

Strategic Improvement Plan 2022-2026

Penrith High School 8163



School vision and context

School vision statement

Penrith Selective High School is committed to ensuring that high potential and gifted students have access to a diverse, rich and differentiated curriculum that is both inspirational and innovative, aimed at developing the whole child. Wellbeing, engagement and academic growth through curriculum and Talent Development Opportunities through Enrichment and Co-curricular Programs and teaching excellence, are at the core of the school's work.

School context

Penrith Selective High School is an academically selective high school located on Dharug land. We have a coeducational enrolment of 936 students, including 92.6% of students from a non-English speaking background (English, Tamil, Hindi, Bengali and Mandarin are our main language groups) and we have four Aboriginal students enrolled. The school has a strong commitment to differentiated teaching and learning to meet the needs of highly gifted learners in addition to supporting students and their wellbeing across all domains of giftedness.

Our school's staffing entitlement in 2023 is 62.9 full-time entitlement (FTE) teaching staff and 12.77 FTE non-teaching staff. The school also employs an additional Deputy Principal, Business Manager and Technology Support Officer from school funds. Our executive staff is stable with the majority being in their role for more than three years. 30% of our staff are in their early career as teachers. There is a 10% turnover of staff each year through promotion, retirement and transfer to other schools.

Our highly skilled and dedicated teachers focus on quality teaching and learning with an emphasis and understanding of strategies that meet the needs of gifted and talented students, including those who are twice exceptional (2e). We develop students who are innovative thinkers, confident and self-motivated learners who possess strong ethical values. The school enjoys the support of its culturally and linguistically diverse community and we have also fostered strong partnerships with Australian and overseas universities, cultural institutions, businesses and community groups and have established in-house enterprise learning.

A strong focus on wellbeing of all students is supported in an atmosphere which provides over 100 Talent Development Opportunities, including co-curricular learning experiences, strong enrichment opportunities and programs for students with interests and passions in sport, creative and performing arts, leadership and school & community service. We offer extensive student leadership opportunities that contribute to a positive school ethos and a philosophy of social justice. The school values the positive contribution that parents and alumni play in the school's culture.

This Strategic Improvement Plan has been built around a comprehensive situational analysis following a successful External Validation where the school was validated at Excelling across all 14 elements. This analysis identified target areas for improvement in the area of literacy and numeracy, HSC achievement in the top two bands, student engagement, wellbeing and engagement with our community. The findings from the situational analysis have led to the development of targeted initiatives the school will employ to drive school improvement.

Strategic Direction 1: Student growth and attainment

Purpose

Our commitment is to provide every student with the opportunity to reach or exceed their full potential in the areas of Reading, Numeracy and HSC attainment.

Through the provision of evidence based and data informed practices we will evaluate school improvement over the duration of this plan.

Improvement measures

Numeracy growth

Achieve by year: 2023

An increase in Check-in Assessment mean scaled score for numeracy in Year 7 and 9 for 2023 compared with Year 7 and 9 in 2022.

Reading growth

Achieve by year: 2023

An increase in Check-in Assessment mean scaled score for reading in Year 7 and 9 for 2023 compared with Year 7 and 9 in 2022.

HSC achievement - top 2 bands

Achieve by year: 2023

HSC courses deliver an uplift of 9.84% from the current value in students achieving the Top 2 Bands in HSC courses.

Student progress and achievement in writing

Achieve by year: 2026

An uplift of 10% from the baseline value in students achieving in the top two levels of achievement in NAPLAN writing assessments, with growth supported by internal performance measures.

Initiatives

Literacy and Numeracy

- All staff engage in the whole school Literacy Strategy centred upon reading and writing. This professional learning will be embedded into all teaching programs and is evident in classroom practice. Working with academic partners, the school will support this work with explicit teaching and learning strategies to ensure lesson planning and delivery is differentiated and optimises student learning outcomes.
- All teaching staff engage in a deep analysis of data and connect the data and research to co-design high impact teaching and learning programs.
- All teaching staff develop high level skills in formative and summative assessment to support student growth and attainment in Literacy and Numeracy.

HSC Attainment in the Top 2 Bands

- All teaching staff engage in a deep analysis of data and connect the data and research to co-design high impact teaching and learning programs.
- All teaching staff develop high level skills in formative and summative assessment to support student growth and attainment.
- A whole school approach to academic support processes including early interventions, support and appropriate extension and enrichment.

Success criteria for this strategic direction

The whole school community demonstrates aspirational expectations of the learning progress and achievement for all students, and is committed to the pursuit of excellence. (SEF- Learning Culture, High Expectation)

Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement. (SEF - Curriculum, Teaching and Learning Programs)

Formative and summative assessment is used flexibly and responsively to analyse 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. (SEF- Formative Assessment & Summative Assessment)

Professional learning is differentiated and its impact on the quality of teaching and student learning outcomes is evaluated. There are explicit systems for collaboration and feedback to sustain quality teaching practice. (SEF- Learning and Development)

The principal and school leadership team model instructional leadership and support a culture of high expectations, resulting in sustained and measurable whole school improvement. (SEF- Educational Leadership)

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 reading, numeracy and achievement in the top 2 bands of the HSC?

Data:

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

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

- Internal assessment (In school z score analysis)
- External assessment (NAPLAN, VALID, HSC, External competitions. eg: ICAS REACH etc)
- Observation
- Focus groups
- Student voice forums
- Curriculum monitoring processes

Analysis:

Analysis of the above qualitative and quantitative data sources will be embedded within each of the initiatives and reviewed systematically.

