevant programs to students
- Improve the delivery of proactive wellbeing programs
- Increase variety of the programs
- Increase staff trained to deliver programs
- PLP learning goals addressed in class

Strategic Direction 3: Quality Teaching

Purpose

Expanding innovative teaching practices across the school through focussing on connecting students to their learning and real world experiences will improve quality teaching. Quality teaching and learning occur in tandem and increase student engagement and attendance.

Improvement measures

Target year: 2024

School demonstrating evidence of excelling as measured against the School Excellence Framework within the Curriculum element.

Target year: 2024

School demonstrating evidence of excelling as measured against the School Excellence Framework within the Learning Culture element.

Initiatives

The Glendale Way

The Glendale Way promotes a consistent, whole school approach to the explicit direct instruction of high-efficacy teaching and learning strategies, which support student engagement and success.

- Opportunities for all staff to increase professional development in high efficacy teaching and learning strategies.
- Establish, monitor and maintain long-term plans to create cultural change in the school.

Innovative Teaching Practices

Teaching and learning activities are responsive to the needs of students', and teachers use data-driven evidence to differentiate curriculum delivery.

- Promote professional learning around the use of data to inform and adjust teaching for students at all ability levels.
- Programs and assessments are maintained and evaluated to support the learning needs of students.
- Curriculum structures are differentiated using evidenced based strategies to meet the needs of a diverse range of learners.
- Specialised programs to support the development and explicit direct instruction in literacy and numeracy.

Success criteria for this strategic direction

- Explicit quality teaching is a whole-school approach that ensures evidence-based teaching methods are used to improve learning for all students.
- Whole school community demonstrates aspirational expectations of learning progress and achievement for all students.
- Staff capacities are continually built to ensure every student experiences high-quality teaching and learning experiences.
- An integrated approach to quality teaching, curriculum planning and delivery, and assessment which is responsive in meeting the needs of all students.

Evaluation plan for this strategic direction

Question

- What changes are evident in teaching and learning programs that demonstrate AVID and WICOR strategies and a responsiveness to student data?
- To what extent are staff using Learning Intentions and Success Criteria?
- How do teaching and learning programs reflect the explicit teaching of competencies and competency based assessment?

Data

- Teaching and Learning Programs
- NAPLAN reading and top two bands and growth data.
- Aboriginal students HSC retention data.
- AVID data-Aboriginal students enrolled in AVID elective class.
- PLAN2 Data
- Student assessment data and completion rates

Strategic Direction 3: Quality Teaching

Evaluation plan for this strategic direction

- TTFM data

Analysis

- Student expectations of themselves
- The value students place on learning experiences
- Students link between school, work and the real world.
- Comparison to like school groups and State data
- Student movement along the learning progressions

Implication

- Adjustments to teaching and learning programs and use of Learning Intentions, Success Criteria, and WICOR.
- Maintain AVID professional understanding across staff.
- Review intensive learning support program data to ensure programs are meeting specific and whole school targets and make adjustments as required.