

# Strategic Improvement Plan 2021-2024

## Georges River College Penshurst Girls Campus 8857



# School vision and context

## School vision statement

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We are a learning community committed to the development of resilient, independent and respectful learners who aim for personal excellence in all that they do. Our vision is to create a nurturing, collaborative and inclusive environment that prepares our students to be responsible global citizens with the skills to succeed in our ever-changing world. We are committed to the creation of a culture of positive values that empowers all members of our school community to achieve success within a framework that values diversity, acceptance, equality, equity and active citizenship.

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

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Georges River College Penshurst Girls Campus is a comprehensive secondary school for young women in years 7-10. The school is located 17 km south of the Sydney central business district and is part of the Georges River Network of schools. There are 523 students, 80% of whom are from backgrounds other than English.

School structures, curriculum and teaching and learning programs are designed to achieve the best possible outcomes for students. Students participate in challenging comprehensive programs with access to sporting, cultural and community activities. Students represent the school across the metropolitan area in student leadership and social justice arenas, and in a wide range of sporting activities.

The school has strong student welfare programs and an innovative pastoral care system. The school community values a safe and cooperative learning environment and has high expectations across all aspects of school life.

A comprehensive situational analysis has been conducted which led to the development of the 2021-2014 Strategic Improvement Plan, both of which involved genuine consultation with students, staff and parents. Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in Reading and Numeracy. Other areas for further development that have been identified are effective feedback, teacher collaboration and differentiating learning to cater for a variety of student abilities.

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 levels can be enhanced through improved data analysis and use to support individualised and differentiated learning.

In 2021, the school will undergo External Validation, a process linked to the School Excellence Framework. The results of External Validation will be used to evaluate the Strategic Improvement Plan to ensure it continues to meet the needs of the school community.

# Strategic Direction 1: Student growth and attainment

## Purpose

In order to maximise student learning outcomes for every student in reading and numeracy, and to build strong foundations for academic success in all key learning areas, we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students.

## Improvement measures

### Target year: 2022

An uplift of 5% of students achieving in the top 2 bands in NAPLAN reading.

### Target year: 2022

An uplift of 3.1% of students achieving in the top 2 bands in NAPLAN numeracy.

### Target year: 2023

An uplift of 2.5% of students achieving at or above expected growth in NAPLAN reading.

### Target year: 2023

An uplift of 2.7% of students achieving at or above expected growth in NAPLAN numeracy.

### Target year: 2024

Increased percentage of students achieving at expected growth against internal reading data.

### Target year: 2024

Increased percentage of students achieving at expected growth against internal numeracy data.

## Initiatives

### Literacy and Numeracy Initiative

Improve effective classroom practice through a focus on explicit teaching practice, formative assessment, progressions and EAL/D strategies.

- Literacy and numeracy professional learning and teaching practice is informed by research such as **What Works Best** and **High Impact Professional Learning**.
- Strengthen collaborative support for teacher performance development, cross-faculty collaborations and evidence-based programs guided by the **School Excellence Framework**.
- Whole school adoption of Literacy and Numeracy Learning Progressions and PLAN2.
- Embed the use of formative data collection and feedback and reflection on teaching effectiveness.
- Develop systems and professional capacity for analysis of Best Start, NAPLAN, check-in assessment and minimum standard data to identify/monitor improvement measures and to target areas as needed.

### Data Driven Practices

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

- **High Impact Professional Learning** in data literacy, data analysis and data use in teaching for all staff. This is linked to gap analysis data.
- Review and adapt practice to ensure reliable formative and summative assessment tasks are used to analyse student progress, evaluate growth over time and report student achievement.
- Embed data informed formative assessment practices as an integral part of daily instruction in every classroom.

## Success criteria for this strategic direction

- Teachers collaborate within the school and across the college, to share curriculum knowledge, data, feedback and other information about student progress and achievement which meet the learning needs of all students.
- Assessments are developed/sourced and used regularly across the whole school to help promote consistent and comparable judgement of student learning, monitor student learning progress.
- Skill gaps for improvement and areas for extension are identified.
- The school identifies expected growth for each student.
- Students are achieving higher than expected growth on internal school progress and achievement data.
- School data demonstrates that student progress and achievement is greater than students at statistically similar schools on external measures.
- EAL/D and LST teams are collaborative, build the capabilities of all teachers and are an integral component of whole school approaches to language, literacy and numeracy programs.
- Teachers demonstrate high quality skills in explicit teaching and differentiation to highly engage students.
- There is effective, coordinated planning in place to identify and accommodate the additional learning and support needs of students.

