

# Strategic Improvement Plan 2021-2024

## Gosford High School 8115



# School vision and context

## School vision statement

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Gosford High School strives to ensure excellence through diversity and opportunity. The school aims to provide a safe and supportive environment which supports high potential and gifted students to reach their potential. This is realised by ensuring all students have the very best of opportunities in both curricular and curriculum enrichment activities. Students are motivated through effective wellbeing programs and strong learning connections with the community, universities, business and industry in a supportive environment which is academically challenging and future focused.

## School context

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Gosford High School caters for gifted and high potential students. Students enrolling at our school in Year 7 are selected on the basis of results in the Selective School Test conducted by the NSW Department of Education, High Performing Students Unit. The school has a student enrolment of 1068 and draws students from Northern Sydney to lower Lake Macquarie. There is an increasing trend in the number of students who are identified in the developing and consolidating stages of English Language Proficiency and able to access extra support through the schools initiatives and equity loadings.

The school ethos of academic excellence and personal best is reflected in any typical day in our school. Students achieve outstanding results in external examinations and in their regular classes. We pursue personal best through creative and critical thinking, encouragement of self-reflection and detailed skills development programs.

Student wellbeing is nurtured through developing strong, meaningful connections, engagement and support. Students support the community in so many ways including the extensive band program, drama, musicals, debating, chess, mentoring, competitive and recreational sport, leadership development and volunteering.

Student voice and their capacity for decision making is heard and acknowledged through the student leadership programs which extend across all year groups in the school and provide a strong student voice to school directions and management decisions.

Partnerships with parents, universities, business and industry are supportive, creating a unique environment. These partnerships are valued and appreciated.

Gosford High School is proud of its students, their achievements and their contributions to the community and throughout school planning consultation process Gosford has ensured all school partners including the CooinDAH AECG have been represented in the creation of this school improvement plan.

# Strategic Direction 1: Student growth and attainment

## Purpose

To promote academic success in reading, numeracy and the HSC through high expectations for all learners which is supported by a teaching and learning culture that reflects research, evidence and best practice teaching.

## Improvement measures

### Target year: 2023

#### Expected Growth

To increase the percentage of students achieving expected growth in Numeracy to above 71%.

To increase the percentage of students achieving expected growth in Reading to above 71%.

### Target year: 2022

#### Top 2 Bands NAPLAN

To increase the percentage of students achieving in the top 2 reading bands for NAPLAN to above 82%.

### Target year: 2022

#### Top 2 Bands HSC

To increase the percentage of students in the top 2 HSC bands to above 78%.

## Initiatives

### HSC and Stage 6 Mentoring Program

This program is directly linked to building connections and implementing a whole school approach to academic success whilst offering an environment underpinned by the Wellbeing framework. It includes:

- Building staff skill and capacity in analysing internal assessment data, external HSC data, Sentral, student feedback/surveys and other school-based data to develop a detailed picture of individual learners and the multi-faceted influences on their learning.
- Using the information from this data analysis to develop a targeted and explicit approach to address areas identified for development and expand identified areas of success through authentic differentiation and innovative teaching and learning experiences.
- Evaluating programs and processes developed from the results and use of analysis to create an evidence-based practice, supported by professional learning and utilising 'experts within', to drive and embed a dynamic and sustainable process. This simultaneously builds teacher knowledge, skill and expertise and results in ongoing improvement in learning outcomes for Stage 6 students.
- Support each Stage 6 student by offering a mentoring program that supports their academic development with opportunities to engage in learning around study skills, assessment, organisation and maintaining positive wellbeing. Further supports include ongoing guidance with triage for other matters that are linked to wellbeing and transition in Stage 6.

### High Impact Learning Culture

A high impact learning culture is characterised by deep understanding and commitment by all staff to the value of data in providing teachers with the specific indicators/directions to strategically and explicitly plan teaching and learning opportunities that lead to student

## Success criteria for this strategic direction

- School data demonstrates that student progress and achievement match or is greater than students at other SSG schools (selective) on external measures (NAPLAN + HSC)
- Data wall and longitudinal tracking informs teaching and wellbeing adjustments for students. Students at risk of not meeting the school's improvement measures are identified and supported to achieve expected growth.
- All teachers are invested in and committed to understanding and implementing a whole school approach to achieving academic success for all students.
- High functioning and consistently active structures are in place to support all students to achieve their educational potential through talent development opportunities and differentiated teaching and learning practices.
- Teachers clearly understand, develop and apply a full range of assessment strategies- assessment for learning, assessment as learning and assessment of learning - in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness.

