

# Strategic Improvement Plan 2021-2025

## Glenwood High School 8268



# School vision and context

## School vision statement

Glenwood High School provides exceptional educational opportunities for students in a challenging and inclusive learning environment. We recognise the individual needs and aspirations of every student and take pride in successfully nurturing young people to become confident, creative, articulate and responsible citizens and leaders in a world that is in constant flux. A strong focus on quality teaching and rigorous literacy and numeracy programs underpin the foundations for learning, high expectations for academic effort and the achievement of personal best.

Our dedicated teaching staff value the professional challenge of striving to ensure each student has every opportunity to achieve success. Our academic results are very strong. We are determined that this is a priority, to have all students achieve at the highest level, no matter their starting point.

Our aim is to develop considerate and responsible individuals who can learn and act independently to attain individual excellence. We consistently reinforce high expectations and our values of respect for self, others and property, readiness for learning and responsibility for our decisions and choices. We are committed to ensuring that every student is known, valued and cared for.

## School context

Glenwood High School is a co-educational, comprehensive, community high school in Sydney's north-west sector and includes a Specialised Learning Hub (Support Unit). The school has an enrolment of 1434 students, with more than 50% of the school's enrolment from non-English speaking backgrounds and 12 Aboriginal and Torres Strait Islander students.

The school has a positive reputation in the community drawing enrolments from within the designated drawing area and enjoys supportive links with partner primary schools. Through consistent and continued consultation, via Glenwood From Me (GFM) surveys, the school community identifies and recognises the aspirational needs of all families and works tirelessly to create an environment for true success in a variety of pathways.

Our school facilitates an extensive list of co-curricular and extra-curricular programs, in areas such as art, music, dance, drama, debating, sport, technology and wellbeing, as well as providing access to additional academic support, which furnishes tremendous opportunities for student growth and involvement outside the classroom.

The school has completed a situational analysis that has identified three areas of focus for this Strategic Improvement Plan (SIP), based on a collection of evidence from students, staff and the school community. This has included a comprehensive review of student outcome measures, effective pedagogical practices and the school's wellbeing metrics, which has underpinned the development of the strategic directions for this School Excellence cycle.

### SD 1: Student Growth and Attainment (ACHIEVE)

A revitalised approach to literacy and numeracy across all stages will be the prominent focus of this strategic direction. This will be led by the Head Teacher: Instructional Leader Literacy and the Numeracy Co-ordinator, guiding their respective teams to devise, implement and evaluate targeted initiatives to attain measurable improvement in student literacy and numeracy. Explicit teaching of subject-specific literacy and numeracy skills will be enhanced, as teachers are empowered to: apply an evidence-based approach; embed formative data collection and analysis into their practice; and use the National Literacy and Numeracy Learning Progressions to plan for and monitor student growth. These practices will promote a culture of academic excellence and high expectations, equipping students with the necessary skills to rise to their individual potential, contributing to the successful attainment of school goals.

### SD 2: Teaching and Learning Practices (LEARN)

The main initiatives within this strategic direction will focus on improving and developing teaching and learning practices across the school, with specific emphasis on fostering essential student capabilities. A transformed approach to the inclusion of literacy and numeracy instruction, combined with changes to programming and assessment, will see more innovative practices and a responsive pedagogical delivery of content. These strategies will be underpinned by comprehensive faculty reviews and team structures

# School vision and context

## School vision statement

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## School context

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designed to create a collaborative and cross-curricular sharing of expert knowledge and best practice, that will see our students develop the necessary skills to achieve success.

### **SD 3: Student Personal Development (GROW)**

Working to support individual student development will be a central focus within this strategic direction. The Wellbeing Framework(WF) will inform the development and implementation of programs tailored to support student needs. This will ensure staff feel equipped and confident in supporting student wellbeing and engender a positive learning environment and school culture. Consistent evaluation through analysis of student feedback and data, including the Glenwood From Me (GFM) survey, will ensure the effectiveness of targeted individual and whole-school programs and initiatives, allowing students to succeed and thrive.

# Strategic Direction 1: Student growth and attainment

## Purpose

In order to maximise student achievement in NAPLAN and the HSC and to build strong foundations for academic success, we will develop targeted and explicit teaching and learning strategies and refine data-responsive practices which support the learning needs of all students.

## Improvement measures

### Reading growth

Achieve by year: 2023

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

### Numeracy growth

Achieve by year: 2023

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

### HSC achievement - top 2 bands

Achieve by year: 2023

Proportion of students achieving in the top two bands in the HSC increases from 32.0% (baseline) to 38.8%-43.8% (range).

