

Strategic Improvement Plan 2023-2026

Glenmore Park High School 8276



School vision and context

School vision statement

At Glenmore Park High School, our whole school community is committed to fostering an environment of high expectations and inclusion, focussed on developing responsible, successful learners engaged in maximising their individual educational attainment. Our holistic approach to achieving excellence for all will see every student and every teacher challenged to continue to learn and improve every year in an environment that supports innovation and collaboration.

Through explicit teaching strategies and a focus on developing visible learners we are committed to supporting students to achieve academic excellence with strong foundations in literacy, numeracy and deep content knowledge, preparing students for higher education, training and work.

Student wellbeing programs, embedded in all areas of school life, will focus on increasing student efficacy in resilience, engagement and school and wider community connection supporting our students to be confident, adaptive, responsible citizens.

School context

Glenmore Park High School is a large, comprehensive, co-educational secondary school located on Dharug land in Sydney's Western area. Our Support Faculty has 8 classes. The student population of 980 has continued increasing over the previous four years. Our school's cultural diversity is celebrated and includes 9% of students identifying as having an Aboriginal background and 18% having a non-English speaking background, with 4% requiring some level of EAL/D (English and additional language or dialect) support.

The school provides excellent opportunities for individual student success and celebrates outstanding student achievement across a comprehensive range of areas. We challenge our students to take responsibility for their learning, to become lifelong learners and confident, caring citizens. We achieve this through quality teaching and aspirational, unique learning experiences. On completion of their education at Glenmore Park High School, students are well prepared for their highly successful transition to post-school destinations.

Through our extensive community partnerships, including Western Sydney University, CSIRO, Sydney Science Park, Australian Business Community Network (ABCN), Penrith City Council, National Aboriginal Sporting Chance Academy (NASCA), World Vision- Young Mob, Aurora Foundation, Sydney University and our local business community, students are provided with a wide range of authentic learning experiences.

The school also has extremely strong connections with our 7 partner primary schools through the Glenmore Park Learning Alliance (GPLA) and local Penrith high schools, through the Penrith Education Alliance (PEA). Through our strategic work with these community connections we are able to provide holistic, innovative, supportive educational opportunities for all our students and our staff. These connections also provide students with a continuum in learning and expanded curriculum choices, including a variety of Vocational Education and Training (VET) courses, School Based Traineeships and iSTEM.

Our school is inclusive, catering for all students including high academic achievers, and students with further support needs. Students are provided an extensive range of extracurricular opportunities including, but not limited to, sport, creative and performing arts, student leadership, debating and public speaking, Science Technology Engineering and Mathematics (STEM) and Virtual Reality programs.

Our partnerships with the National Aboriginal Sporting Chance Academy (NASCA), World Vision and Aurora Foundation provide Aboriginal students increased opportunities to connect with culture through the Young Indigenous Pathways Program (YIPP) and Young Mob program.

Glenmore Park High School's approach to student wellbeing is guided by the principles of Connect, Succeed and Thrive and is implemented throughout all areas of school life, including our Positive Behaviour for Learning program. Students are further supported by exceptional Wellbeing and Learning and Support Teams, providing wrap around support for students. In 2021, we employed a permanent Student Support Officer, further expanding our student wellbeing team.

School vision and context

School vision statement

School context

Our school facilities are outstanding and include a well equipped gym, a Movement (Dance) Studio, a STEM Hub, a purpose built Metals and Engineering building, a multi-purpose hall and a recently upgraded Hospitality Caf  . 2022 saw the enhancement of our facilities with the completion of our state-of-the-art new Performing Arts and Learning Centre. Our Library supports all aspects of student learning and incorporates a senior study where students can access tutoring support. Our facilities provide students with industry standard technologies and opportunities, supporting further their authentic learning experiences.

Throughout Terms 3 and 4 of 2022 a comprehensive situational analysis has been conducted which informed the development of our 2023-2026 Strategic Improvement Plan, both involving genuine consultation with students, staff and parents. A range of data has been utilised in this process including Tell them for Me Survey data; parent, staff and student surveys and focus groups and People Matter Survey data. Through our situational analysis, we identified a need to use the majority of the school's equity funding to support a broad range of initiatives.

Glenmore Park High School is committed to continual improvement in evidence based highly effective classroom practices with staff collaboration and professional learning being the key to ensuring this. Our collective commitment will support us to ensure that both literacy and numeracy levels can be enhanced through improved processes in data analysis used to support individualised and differentiated learning.

The school will continue to implement Visible Learning processes and strategies and continue to develop staff capacity in actioning the associated mindframes in order to maximise their impact on student wellbeing, engagement and achievement. Wellbeing practices will be embedded in all areas of school life.

There will also be a focus on Higher School Certificate performance including staff professional learning around assessment and deeper analysis and use of data to inform development of both individual and group impact programs. Faculties will work collectively to develop ways of deepening the knowledge base of students.