## Evaluation plan for this strategic direction

### Questions

What has been the impact of using consistent, explicit enquiry-based teaching protocols, on student performance? Do teachers effectively use data to regularly collaborate, evaluate, reflect on and adapt practice?

What has been the impact of implementing the High Impact and High Leverage Initiatives?

### Data

We will use a range of triangulated data sources in order

# Strategic Direction 1: Student growth and attainment

## Initiatives

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success. This can be achieved through:

- Building the knowledge of staff through professional learning around the role and process of data analysis and its many applications. Teachers will learn how to look for patterns and trends in student progress and consider the accuracy and appropriateness of the data. They will develop a deeper understanding when individual teachers' student data is compared to data from other students from the same cohort and statistically similar schools.
- The collection of data is a routine and regular part of teaching practice. Use data to evaluate the effectiveness of teaching practice and moderate practice to meet the learning needs of students across the full range of abilities. This will be achieved by identifying needs of individual students through data analysis and differentiating teaching accordingly to provide additional support or opportunities for extension.

## NESA High Leverage teaching strategies

HSC professional learning (HSC PL) is a program that aims to support teachers to collectively improve student achievement, regardless of a student's postcode or school's socio-economic status, and to increase the number of students who achieve in top bands in the HSC.

- The program is presented by Quality Teaching Practice and co-designed by a community of expert HSC teachers, curriculum experts, leading educators and academic partners. Each term new HSC PL content and resources are developed so that Stage 6 teachers continue to deepen their practice throughout a school year.
- The strategies identified by NESA that optimize student performance in HSC courses will then be systematically embedded in HSC course through peer observations, NESA professional learning courses and the GHS Teacher learning community.
- Capitalising on the learning from HSC PL, GHS is looking to adapt the skills from the program to develop a unique support for learners in Stage 4 and

## Evaluation plan for this strategic direction

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to evaluate the impact of our work. Data sets will include, but are not limited to:

- Student growth / data shows evidence of improvement/ wellbeing.
- Upwards movement of bands- HSC overtime.
- Small group celebration/ personalised / student feedback (not top students) through merit and school reward processes.
- Qualitative feedback from Student, Parent and Staff Survey data.

## Analysis

What does the data tell us about achievement and the success of the initiatives? Does the school self assessment using the SEF demonstrate achievement of the success criteria?

## Implications

What are the planning implications of the evaluation for next year?

# Strategic Direction 1: Student growth and attainment

## Initiatives

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Stage 5. This provides the opportunity to build the foundations for academic success throughout the continuum of learning for ongoing improvement and success.

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### Individualised and differentiated student learning

Use data to evaluate individual learning programs to inform new goals for student learning or adapt existing goals to ensure that all students are challenged and successful. This will be achieved through:

- The use of formative data collection, use of progressions for goal setting leading to changes to explicit teaching practice. Literacy and numeracy practice is informed by research.
- Analysing NAPLAN, HSC and minimum standard data to identify target areas and review and improve the use of formative data sources to monitor and reflect on teaching effectiveness. Common sources of data for student learning include formal examinations, standardised tests, class tests, assignments, work samples and classroom observations and questioning of students.
- The formation of a DATA team and analytical data training (Using data with confidence, CESE, SCOUT) that support colleagues to use a range of data to improve individual and collective teaching practice by modifying teaching programs and implementing classroom strategies as part of an ongoing improvement cycle.
- Evaluating the effectiveness of teaching practice and moderating practice to meet the learning needs of students across the full range of abilities. This can be achieved by identifying needs of individual students through data analysis and differentiating teaching accordingly to provide additional support or opportunities for extension.
- Initiating individual tracking and IEPs for all students embarking on acceleration subjects. This will include the collaborative development of individual student learning profiles that identify individual learning needs and supports and designed to address the specific social, academic and wellbeing challenges

# Strategic Direction 1: Student growth and attainment

## Initiatives

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and issues that may arise through the unique circumstance of acceleration.