### HSC achievement - top 3 bands

Achieve by year: 2023

Proportion of students achieving in the top three bands in the HSC increases from 64.0% (baseline) to 70.9%-75.5% (range).

### Instructional Leadership

Achieve by year: 2025

Teaching programs and observations of practice demonstrate explicit teaching of literacy and numeracy strategies.

### Parent Partnerships and Learning Ecosystems (PPLE) project

## Initiatives

### Instructional Leadership

Driving professional learning for staff to build their capacity to explicitly teach literacy and numeracy within their subject content will be the responsibility of the Instructional Leader.

Effectively, they will:

- Develop whole school and faculty-based literacy and numeracy programs in response to baseline data.
- Create intensive literacy and numeracy programs, targeting lower-ability students in response to baseline data.
- Ensure the teaching of literacy and numeracy explicitly focuses on strategies that align with evidence-based areas for learner improvement across all KLAs.
- Embed explicit literacy and numeracy-focused strategies that facilitate collaboration and model effective practice into all faculties and assessment tasks.
- Evaluate and modify existing programs within the school through the Parent Partnerships and Learning Ecosystems (PPLE) project. The school will evaluate and modify existing strategies and programs to address General Capabilities and engage with parents, carers and communities in order to enhance student achievement to develop literacy skills.

### Academic Performance

- The HSC Toolbox team will work to explicitly teach Stage 6 students strategies to succeed in the senior school, including HSC exam techniques, organisation and study skills.
- Continued utilisation of HSC data to identify KLA focus areas and implement evidence-based strategies to improve student results.
- The Academic Performance Analysis (APA) team will work to promote the active engagement of all Stage 6 teachers in professional learning specifically targeting HSC teaching and learning strategies.

## Success criteria for this strategic direction

### Instructional Leadership

- *Literacy 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 (TD - Professional Standards).
- *Instructional Leadership:* A focus is maintained on 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. (EV8: LD - Educational Leadership:).
- *Data use in planning:* School staff collaborate with the school community to use student progress and achievement data to identify strategic priorities, and develop and implement plans for continuous improvement. Strategies implemented reflect research on best practice and include ongoing monitoring of success.(EV6: TD - Data skills and Use)
- *Whole-school monitoring of student learning:* The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement. (EV4: LD - Assessment).

## Evaluation plan for this strategic direction

### Questions

What has been the impact of the focused literacy programs on student performance and growth?

Have teachers engaged in the projects, collaborated in delivery and evaluated the students' learning?

Have teachers adapted practice to include explicit and differentiated strategies in all teaching and learning

# Strategic Direction 1: Student growth and attainment

## Improvement measures

Achieve by year: 2025

Culture within Stage 4 students of setting and tracking goals related to general capabilities. Goal achievement reported through Academic Reports.

### Academic Performance - HSC Toolbox

Achieve by year: 2025

Staff and students value and benefit from active involvement in the HSC Toolbox initiatives and resources as indicated in improved survey data.

### Academic Performance - APA team

Achieve by year: 2025

Stage 6 teachers embed strategic teaching practices to support student growth and resilience in meeting academic goals.

### Faculty Reviews

Achieve by year: 2025

Recommendations from all faculty reviews have been effectively embedded into faculty operations to deliver high quality teaching and learning.

### School Excellence Framework (SEF) measurement

Achieve by year: 2025

The School Excellence Framework (SEF) 'Student Performance Measures' element within the Learning domain is validated as 'Sustaining and Growing'.

## Initiatives

- As well as this, the APA team will work to boost HSC results through explicit teaching and differentiation strategies, which are informed by data, to meet students' learning needs for literacy, with a strong focus on critical thinking, context, inference and writing skills.

### Faculty Reviews

- Conscientiously implement curriculum and reinforce a culture demonstrating quality internal assurance processes at all levels.
- Provide ample opportunities for professional dialogue and pedagogical sharing across the school
- Ensure that the above processes maintain the ethic that student learning and wellbeing are the core of what we do at Glenwood HS.

## Evaluation plan for this strategic direction

programs and assessment tasks?

### Data

Internal data consisting of: pre-and post-reading tests, student survey responses, and semester-based reporting on assessment, teaching and learning programs, classroom observations and Glenwood from me Survey.

External data consisting of: HSC, HSC Minimum Standards, VALID, NAPLAN, Best Start Year 7 and Check-in achievement data aligned to progression indicators.

### Analysis

The data team will regularly assess the extent to which the purpose has been achieved at the end of each year using data from relevant teams and executive staff.

### Implications

Where do we go from here? What are our future directions and next steps?

## Strategic Direction 2: Teaching and Learning Practices (Learn)

### Purpose

In order to develop and refine teaching and learning practices, fostering quality teaching, innovative practice and student-centred learning, staff members will consistently implement targeted whole-school initiatives.