Strategic Direction 1: Student growth and attainment

Purpose

To maximise learning outcomes for all students with a focus on developing strong foundations in literacy and numeracy, ensuring students are well prepared for transition into the world beyond school. Teachers will collaborate, innovate and use data informed explicit teaching practices to enhance effective classroom practice and inspire students to achieve their best.

Improvement measures

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.

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.

HSC achievement - top 3 bands

Achieve by year: 2023

Increase the percentage of students achieving HSC Top 3 Bands toward the lower bound system-negotiated target.

Achieve by year: 2026

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

Initiatives

Reading and Numeracy

A whole school approach to reading and numeracy will include the explicit teaching of identified skills, through analysis of data, targeting student improvement in these areas. We will do this through the following:

- Develop and deliver high impact professional learning for all teaching staff in whole school literacy and numeracy strategies.
- Improve effective classroom practice through a focus on explicit teaching practice, regular ongoing quality feedback to students and whole school evidence-based literacy and numeracy strategies.
- Expanded school professional learning in data literacy, data analysis and data use informing teaching practice and explicitly identifying and addressing gaps in student knowledge and skills.
- Support implementation of professional learning through teacher collaboration, mentoring and observation, and instructional leadership.
- Review and improve the use of formative assessment, internal and external data and reflecting on teacher effectiveness.
- Implement clear expectations for learning through Learning Intentions/Success Criteria displayed visibly and referenced each lesson.
- Engage students in the process of setting goals for growth and providing regular feedback on their progress toward achieving these.

HSC Growth and Attainment

- Systematic review of RAP and HSC data to inform student's needs, through backward mapping, in Stage 4 and 5 to enable better preparation of students for the rigours of senior studies.
- Targeted professional learning, including HSC Strategy, for teachers on evidence-based strategies for improving HSC performance.
- Focus on professional learning for Stage 6 teachers in providing timely, quality feedback to students to

Success criteria for this strategic direction

Reading and Numeracy

- All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data. School data reflects student progress and achievement is equal to or greater than students at statistically similar schools on external measures. This will be consistent with strong progress and achievement in internal measures.
- Progress and achievement of equity groups within the school is equivalent to or greater than the progress and achievement of all students.
- Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning.
- All teachers have a sound understanding of student assessment and data concepts. They analyse, interpret and utilise data and collaboratively use this to inform planning, identify interventions and modify teaching practice.

HSC Growth and Attainment

- The school uses systematic and reliable assessment information, internal and external, to evaluate student learning over time and implements changes in teaching that lead to measurable improvement. The school has processes in place to support teachers' consistent, evidence based judgement and moderation of assessments.
- Teachers regularly review learning with each student both in class and through submitted work, ensuring all students have a clear understanding of how to improve. Student feedback is elicited by teachers to inform teaching. Explicit feedback is ongoing to students to assist them in mastery of content and skills.
- Students and parents understand the assessment approaches used in the school and their benefits for

Strategic Direction 1: Student growth and attainment

Initiatives

- improve learning and performance on assessments.
- Ensure that effective strategies and processes for data analysis and reflection are used for responsive curriculum offerings that support the selection of an appropriate pattern of study for all students, including options for alternative pathways, school-based apprenticeships/traineeships and vocational education.
- Develop further effective partnerships with parents and community to develop high expectations of student success.
- The school facilitates opportunities for Stage 6 teachers to share practice in teaching, assessment and evidence-based judgements with teachers across the Penrith Education Alliance.
- All Stage 6 students have a mentor teacher to support their academic progress and further support their wellbeing.

Success criteria for this strategic direction

learning.

Evaluation plan for this strategic direction

Question:

What has been the impact of using explicit, consistent, research informed practice on student performance? Are teachers collaboratively evaluating and reflecting on data to adapt their practice?

Data:

External student performance measures- (NAPLAN, Best Start, Check-in, HSC, Minimum Standards).

Internal student performance measures- (PAT and PLAN2), teaching programs, assessments and student work samples, classroom observations, professional learning evaluations and focus groups.

Analysis:

Analyse data, internal and external, to determine the extent to which the purpose and success criteria have been achieved.

Implications:

Rigorous analysis of the data will inform future directions for whole school implementation of literacy and numeracy strategies. The ability of all teachers to effectively use data to inform their practice will be central to this success.

Strategic Direction 2: Wellbeing, Resilience and Connectedness

Purpose

Our purpose is to create a learning environment where every student is known, valued and cared for and each individual student can thrive. Wellbeing initiatives will be aligned to the Wellbeing Framework to ensure students continue to develop their resilience, nurturing a sense of ownership, connectedness, engagement and belonging.

Improvement measures

Attendance >90%

Achieve by year: 2023

Uplift of students attending greater than 90% of the time or more increases to 63.20% (annual trajectory lower bound).

