

School plan 2018-2020

Girraween High School 8500



School background 2018–2020

School vision statement

Girraween High School is committed to developing future focused learning skills in young people through a challenging and differentiated learning environment.

Students come to our school with enormous potential and leave as resilient, lifelong learners prepared for tertiary study and the world of work.

We strive for exceptional academic results driven by breadth and depth of curriculum designed for students who aspire to achieve in their academic, sporting and leadership pursuits.

School context

Girraween High School (760 students, 93% from a non-English speaking background), is an academically selective, coeducational high school.

Student wellbeing and academic excellence are fostered through a comprehensive approach to positive education principles including mentoring, resilience programs and our *Positive Education Model*.

The curriculum focuses on high expectations of student academic achievement. Student and staff leadership opportunities are promoted in a supportive environment.

Our core values – *Aspire, Respect and Unite* – permeate our school community. Music, the Arts, Sport, and Co-curricular activities ensure high levels of student engagement.

Dedicated staff provide learning experiences to meet the cognitive and affective needs of gifted students. School culture ensures the positive partnership of the community in school life.

School planning process

The 2018–2020 School Plan was developed in conjunction with the Melbourne Declaration, DoE reforms and the revised School Excellence Framework. The SEF is mapped against the school plan which is evident by the embedded coding. The learning needs of gifted and talented students has been at the forefront of the planning process.

The school planning process involved a detailed analysis and review of the 2015–2017 School Plan. Student, staff and community visioning was undertaken, including the analysis of qualitative and quantitative data.

This School Plan was developed and refined at staff development days, executive conferences, P&C meetings, staff meetings, student and parent focus groups and professional learning days. As a result, the plan reflects the active engagement of the Girraween High School community. The School Plan will be regularly evaluated throughout 2018 – 2020 planning cycle.

Consultation with all key stakeholders will continue throughout the 2018–2020 planning cycle and inform future modifications to the internal implementation and progress monitoring document.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1 Learning Culture

Purpose:

Curriculum and assessment is dynamic and inspires excellence in gifted and talented students..

The school nurtures students in achieving their full academic potential. Our students are hard-working, creative, higher order thinkers who are aspirational in their pursuit of excellence in lifelong learning.

STRATEGIC DIRECTION 2 Innovative, Collaborative Teaching Practice

Purpose:

Innovative, collaborative and reflective teaching based on best practice to promote and inspire active student learning.

The school fosters an environment where students are actively engaged through innovative teaching practices. Staff continually reflect upon and refine their teaching methods to maximise student achievement. By promoting a future focused culture that fosters curiosity, mastery of skills and the ability to overcome challenges, we inspire individuals to explore and develop their gifts and talents.

STRATEGIC DIRECTION 3 Positive Community

Purpose:

Students and staff are engaged within a positive learning community that provides opportunities for individual and collective growth.

Our school community promotes the wellbeing and resilience of staff and students as key factors in the achievement of an holistic education. Through implementation of the Positive Education Model which is underpinned by our Core Values (Aspire, Respect and Unite), we nurture and build global citizens who contribute meaningfully to the wider community.

Strategic Direction 1: Learning Culture

Purpose

Curriculum and assessment is dynamic and inspires excellence in gifted and talented students..

The school nurtures students in achieving their full academic potential. Our students are hard-working, creative, higher order thinkers who are aspirational in their pursuit of excellence in lifelong learning.

Improvement Measures

The majority of subjects demonstrate continued improvement in the 5 year average for HSC results. NAPLAN data shows an improvement to 60% of students achieving in the top two NAPLAN bands in Writing.

Gifted and talented education strategies are more evident within faculties via differentiated programs, enrichment activities and extra curricular opportunities. This creates a more diverse range of opportunities across the school for students to develop giftedness.

Greater than 90% of students are able to demonstrate minimum standards in Year 9 NAPLAN Reading, Writing and Numeracy.

People

Students

- Engage in challenging and differentiated learning experiences.
- Students experience quality, meaningful feedback to inform academic growth.

Staff

- Analyse student data to inform quality teaching and learning practices.
- Engage students and cater for their learning needs via the delivery of a differentiated curriculum.
- Provide quality, meaningful feedback to support and improve learning.

Parents/Carers

- Provided with varied opportunities to engage in their child's learning.
- Are presented with meaningful feedback on student progress.

Community Partners

- Careers Adviser provides diverse and strategic information regarding tertiary opportunities.

Leaders

- Strategically plan professional learning focused on continuous improvement of student learning outcomes.
- Actively support staff by providing systems and structures to ensure compliance with DoE and NESAs requirements and policies.