### Improvement measures

#### Quality Teaching Rounds (QTR)

Achieve by year: 2025

Increase engagement in Quality Teaching Rounds (QTR), with staff involvement increasing from 7 faculties to 11 (all) faculties by 2022, with 75% of staff to have participated in QTR.

#### Quality Teaching Teams

Achieve by year: 2025

Established Quality Teaching teams utilise survey data (GFM) to support the continued implementation of high impact strategies to support student learning.

#### Professional Learning

Achieve by year: 2025

Annual uplift in the HIPL and WWB self-assessment tools from baseline 2021.

#### School Excellence Framework (SEF) measurement

Achieve by year: 2025

The School Excellence Framework (SEF) 'Curriculum' and 'Assessment' elements within the Learning domain are validated as 'Excelling'.

#### School Excellence Framework (SEF) measurement

Achieve by year: 2025

The School Excellence Framework (SEF) 'Effective Classroom Practice' element within the Teaching domain is validated as 'Excelling'.

### Initiatives

#### Effective implementation of the Quality Teaching Framework and What Works Best

This will take the form of a structured approach that develops a deep understanding of what constitutes quality teaching. It will ensure every student is supported to achieve their educational potential.

- Engage in quality and high impact professional learning to enhance understanding of research and practice of the High Potential and Gifted Education (HPGE) policy to support student growth across all domains of potential
- Develop an environment of high expectations and effective, explicit, evidence-based teaching from the Quality Teaching Framework (QTF) and What Works Best (WWB) Update 2020, to create optimal learning environments where all students are challenged and engaged to achieve their educational potential.
- Implement Quality Teaching Rounds (QTR) so all staff are active participated in at least one "round".

### Success criteria for this strategic direction

- *Differentiation*: 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. Teachers involve students and parents in planning to support learning, and share expected outcomes. (EV3: LD - Curriculum)
- *Explicit teaching*: 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. (EV5: TD - Effective Classroom Practice)
- *Collaborative practice and feedback*: 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, schoolwide improvement in teaching practice and student results. (EV5: TD - Learning and Development)
- *Improvement of practice*: 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. The leadership team has participated in capacity development programs and implements principles of evaluative thinking, continually monitors the impact of programs and approaches used by all teachers, and improves practice as required. (TD - Professional Standards)
- All teachers understand the link between High Impact Professional Learning (HIPL) and school improvement, translation of professional development into classroom practice to meet student needs.

### Evaluation plan for this strategic direction

## Strategic Direction 2: Teaching and Learning Practices (Learn)

### Evaluation plan for this strategic direction

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#### Questions

Do all teachers have a thorough and consistent understanding of the WWB document?

Do all teachers have a thorough and consistent understanding of the QTF document?

Do staff use WWB and QTF to regularly reflect on their current practice?

Do teachers implement effective HPGE strategies consistently within their classes?

Have these initiatives delivered a measurable improvement in student results?

#### Data

Internal and external data consisting of: specific evidence of differentiation, HPGE, QTF and WWB language used in professional dialogues, HPGE strategies in teaching and learning programs across KLAs, classroom observations, PDP Self-assessment and Review, and *Glenwood from Me Survey* from both students and staff.

#### Analysis

The data team will regularly assess the extent to which the purpose has been achieved at the end of each year using data from relevant teams and executive staff.

#### Implications

Where do we go from here? What are our future directions and next steps?



# Strategic Direction 3: Student Personal Development (Grow)

## Purpose

In order to develop confident, creative and responsible citizens, specific initiatives that promote a growth mindset, emotional intelligence and community engagement will be embedded into our wellbeing focus, providing students with the opportunity to flourish.

## Improvement measures

### Attendance (>90%)

Achieve by year: 2023

Proportion of students attending school >90% of the time increases from 80.8% (baseline) to 84.8%-89.8% (range) by 2022.

### Wellbeing

Achieve by year: 2023

Proportion of students reporting a sense of belonging, advocacy and expectations of success in the Glenwood From Me survey increases from 60.7% (baseline) to 64.5%-67.5% (range).

### Aboriginal and Torres Strait Islander students

Achieve by year: 2025

Aboriginal and Torres Strait Islander student attendance and engagement equivalent to non-Aboriginal students.

### Wellbeing Framework

Achieve by year: 2025

Significant growth is evident in student wellbeing across all three domains of the Wellbeing Framework (WF) from 2021 baseline.

### Behaviour

Achieve by year: 2025

Reduction in proportion and incidence of negative Sentral data entries, N-award warnings and suspensions from baseline data across all stages.