Wellbeing

Achieve by year: 2023

Proportion of students reporting Expectations for Success, Advocacy, and Sense of Belonging at School in TTFM data increases to at or above the annual trajectory lower bound 69.8%

Aboriginal student HSC attainment

Achieve by year: 2023

Increase the proportion of Aboriginal students attaining the HSC whilst maintaining their cultural identity.

Initiatives

Attendance

Every student has the opportunity to Connect, Succeed and Thrive within our school. Mentoring structures are organised to ensure students have regular opportunities to meet with an identified staff member who can advise and assist students supporting them to achieve their full potential. Attendance is identified as a key indicator of student success at school. A focus on this will include-

- further embedding of strong attendance processes that ensure students can feel safe, connected and engaged whilst at school.
- establishing systems of support to promote belonging and regular attendance.
- ensure early intervention strategies and supports are initiated as soon as attendance concerns are identified.
- reviewing and adjust calendar events to incentivise attendance.
- recognition and rewards for excellent attendance and also for improvement in attendance.
- students awareness of their own attendance patterns, monitoring of this and setting attendance goals.
- increasing parent awareness and engagement with the parent portal to develop further our partnership in ensuring student success.

Planned Approach to Wellbeing

Improving student wellbeing will see an explicit focus on improving students' sense of connection and belonging to the school. Expectations for success for all students will also be a focus throughout the following-

- Analysing the Wellbeing Framework and current school practices to collaboratively design and implement an action plan/wellbeing matrix to address student needs with an emphasis on a prevention focussed approach.
- Review Positive Behaviour for Learning (PBL) to

Success criteria for this strategic direction

- Attendance data is regularly analysed and is used to inform planning. Whole school and individualised attendance approaches are improving regular attendance rates for all students, including those at risk.
- The school collects, analyses and uses data from student, parent/carer and staff surveys/feedback to monitor and refine a whole school approach to engagement and wellbeing.
- The leadership team measures school community (parent and student) satisfaction and shares its analysis and actions in response to the findings with its community.
- 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.
- There is a school-wide, collective responsibility for student learning and success, which is shared by students and parents/carers. Planning for learning is informed by holistic information about each students wellbeing and learning needs in consultation with parents/carers.
- An increased number of students are engaged in sporting teams, clubs and extra curricular activities broadening the range of opportunities for students to connect to their school developing and showcasing their talents.
- Increased opportunities for student voice demonstrates to students that their opinions and skills are valued, and utilised to inform decisions within our school community.
- Clear practices are in place for developing effective instructional leadership, leadership attributes and management skills to facilitate whole school improvement and build breadth and depth in leadership.

Evaluation plan for this strategic direction

Strategic Direction 2: Wellbeing, Resilience and Connectedness

Initiatives

- ensure alignment with wellbeing action plan/matrix which includes explicit teaching of expected behaviours in creating positive, effective learning environments.
 - A whole school strategic, integrated approach ensures that Wellbeing processes are the responsibility of all staff members and are embedded within all faculty areas across the school.
 - Mentoring programs are expanded to identify all student's strengths and areas for growth, whilst also building resilience with proactive interventions and/or initiatives.
 - Early identification of students at risk and development of a support continuum, including internal and external specialists/community supports.
 - Develop strategies that foster a culture of pride in success for all students and increase student acknowledgement and celebration of achievements.
 - Increase leadership opportunities for all students and staff based upon areas of strengths with links, where possible to future aspirations.
 - Continue upgrade of technology, resources and learning spaces and playground areas to optimise engagement and learning outcomes.
 - Develop staff understanding of TTFM questions to enhance student understanding of how survey questions relate to school experiences.
 - Facilitate further opportunities for student voice, to inform school plan implementation and future directions.
 - Promote effective partnerships in learning through enhanced opportunities for staff leadership development.
 - Lead Mentor Teacher implements GPHS Beginning Teacher Program ensuring a planned approach to supporting Beginning Teacher.
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Evaluation plan for this strategic direction

Question:

Has student attendance improved? What has been the impact of Wellbeing initiatives on student resilience, engagement and connectedness? Does TTFM data show improvement in expectations for success and sense of belonging?

Data:

Attendance data, TTFM data, parent/carers engagement/participation data, SENTRAL data, staff and student surveys, student focus groups and leadership team meetings.

Analysis:

Triangulation of internal and external data to monitor impact of improved student outcomes. Self-evaluation using the School excellence Framework,

Implications:

Continuous monitoring to inform progress. Future directions and next steps are developed and integrated into school planning. and future directions.

Strategic Direction 3: Innovation and Community Connectedness

Purpose

Improve student and staff wellbeing and connection through strong engagement with both the school and wider community, embracing local skills, knowledge and resources and establishing mutually beneficial links fostering innovation whilst engaging in real-world learning opportunities to create an optimal learning environment that supports and drives improvement in all areas of the school.