# Strategic Direction 2: Student and Staff Wellbeing

## Purpose

Our purpose is to ensure students and staff are supported to achieve their best in a nurturing and inclusive holistic environment. Whole school processes and professional learning will enable students and staff to Connect, Succeed and Thrive inline with the objectives of the Wellbeing Framework for schools.

## Improvement measures

### Target year: 2022

To improve student attendance to between 90.4% and 95.2% from the 84.7% baseline.

### Target year: 2022

To improve Wellbeing as measured in the TTFM survey from the 73.8% baseline to between 75.6% - 80.6%

## Initiatives

### Attendance supports student success

Attendance is key to student success. To this end, policy, systems, practices and people need to be unified and committed to ensuring all students are coming to school in order to access all learning:

- Attendance data is regularly analysed and is used to inform planning. Evaluate and develop/refine current whole of school and personalised attendance processes in order to improve regular attendance rates for all students, including those at risk.
- Effectively analyse all student data, including attendance data, to support and inform teachers identification of areas in which students' learning needs may require additional attention and development. Embed this as part of a collective practice for all teachers to build knowledge and understanding of each of their students.
- Increase student engagement through proactively monitoring attendance, building a strong sense of belonging to the GHS community and developing positive relationships between students and teachers and students and their peers.

### Student engagement and efficacy creates a positive learning environment

Student engagement refers to the extent to which students identify with and value schooling outcomes, and participate in academic and non-academic school activities (Willms, 2003).

- The CAT team and executive focus on pivotal transition points as well as providing relevant, challenging learning experiences will sustain and improve academic performance and strengthen school completion and participation.
- Faculties will develop in their curriculum areas to build connections and relationships with universities and other external organisations to enhance and support post school opportunities for GHS students.
- The Wellbeing Team will use the process of the

## Success criteria for this strategic direction

- Attendance data shows increased attendance
- Year Advisers collect data regarding student participation in extra co-curricular activities.
- There is school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.
- The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.
- The school is organised so that all students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfil their potential.
- Teachers feel valued and have multiple opportunities to report on their wellbeing whilst supporting others in the school.

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

## Evaluation plan for this strategic direction

### Questions

What has been the impact of monitoring attendance and wellbeing.

What has been the impact of student wellbeing strategies?

### Data

We will use a range of triangulated data sources in order to evaluate the impact of our work. Data sets will include, but are not limited to:

- Student trend in attendance and TTFM/ data shows

## Initiatives

TTFM survey continue to work with staff, students and families to identify and prioritise wellbeing. Collective responsibility for student wellbeing is built through effective communication platforms and processes to address student needs so they can connect, succeed and thrive at GHS. We aim to support students' development of strong positive character traits that are reflected in their behaviour, decision making and relationships.

### **Efficient and effective systems and processes to support staff wellbeing**

A workplace that promotes inclusion is one that fosters both belonging and uniqueness. Belonging is about acceptance for all, and uniqueness ensures that the contributions of staff are individually valued.

Using the opportunities presented through staff wellbeing occasions to acknowledge staff effort and accomplishment and give voice to this in a timely and appropriate manner.

Implement the Being Well framework into school meetings and regular activities for staff.

Through the creation of an efficient framework for process based on the principles of Lean Organisational Management the school evaluates its administrative systems and processes, ensuring that they are delivering anticipated benefits to the school community, and makes changes when required. The leadership team collects information about the school's administrative practices in order to ensure their effectiveness. Collaboration and professional learning occurs through:

- Faculty Meetings.
- Team Meetings.
- Efficiency team review of administrative processes.
- Develop Teacher IT kit to support all teachers with classroom IT resources to aid preparation for lessons.

Review school communication and administrative

## Evaluation plan for this strategic direction

evidence of improvement in wellbeing.

- Small group celebration/ personalised / student feedback (not top students) through merit and school reward processes.

### **Analysis**

What does the data tell us about achievement and the success of the initiatives? Does the school self assessment using the SEF demonstrate achievement of the success criteria?