Processes

Data Analysis

- All teachers analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice. (L.S)

Identification of and Support for Students

- Identified students have support which is tailored to their learning needs with a focus upon writing. This is to enable students to demonstrate growth for NAPLAN and the HSC. (L.A)

Gifted and Talented Curriculum

- Faculties model and share expertise in engaging gifted and talented students through a dynamic curriculum including STEM.

Evaluation Plan

- Leaders are able to articulate and demonstrate improvements in teaching and learning that has been informed by data. (T.D)
- Teachers with identified skills lead staff professional learning in supporting students to meet minimum standards. (T.L)
- Milestones reflect continued progress in engagement of gifted and talented students. (Ld.SP)

Practices and Products

Practices

- Staff work collaboratively to identify and develop learning plans to support students not reaching their potential. (T.L)
- Differentiation strategies are evident in teaching programs and provide challenging, engaging learning experiences.
- Faculty programs demonstrate evidence of modification based on data analysis. (T.E)
- Staff provide quality, meaningful and timely feedback to each student ensuring that they have a clear understanding of how to improve. (L.R; T.E)
- Faculties are compliant with DoE and NESAs requirements.
- Workshops for identified students to improve writing. in Years 9, 10 & 12.

Products

- Five year data shows a general trend in the movement of students into higher bands for HSC and NAPLAN data. This is consistent with strong student progress and achievement on internal measures (L.S)
- Year 12 exit data reflects success in students following their desired university pathway.
- Differentiated, rich and varied learning experiences including creative and critical thinking are evident in faculty programs (L.C) (T.E)

Strategic Direction 2: Innovative, Collaborative Teaching Practice

Purpose

Innovative, collaborative and reflective teaching based on best practice to promote and inspire active student learning.

The school fosters an environment where students are actively engaged through innovative teaching practices. Staff continually reflect upon and refine their teaching methods to maximise student achievement. By promoting a future focused culture that fosters curiosity, mastery of skills and the ability to overcome challenges, we inspire individuals to explore and develop their gifts and talents.

Improvement Measures

- Analysis of PL Budget expenditure reveals that funds across the school and in line with school priorities and individual PDP goals. This enables all staff to maintain accreditation and engage in professional growth.

- A greater number of learning spaces throughout the school are future focussed (embedded technology, flexible furniture, spaces for collaborative learning) which used to support pedagogy.

- Teaching & learning programs and assessment tasks show evidence of revisions based on analysis of internal/external data and professional dialogues.

People

Students

- Are motivated learners and are equipped with higher order thinking skills and the skills to respond to feedback to enhance academic performance.
- Students recognise and develop strategies to master fundamental concepts.

Staff

- Professional learning supports staff in expertly integrating technology into lessons to support learning.
- Evaluate professional learning activities to identify and systematically promote and implement effective strategies to improve teaching and learning practice in a future focussed environment (T.L)
- Engage in professional development and collegial discussion about the establishment and evaluation of Performance and Development Plan goals. (T.L)
- The school monitors and provides targeted support of staff through the NESAs accreditation process. (T.P)

Parents/Carers

- Understand the assessment and quality feedback practices used in the school and their benefits for learning. (L.A)
- Are well informed about student progress via a multitude of face-to-face and online communication mechanisms. (L.A) (L.R)
- Are encouraged to regularly engage

Processes

Integration of future focused learning strategies

- Professional Development focused on current pedagogical research, classroom observation protocols and ICT based teaching and learning strategies. Quality learning environments underpin our learning culture. (Ld.SR)

PDPs and Accreditation

- Teaching and non teaching staff proactively seek to improve performance so that students are taught by high performing teachers. This is supported through accreditation and individual performance development plans. (Ld. E; T.L)

Integration of New Syllabuses and Assessment Strategies for the new HSC

- Teachers collaborate to share curriculum knowledge, data and feedback as a systematic part of collaborative practice. School leadership provides support for the effective implementation of the new HSC Syllabi and assessment practices aligned to NESAs requirements. (L.C)

Evaluation Plan

- Leadership team maps staff PDP goals against teaching standards in determining whole school professional learning including funding.
- Multiple data sources including *TTFM* survey results are analysed in supporting the school towards continuous improvement. (Ld.M)

Practices and Products

Practices

- Professional dialogue based on classroom observations are a regular part of professional learning for all staff. (T.L)
- Staff are confident in the selection and use of appropriate ICT resources.
- Staff Performance and Development Plans are dynamic and are used to implement strategies to improve teaching and learning.
- Leadership team provides systems and resources providing mentoring and coaching support to ensure the ongoing development and support of teachers at various career stages. (Ld.E)
- Students have aspirational expectations of their learning and are self-directed, confident learners who are motivated to achieve academic success. (L.L)
- Resources for delivering future focused learning outcomes are continually improved and enhanced throughout the school. (Ld.SR)

Products

- Staff follow specific systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. (T.P)
- Staff Performance and Development Plans reflect staff improvement goals that are aligned to the National Standards. (T.P)
- The leadership team and teachers have responsibility for the physical future

Strategic Direction 2: Innovative, Collaborative Teaching Practice

People

with teachers to improve understanding of student learning and strengthen student outcomes. (L.R)

Community Partners

- The school collaborates with the local community and external agencies to ensure that students develop a deeper understanding of the nature of tertiary education and workforce opportunities.
- Students are actively encouraged to engage with the wider community through programs including supporting charity groups. These social justice programs ensure students understand the concept of a fair and just society.