Improvement measures

Partnerships in Student Achievement

Achieve by year: 2026

The school will be determined to be 'Excelling' in the *Learning Culture* element of the School Excellence Framework through the school engaging in strong collaborations between parents, students and the community that inform and support continuity of learning for all students at transition points, including highly mobile students and students with atypical enrolment

Community Engagement

Achieve by year: 2026

Our school will 'excel' in the *Leading Domain: School Resources* through collaborating with the local community where appropriate on decisions about − and access to − school assets and resources, delivering benefit to both the school and the community.

Innovation through Community Connections

Achieve by year: 2026

The school will 'excel' in the *Learning Domain: Curriculum* through supporting high expectations for student learning. The curriculum is enhanced by learning alliances with other schools or organisations where useful and practicable.

Initiatives

Parent and Community Engagement

Enhancing community connections with the school requires a focus on greater opportunities for parents/carers to be actively engaged in school activities and workshops to increase their connectedness.

- Engage further with parents/carers to encourage them to be our active partners in holding high expectations of their children.
- Review and enhance methods of communication
- Explore further opportunities to identify, initiate and build on programs, projects and strategies that better engage parents, carers and our local community to engage with our school in meaningful ways.
- Continue to improve our collaborative engagement with our local Aboriginal community to develop further meaningful and effective connections and partnerships.
- Community groups and clubs access the school through resource bookings, shared spaces programs. The new Performing Arts Centre provides opportunities for further community engagement and showcasing of school and student achievements.
- Transition pathways for Stage 5 students further enhanced by work experience placements, building links with a wider network of community business/industry partners and enhancing in-house and curricular coverage of the skills needed to move into the workforce.
- Further strengthen indigenous programs which empower and inspire students in the areas of education, employment, health and development of cultural understanding.

Partnerships-Innovations

Developing and strengthening a range of diverse partnerships provides staff and students with increased opportunities to engage in unique, real world problems that develop students understanding of local to global

Success criteria for this strategic direction

- The school strategically engages in partnerships that focus on increasing opportunities, connections and success for students and staff, building their capacity further to effectively implement ongoing program outcomes.
- The school's P&C supports the culture of high expectations in the school and is an effective conduit for parent feedback.
- Effective partnerships in learning with parents, business and industry groups inform, nurture and increase opportunities for continuity of learning across transition points and success in post-school pathways.
- Strong collaboration across the Glenmore Park Learning Alliance (GPLA) supports the sharing of data to optimise planning and support for students transition 6-7.
- Parents and community members have the opportunity to engage in a range of school-related activities which help build the school as a cohesive educational community.
- Glenmore Park High School actively seeks and responds to feedback from students, parents and the wider school community regarding school performance.
- The school will have respectful, positive and mutually beneficial relationships with parents/carers and mentors of Aboriginal students, underpinned by an understanding of heritage and cultural awareness.

Evaluation plan for this strategic direction

Question: Question:

What has been the impact of strengthening and consistently utilising partnerships to enhance student and staff opportunities on engagement and attendance? Have we improved our engagement with the local Aboriginal community and what has been the impact of this for our Aboriginal students? Do school organised events show an increase in community involvement? Is there a positive

Strategic Direction 3: Innovation and Community Connectedness

Initiatives

challenges and the skills to explore and seek solutions to these. Partnerships also strengthen post-school destination opportunities.

- Strengthening community partnerships with further development of mentoring and engagement with parent body, external business organisations, government agencies and university links to support curriculum initiatives and post-school pathways for students.
- Strengthening links with external agencies to provide specialist support on a needs basis.
- Formalising the development of the GPHS Alumni
- Reviewing and strengthening links with Penrith Education Alliance (PEA) and Glenmore Park Learning Alliance (GPLA)- Community of Schools.
- Science, Technology, Engineering, Mathematics (STEM) partnerships with Sydney Science Park (Celestino), CSIRO, University of Sydney and Penrith City Council enhances student access to future-focussed challenges to real-world problems while also providing substantial immersion opportunities to STEM subject areas.
- Further development of our VET, SBAT curriculum.
- Links with Western Sydney University, University of Technology and Sydney University provide opportunities for students to begin exploring university pathways in the junior years. The Fast Forward Program and Pathways to Dreaming programs engage Year 9 students and ATSI students with Western Sydney University.

Evaluation plan for this strategic direction

trend in community satisfaction data?

Data:

Attendance data, TTFM data, parent/carer engagement/participation data, SENTRAL data, staff and student surveys, student focus groups and leadership team meetings, initiative and program participation data, communication data.

Analysis:

Analyse external and internal data to determine the extent to which the purpose and success criteria have been achieved.

Implication:

Where to from here? Future directions and next steps are developed and integrated into school planning.