Implications:

The findings of the analysis will inform:

- Future actions- including appropriate adjustments/ differentiation to teaching programs
- Annual reporting on the school progress measures through the publication of the Annual Report on the school website.

Strategic Direction 2: Teacher Excellence

Purpose

Our teaching staff aspire to excellence within and beyond their classrooms so that all students experience high quality teaching and learning.

All staff share their innovative practices within and beyond the school in a collective pursuit of excellence.

Improvement measures

Higher levels of staff accreditation

Achieve by year: 2026

By 2026, 20% of staff are engaged as members of either cohort one or two HALT team confidently working towards accreditation at Highly Accomplished or Lead level.

Leading and evaluating curriculum change

Achieve by year: 2026

By 2026, students are experiencing levels of instructional challenge that are appropriate to their ability measured by an 11% increase from the 2022 baseline in students in the 'high skills-high challenge' group in the skills-challenge component of the TTFM survey, as well as an ongoing increase in social-emotional outcomes related to effort, motivation and interest.

Initiatives

Effective classroom practice

An evidence informed, whole school approach to teaching and learning is adopted which includes:

- a repertoire of differentiated strategies that meets the needs of highly gifted students
- a culture of collaboration where teachers share their expertise and experiences through curriculum design and the observation of classroom practice
- teacher professional learning and school resourcing that reflects the High Impact Professional Learning policy.

Teacher excellence at all career stages

All staff are working at or exceeding the descriptors outlined in the Australian Professional Standards for Teachers (APST) for their career stage. Clear development opportunities exist and are structured so that staff are:

- Supported in the early years of their teaching career through effective coaching and mentoring strategies
- Encouraged and mentored to attain accreditation at Highly Accomplished and Lead levels.

Success criteria for this strategic direction

The school has a high performing teaching staff as measured against the Australian Professional Standards, whose capacities are continually built to ensure every student experiences high quality teaching. (SEF- Improvement of practice)

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. (SEF- Collaborative practice and feedback)

A high proportion of the teaching staff (including specialist teachers) have attained and are maintaining accreditation at Highly Accomplished or Lead teacher professional standards and there is a strong, visible culture in the school that promotes and supports the attainment of higher level accreditation. (SEF- Accreditation)

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. (SEF- Data Literacy)

A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth. (SEF- Explicit Teaching)

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. (SEF- Lesson Planning)

Strategic Direction 2: Teacher Excellence

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and can demonstrate our impact of consistent classroom practice in the pursuit of teacher excellence for all staff?

Data:

We will use a combination of data sources these include:

- Internal and external assessments
- Professional Learning Communities
- Surveys
- Evaluation of professional learning communities
- Student voice
- Focus Group
- PDP
- Document analysis

Analysis:

Analysis of the above qualitative and quantitative data sources will be embedded within each of the initiatives and reviewed systematically at an executive, faculty and teacher level.

Implications:

The findings of the analysis will inform future actions including the design of professional learning activities to meet the needs of all staff.

Strategic Direction 3: Student Agency and Talent Development

Purpose

Talent Development Opportunities are strategically planned so that students possess the dispositions to drive their own learning.

A learning community of highly gifted learners with shared values and high expectations creates optimum conditions for success.

Improvement measures

Attendance >90%

Achieve by year: 2023

Proportion of students attending >90% of the time meets or exceeds lower bound target with clear progress towards the upper bound target.

Digital Learning Strategy

Achieve by year: 2026

All students possess enhanced digital literacy skills and ethical digital citizenship including critical collaboration and team-based problem solving skills as demonstrated by an 80% decrease in problematic technology use.

100% staff confidently draw on a range of digital pedagogical practices which support teacher collaboration and improve student learning as demonstrated by internal measures.

Talent development and co-curricular

Achieve by year: 2026

Increase student participation and retention in talent development and co-curricular activities by 10% each year, as measured by the number of students who participate in at least one co-curricular activity per term.

A 20% increase in the proportion of students reporting improvement in The Tell Them From Me (TTFM) survey wellbeing themes of: advocacy, expectations and belonging as self-reported by students.

Initiatives

Digital Learning

Digital learning is a key tool to improve student agency of their own learning. As a school community, we will develop in consultation with students, staff and parents:

- a learning framework that will foster creativity, student agency and teacher capacity
- practices that are underpinned by a shared ethical understanding of the use of technology.
- a Digital Learning strategy that ensures consistency and equity across the school.

Engaged, well rounded students

The school community is to deeply committed to developing well rounded students who are engaged in their studies and the broader opportunities that are offered. The evaluation of this data will be used to inform and plan:

- Talent Development Opportunities (Co-Curricular, Enrichment, Leadership and Student Clubs)
- School attendance
- Our 5-13 wellbeing strategy, including all transition points (in, through and to tertiary studies)

Success criteria for this strategic direction

Technology that supports learning is available and expertly integrated into lessons by teachers. Administrative staff are expert users of available technology and systems. (SEF- Technology)

Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes. (SEF- Attendance)

The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning. (SEF- A planned approach to wellbeing)

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. (SEF- Whole school reporting)

Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school. (SEF- Behaviour)

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and can demonstrate a positive impact in optimising student agency and talent development opportunities?

Data:

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

- Internal data - participation rates, attendance data

Strategic Direction 3: Student Agency and Talent Development

Evaluation plan for this strategic direction

- External data - TTFM
- Student voice
- Survey - students, staff and parents
- Post School Destination Plans

Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards the improvement measures and adjust offerings and structures dependent on this.

Implications:

The findings of the analysis will inform:

- Future actions
- Annual reporting on school progress measures (published in the Annual Report each year and in the newsletter throughout the year)
- Participation in externally offered programs and events