Leaders

- Executive team members are confident with leading and providing support to staff in the continued implementation of the Australian Curriculum and new HSC syllabi.
- Provide regular and ongoing opportunities for staff to access professional learning targeted to school priorities. (T.L)
- Utilise current research to develop a strong leadership team, ensuring ongoing professional learning and increasing the depth of leadership capacity.

Processes

- Students and staff report on visible improvements to the teaching and learning environment, both within and outside the classroom. (Ld.SR)

Practices and Products

focused environment to ensure that it optimises learning within the school setting. (Ld.E)

Strategic Direction 3: Positive Community

Purpose

Students and staff are engaged within a positive learning community that provides opportunities for individual and collective growth.

Our school community promotes the wellbeing and resilience of staff and students as key factors in the achievement of an holistic education. Through implementation of the Positive Education Model which is underpinned by our Core Values (Aspire, Respect and Unite), we nurture and build global citizens who contribute meaningfully to the wider community.

Improvement Measures

Students and staff can articulate the key features of the Positive Education Model.

Wellbeing Team data shows early detection and successful management of wellbeing concerns in Years 7–10.

Clearly defined processes to identify students at risk during the transition to high school. (L.L)

Increased number of staff and students working collaboratively with other schools to increase PL and student learning opportunities.

People

Students

- Build positive characteristics such as grit, self-efficacy, resilience and empathy based on the Positive Education Model.
- Develop positive growth mindset and relationships through wellbeing programs.
- Are given opportunities to engage in various learning programs across different learning environments.
- Maintain high standards of behaviour in line with the GHS Positive Expectations Framework.

Staff

- Promote and utilise the Positive Education Model within their classrooms through developing a deeper understanding of current positive psychology research.
- Wellbeing team liaise with faculties regarding curriculum links with Wellbeing programs.
- Are encouraged and supported to collaborate, both formally and informally, with staff from various learning environments to enhance teaching and learning practice.

Parents/Carers

- Are informed about positive psychology and the GHS Positive Education Model.
- Are informed about the importance of constructive feedback and the use of positive language to enable students to

Processes

Positive Education Model

- Staff and students receive ongoing training and professional development for the implementation of the revised Positive Education Model within the school environment. (L.W)

Wellbeing Programs

- Evaluate and refine student wellbeing programs in collaboration with student leaders and staff. Links are made between wellbeing programs and the curriculum. (L.W)

Building a Community of Schools

- Staff actively engage and collaborate with staff in other schools to share and embed good practice. (T.L) (L.C)

Evaluation Plan

- Analysing wellbeing survey data to determine effective implementation and modification of the Positive Education Model.
- All staff are involved in the early identification, monitoring and proactive management of student wellbeing concerns. (L.W)
- Staff and students report that programs running in conjunction with other schools are effective and enhancing learning practices and outcomes.

Practices and Products

Practices

- The programs within the Positive Education Model are mapped across all year groups to ensure transparency and clear understanding by all members of the school community.
- Wellbeing programs are continually improved using qualitative and quantitative data.
- Year 6 Adviser liaises with primary Schools to effectively manage student transition to high school. (L.L)
- Begin building a community of schools through activities such as common staff development days, online communication and shared curriculum opportunities. (Ld.SP)

Products

- The school has implemented evidence-based changes to revise the Positive Education Model and embed it in all wellbeing programs across the school. (L.W)
- Positive Psychology and the Positive Education Model are evident in promoting student wellbeing to ensure optimum conditions for student learning across the whole school. (L.W)
- Student wellbeing concerns are effectively managed and communicated to appropriate staff. (Ld. M)
- Opportunities for staff and students to work across different learning environments.

Strategic Direction 3: Positive Community

People reach their potential and achieve at their personal best. <ul style="list-style-type: none">• Are informed about programs run by outside agencies and are encouraged to allow their children to participate.
Community Partners <ul style="list-style-type: none">• Local and similar schools work collegially to develop a community of schools approach to learning.
Leaders <ul style="list-style-type: none">• Evaluate the impact and success of wellbeing programs in building staff and student capacity in developing resilience, relationships and focus on mastery.• Support the Wellbeing Team in the whole school implementation of the Positive Education Model.• Provide opportunities for staff and students to work collaboratively with local and similar schools.