### Professional Experience (PEX) Hub

Achieve by year: 2025

## Initiatives

### Effective implementation of the Wellbeing Framework

Effective implementation of the Wellbeing Framework (WF) will generated by a planned approach that develops a deep understanding of student wellbeing. Addressing students' cognitive, social, physical, emotional and spiritual wellbeing will ensure every student is supported to achieve their educational potential. In order to best achieve this, the following practices will be undertaken:

- Conduct research to inform the implementation of sound, holistic wellbeing practices that result in higher academic achievement, school completion, positive mental health and creative and responsible citizens.
- Create a learning environment where students are confident and resilient learners through a structured and planned whole-school approach.

### Educational Leadership

The review of our educational leadership structure will facilitate a strong culture of high expectation through policies and procedures, ensuring intellectual engagement and a sense of belonging.

- Explore Executive restructuring to cater for the changing need of Glenwood HS in regards to an increase in enrolments due to the new build. Varying the staffing mix to best suit the needs of the school will add an additional level of support to the learning and wellbeing of every student to achieve.
- Develop role statements with a clear focus to meet the changing needs of GHS to ensure that students are at the focus of what we do.
- Leaders to utilise data to ensure responsive practices in supporting student growth and development and measuring an impact in higher academic achievement.
- Ensure leaders explicitly support and monitor students' progress and achievement utilising a range of data to support a culture of high expectations and community engagement.

## Success criteria for this strategic direction

- A planned approach to wellbeing: The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning (EV2: Learning Domain - Wellbeing)
- Behaviour: 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. (EV2: Learning Domain - Wellbeing)
- Instructional Leadership: The leadership team maintains a focus on 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. (EV8: Leading Domain - Educational Leadership)
- The school is focused on building individual and collective wellbeing through a climate of care and positivity. (WF - Connect)
- Students are confident and resilient learners. They have positive self-esteem, stretch themselves and take risks in their learning. They demonstrate self-discipline and effort toward their learning. (WF- Succeed)
- Students have a strong sense of meaning and purpose. (WF - Thrive)
- The school has high expectations for every student. (WF - Thrive)
- Resources are used to best meet individual and collective student needs. (WF - Enabling School Environment)
- The school environment is a safe and healthy place to be. (WF - Enabling School Environment)

## Evaluation plan for this strategic direction

Questions



## Strategic Direction 3: Student Personal Development (Grow)

### Improvement measures

Staff across the broader network are well-positioned based on professional learning to utilise strategies to best support pre-service teachers. Pre-service teachers benefit from a collaborative, supportive and effective environment to support their development as practitioners. PEXC begins collaboration with universities on second initiative.

#### Reduction in teacher administration

Achieve by year: 2025

All faculties have access to a SASS staff member who lowers the administrative burden for the faculty.

#### School Excellence Framework (SEF) measurement

Achieve by year: 2025

The School Excellence Framework (SEF) 'Educational Leadership' element within the Leading domain is validated as 'Excelling'.

#### School Excellence Framework (SEF) measurement

Achieve by year: 2025

The School Excellence Framework (SEF) 'A planned approach to student wellbeing' and 'Behaviour' themes within the 'Wellbeing' element of the Learning Domain are validated as 'Excelling'.

### Initiatives

- The Professional Experience (PEX) Hub is a centre of expertise for professional experience, in collaboration with university partners. The school will provide high quality professional experience for pre service teachers, supervising teachers and teacher education providers, led by our Professional Experience Co-ordinator (PEXC).
- FASTsteam participant will work with and support the staff and executive body in 2023, supporting their development as a middle leader while also building the capacity in GHS leaders as mentors.

#### Operational Improvement for School Success Pilot

The pilot's intention is to address workload concerns by providing additional funding for schools to employ additional staff. This will require existing staff or new staff to recognise their capabilities to be able to meet the school's needs and alleviate admin pressures. While the pilot is due to end in Term 2 of 2023, this will form part of the school's broader goals to address workload for staff for the remainder of the year, with the intention to link SASS staff to support faculties by 2025 to reduce the administration work of teaching staff.

### Evaluation plan for this strategic direction

Do all teachers have a thorough understanding of the Wellbeing Framework?

What will be the implications for the review of educational leadership on student wellbeing and student support?

Is there a measurable improvement in students' sense of belonging, advocacy and expectations of success reported in the Glenwood From Me surveys?

Data

Internal data consisting of: Glenwood from Me Survey, Wellbeing Framework and High Impact Professional Learning Self-assessment Tools, and Sentral data, including N-Award warning and attendance data.

External data: Scout data.

Analysis

The data team will regularly assess the extent to which the purpose has been achieved at the end of each year using data from relevant teams and executive staff.

Implications

Where do we go from here? What are our future directions and next steps?