### **Implications**

What are the planning implications of the evaluation for next year?

To reach excelling for a planning approach to wellbeing, attendance policy and processes need to be reviewed, improved and implemented.



## Initiatives

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procedures to improve flow of information to teachers, students and community.

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# Strategic Direction 3: Collective efficacy through embedded professional learning

## Purpose

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To improve student outcomes through a culture of reflective, authentic and adaptive practice.

## Improvement measures

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### Target year: 2024

All HSC courses demonstrate achievement that is trending towards or above the SSG average course mark.

### Target year: 2024

Staff TTFM survey results indicate a trend upwards to above NSW Government norms for collaboration, leadership and learning culture.

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## Initiatives

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### Building teacher capacity through collaborative practice

#### Collaborative and applied professional learning strengthens teaching practice

- Teachers work together, propelled and critically challenged by expert input, to learn, shape and strengthen teaching practice for ongoing progress and achievement.
- Implement a model for classroom observations within the teaching timetable following quality teaching principles to facilitate sharing of practice from experts within the school.

#### School leadership teams enable professional learning

- School leaders facilitate high impact professional learning and teachers apply new learning into teaching practice.
- Embed distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease.

#### Faculty plans reflect school plan initiative and success criteria

- The school uses research, evidence based strategies and innovative thinking in designing and implementing a school plan that successfully delivers ongoing, measured improvement in student progress and achievement.
- The school systematically and regularly monitors a range of indicators to gauge the impact of its plan and to inform changes to the implementation that support its ultimate success in all faculty areas.

### HPGE and High impact teaching

### HPGE Professional Learning

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## Success criteria for this strategic direction

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- 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.
- Formal mentoring or coaching is made available to staff in the areas of improved teaching and learning and for staff interested in promotion.
- All teachers have expert contemporary content knowledge and deploy effective teaching strategies. The school trials innovative practices and has processes in place to evaluate, refine and scale success. This knowledge is shared with other schools.
- There is a high functioning professional learning community which is focused on continuous improvement of teaching and learning.
- Evidence informed teaching methods including High Impact, High Leverage and PBL to optimise learning progress for all students and are embedded across the school.

## Evaluation plan for this strategic direction

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### Questions

What does the data tell us about achievement and the success of the initiatives?

Has the introduction of High Impact High Leverage and PBL increased teacher's knowledge and abilities regarding effective teaching strategies?

What has been the impact of implementing HPGE teaching initiatives in HSC results?

What has been the impact of observations and collaborative practice across the school.?

# Strategic Direction 3: Collective efficacy through embedded professional learning

## Initiatives

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- High expectations and effective, explicit, evidence-based teaching practices are shared and utilised to create optimal learning environments where all students are challenged and engaged to achieve their educational potential.
- HPGE students respond to curriculum differentiation and multiple opportunities for extension. Through reviewing teaching methods and implementing high impact teaching strategies, students are challenged, engaged and provided with opportunities to succeed.
- Cooperative learning is embedded in classroom practice. Students understand the protocols for working collaboratively and they are skilled at providing considered feedback to each other.

## HPGE Learning Culture

- School organisational frameworks and curriculum design is specific to HPGE students and allows students opportunities for acceleration, extension and increased opportunities for high achievement in Stage 6. Teachers effectively diagnose individual students' abilities, then select and coach them in appropriately challenging tailored strategies.
- The school embeds an acceleration framework for all students so that the learning environment support the social-emotional development and wellbeing of high potential and gifted students. This may involve changes in the curriculum objectives, teaching methods, assessment methods, and/or resources and learning activities.
- Teachers and peers become partners in learning through cognitive coaching and mentoring processes that support collective achievement, support student wellbeing and provide multiple feedback opportunities to support learning.

## Evaluation plan for this strategic direction

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### Data

We will use a range of triangulated data sources in order to evaluate the impact of our work. Data sets will include, but are not limited to:

- Student trends in HSC course marks
- Teacher feedback through Teacher TTFM survey
- Teacher observation
- Student reports
- check in assessments
- NAPLAN data

### Analysis

Analyse the data to determine the extent to which the purpose has been achieved?

### Implications

Where to next?

What are our future directions?