## 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 literacy and numeracy?

**Data:** The following data sources will be collected and analysed by relevant teachers, leaders and teams:

- external student performance measures (NAPLAN)

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

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- check in assessment data
- Best Start data
- Internal student performance measures (Literacy and Numeracy progressions)
- Student growth data
- PLAN2 data
- SCOUT data
- Teaching programs
- Student work samples
- Document analysis

### Analysis:

The evaluation plan will involve:

- Regular review of the data sources to provide clarity around whether we are on track for achieving our intended improvement measures.
- Executive team and whole staff reflection sessions.
- Regular professional discussion around the School Excellence Framework domains of Teaching and Learning, particularly in the domains of Effective Classroom Practice, Data Skills and Use, Student Performance Measures and Assessment.
- Regular review and triangulation of data sources including quantitative and qualitative, internal and external data to support conclusions.

**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 grow in their learning.

# Strategic Direction 2: Staff growth through evidence informed practice

## Purpose

Our purpose is to build relationships as a collaborative learning community using evidence informed practice to enhance student learning outcomes through effective feedback and differentiation of instruction.

## Improvement measures

### Target year: 2024

Staff demonstrate improved practice in Effective Feedback (What Works Best Toolkit Survey) through reflecting on practice and gathering evidence.

### Target year: 2024

Staff demonstrate improved practice in implementing programs for High Potential and Gifted students (HPGE Policy Evaluation and Planning Tool).

## Initiatives

### Personalised Learning

Embed a learning culture that enables students to receive and share **feedback** to achieve their learning goals

- Seek professional learning opportunities to share and gain expertise in evidence-based teaching practices to personalise learning and understanding.
- Provide students with effective feedback that is relevant, explicit, ongoing, constructive and actionable information about their performance against learning outcomes from the syllabus.
- Develop and support students to self-assess, reflect and monitor their work.
- Adopt a whole school approach where feedback focuses on tasks, processes and student self-regulation.

### Building Quality Practice

Develop teacher capacity to implement evidence informed practice in order to differentiate learning and cater for a range of individual student learning needs.

- Develop deep staff understanding and effective implementation of programs related to the **High Potential and Gifted Education** policy
- Expertly use student assessment data to reflect on teaching effectiveness and provide individualised, explicit, **differentiated** and responsive learning opportunities.
- Embed and use professional learning models to build teacher capabilities and collective pedagogical practice.

## Success criteria for this strategic direction

- Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement.
- Reliable formative and summative assessment supports learning across the school to form an integral part of daily classroom instruction.
- Formative and summative assessments create opportunities for students to receive feedback on their learning.
- Teachers routinely review learning with each student both in class and on work submitted, ensuring all students have a clear understanding of how to improve.
- Student feedback is elicited by teachers and informs their teaching.
- Student errors and misunderstandings are explicitly addressed until teachers and students are confident that mastery is demonstrated.
- Feedback from students on their learning derived from assessments informs further teaching.
- Teaching and learning programs are showing evidence of revisions based on feedback on teaching practices.
- 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.
- The school uses systematic and reliable assessment information to evaluate student learning over time and changes in teaching lead to measurable improvement.
- The school has processes in place to support teachers' consistent, evidence based judgement and moderation of assessments.
- Student Performance Measures show that student progress and achievement on external measures is consistent with progress and achievement on

## Strategic Direction 2: Staff growth through evidence informed practice

### Success criteria for this strategic direction

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internal assessments.

### Evaluation plan for this strategic direction

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**Question:** To what extent are teachers expertly embedding feedback in their teaching practice? To what extent are teachers effectively differentiating their instruction to cater for the full range of student ability?

**Data:** The following data sources will be collected and analysed by relevant teachers, leaders and teams:

- external student performance measures (NAPLAN, VALID)
- check in assessment data
- Best Start data
- SCOUT data
- Internal student performance measures
- Student growth data
- Student work samples
- Document analysis

**Analysis:** The evaluation plan will involve:

- Regular review of the data sources to provide clarity around whether we are on track for achieving our intended improvement measures.
- Executive team and whole staff reflection sessions.
- Regular professional discussion around the School Excellence Framework domains of Teaching and Learning, particularly in the domains of Curriculum, Effective Classroom Practice and Assessment.
- Regular review and triangulation of data sources including quantitative and qualitative, internal and external data to support conclusions.

**Implications:** Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as

## Strategic Direction 2: Staff growth through evidence informed practice

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

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future school planning to provide continuous improvement, and to maximise student learning outcomes.

# Strategic Direction 3: School community growth in culture

## Purpose

In order to improve student engagement and wellbeing, we will further develop and share highly effective teaching practice across our school community. We will refine and improve our observation of teaching practice culture in order to improve teaching and learning across the school, including the authentic use of technology and future focused learning to enrich teaching practices. Further to this, we will strengthen our whole school wellbeing programs, which will underpin high levels of student engagement and student learning outcomes.

## Improvement measures

### Target year: 2024

Staff demonstrate improved teacher collaboration (What Works Best) through reflecting on practice and gathering evidence.

### Target year: 2022

An uplift of 4.8% of students attending school 90% of the time or more.

### Target year: 2022

An uplift of 3.6% of students reporting positive wellbeing year on year.

## Initiatives

### Highly Effective Teaching Practices

Embed a learning culture that embraces collaboration, feedback and sharing of practice.

- Professional learning and teaching practice is informed by research such as **What Works Best** and **High Impact Professional Learning**.
- Strengthen collaborative support for teacher performance development, cross-faculty collaborations and evidence-based programs guided by the **School Excellence Framework**.
- Teachers take shared responsibility for student improvement and contribute to a transparent learning culture, including through the **observation of each other's practices**.
- Embed structured lesson observations that focus on how different teaching approaches impact on student learning.
- Strengthen teachers working together to achieve a common goal through the sharing of evidence-informed practices, knowledge and skills..

### Future Focused Learning

Create and nurture a learning culture that values innovative or evidence-based, future-focused practices.

- STEM** learning is evaluated, refined and its success scaled across the school.
- Technology** that supports learning is available and meaningfully integrated into lessons by teachers.
- Review and adapt practice to ensure learning is relevant, engaging and meaningful.
- Re-furbish and establish the **School Library** as a future focused learning hub.

### Wellbeing

Ensure our students **connect, succeed** and **thrive** in an

## Success criteria for this strategic direction

- Teachers engage in professional discussion and collaborate to improve teaching and learning in their classes, year groups, stages, faculties, or for particular student groups.
- Embedded, explicit systems facilitate professional dialogue, collaboration, classroom observation
- Teachers model effective practice and the provision of specific and timely feedback to colleagues.
- Teachers are supported to trial innovative or evidence-based, future focused practices.
- A creative approach to the use of the Library as a learning space has been taken to ensure that it optimises learning.
- The school has implemented evidence-based change to whole school practices.
- Teachers, parents and the community work together to support consistent and systematic processes..

## Evaluation plan for this strategic direction

**Question:** What has been the impact of using consistent explicit teaching practices on student performance? To what extent do teachers collaborate to evaluate, reflect on and adapt practice? To what extent are our students demonstrating that our wellbeing practices create an enabling environment for them?

**Data:** The following data sources will be collected and analysed by relevant teachers, leaders and teams:

- external student performance measures (NAPLAN)
- check in assessment data
- Best Start data
- Internal student performance measures
- Student growth data
- Student work samples
- Sentral data

## Strategic Direction 3: School community growth in culture

### Initiatives

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enabling school environment.

- Strengthening school systems, processes and practices to enhance safe learning and working environments.
  - Identifying and evaluating current school wellbeing programs according to the NSW Wellbeing Framework for Schools.
  - Seeking student perspectives to better inform wellbeing approaches.
  - Analysis of school attendance data inclusive of strengths and areas of improvement.
  - Revision of School Attendance Procedures.
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### Evaluation plan for this strategic direction

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- Attendance data
- Tell Them From Me data
- Student surveys; observations; focus groups and Interviews
- Document analysis

#### Analysis:

The evaluation plan will involve:

- Regular review of the data sources to provide clarity around whether we are on track for achieving our intended improvement measures.
- Executive team and whole staff reflection sessions.
- Regular professional discussion around the School Excellence Framework domains of Learning and Leading, particularly in the elements of Educational Leadership, Learning Culture, Wellbeing, Learning and Development and School Resources.
- Regular review and triangulation of data sources including quantitative and qualitative, internal and external data to support conclusions.

**Implications:** Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, and to maximise student learning outcomes.