School Plan 2015 – 2017
Girraween High School  8500

School Background 2015 - 2017

<table>
<thead>
<tr>
<th>School vision statement</th>
<th>School context</th>
<th>School planning process</th>
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</thead>
<tbody>
<tr>
<td>Girraween High School is futures focussed, ready to surmount any challenges and adept at capitalising on opportunities that will emerge in the short and long term. 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. We foster safe, engaging classes delivered by experienced staff. Our students will continue to flourish in the academic, sporting and cultural domains, while continuing our reputation for excellence. Girraween High School provides a positive, caring environment for students and staff that is underpinned by our Positive Education Model. This promotes a positive and cohesive atmosphere where staff and students flourish. This also includes continued enhancement of our physical environment and the provision of resources and facilities to support teaching and learning. Our staff will be supported through the teacher accreditation process, leading to pedagogical expertise and subject mastery. Students will benefit from expert instruction, leading to improved student learning outcomes.</td>
<td>Girraween High School (760 students, 92% 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 the implementation of our Positive Education Model in 2015. 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.</td>
<td>The 2015-2017 School Plan was developed in conjunction with the Melbourne Declaration, DEC reforms and the School Excellence Framework. The learning needs of gifted and talented students has been at the forefront of the planning process. A School Planning Team consisting of teaching staff from all KLAs worked together with students, the executive team, teaching staff, P&amp;C and SAS staff to develop the planning documents. The documents will be regularly evaluated throughout 2015-2017 planning cycle. The school planning process involved a detailed analysis and review of the 2012-2014 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&amp;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. Consultation with all key stakeholders will continue throughout the 2015-2017 planning cycle and inform future modifications to the internal implementation and progress monitoring document.</td>
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**Purpose:**
The school nurtures students in achieving their full academic potential. Our students are hard-working, creative, higher order thinkers who are equipped with the skills necessary for lifelong learning.

**STRATEGIC DIRECTION 1**
Challenging, Differentiated Learning
Curriculum and assessment is challenging and differentiated for gifted and talented students to maximise their academic performance.

**STRATEGIC DIRECTION 2**
Innovative, Collaborative Practice
Innovative, collaborative and reflective teaching practice based on current research to promote and inspire active student learning.

**STRATEGIC DIRECTION 3**
Flourishing Community
Students and staff flourish within a vibrant learning community that provides opportunities for individual and collective growth.

**Purpose:**
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 culture that fosters curiosity, mastery of skills and the ability to overcome challenges, we inspire individuals to explore and develop their gifts and talents.

**Purpose:**
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, we nurture and build global citizens who contribute meaningfully to the wider community.
Strategic Direction 1: Challenging, Differentiated Learning. Curriculum and assessment is challenging and differentiated for gifted and talented students to maximise their academic performance.

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<th>Products and Practices</th>
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<td>Why do we need this particular strategic direction and why is it important?</td>
<td>How do we develop capabilities of our people to bring about transformation?</td>
<td>How do we do it and how will we know?</td>
<td>What is achieved and how do we know?</td>
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| The school nurtures students in achieving their full academic potential. Our students are hard-working, creative, higher order thinkers who are equipped with the skills necessary for lifelong learning. | Students:  
- Engage in challenging and differentiated learning experiences.  
- Students experience quality, meaningful feedback on tasks in a timely manner.  
Staff:  
- Analyse student data at strategic points to inform teaching and learning practice.  
- Integrate models of differentiation to design challenging and engaging learning experiences.  
- Provide quality, meaningful and timely feedback to each student. | Training in Data Analysis  
All staff trained in the analysis of SMART and RAP data.  
Data Driven Practice  
Recommendations of course data analysis built into faculty programs and assessment. | Products:  
- Improvement upon number of Band 6 and E4 HSC results across all courses.  
- Reduction in Band 3,2 and 1 results and E2/ E1 results across all HSC courses.  
- Increased Band 9 and 10 results in Years 7 and 9 NAPLAN writing component.  
Differentiation of Curriculum  
Staff provided with professional development in integrating models of differentiation into teaching programs. | |
| Improvement Measures |  
- For each year (2015 – 2017), students achieve more than 150 Band 6/80 E4 results across all HSC courses  
- Year 7 and 9 NAPLAN: Consistent increase by at least 2% in Band 9/10 results in the NAPLAN Writing component  
- Students in Year 9 demonstrate increased mastery of grammar and sentence structure | Evaluation plan:  
- Head Teachers report on the effectiveness of embedding recommendations from data analysis into teaching practice.  
- Student focus groups evaluate the nature and effectiveness of teacher feedback on tasks. |  
What are our newly embedded practices and how are they integrated and in sync with our purpose?  
Practices:  
- Staff identify underachievers regularly and refer to LaST.  
- Staff integrate models of differentiation into teaching programs to provide challenging and engaging learning experiences. |
|  | Parents:  
- Provided with meaningful feedback on student progress.  
Community partners:  
- Careers Adviser provides diverse and strategic information regarding tertiary opportunities. |  |  |
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<td>• Provide professional development to build staff capacity in differentiation.</td>
<td>• LaST provides data regarding the provision and effectiveness of targeted support for gifted underachievers.</td>
<td>• Staff analyse student data at strategic points with the purpose of informing teaching and learning.</td>
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<td>• Monitor HSC documentation and provide opportunities for faculties to engage in program evaluation.</td>
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<td>• Staff provide quality, meaningful and timely feedback to each student.</td>
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<td>• Faculties meet BOSTES requirements and HSC monitoring requirements.</td>
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**Strategic Direction 2: Innovative, Collaborative Practice.** *Innovative, collaborative and reflective teaching practice based on current research to promote and inspire active student learning.*

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| 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 culture that fosters curiosity, mastery of skills and the ability to overcome challenges, we inspire individuals to explore and develop their gifts and talents. | **Students:**  
- are motivated learners and are equipped with higher order thinking skills and the skills to respond to feedback to enhance academic performance.  
**Staff:**  
- Increase their skills to engage in collaborative and collegial practice.  
- Engage in professional development and collegial discussion about the establishment and evaluation of Performance and Development Plans.  
- Are supported through the BOSTES accreditation process. | **Reflective Practices**  
Professional Development focused on current pedagogical research, classroom observation protocols and ICT based teaching and learning strategies.  
**Performance and Development**  
A structured system to be implemented to support teachers undertaking the accreditation process. | **Products:**  
- Staff participate in classroom observations both within and outside their faculty areas.  
- Staff complete Performance and Development Plans aligned to the National Standards  
- All teachers undertaking accreditation at higher levels are successful in achieving and maintaining accreditation.  
- Modification of teaching programs promoting active and engaged student learning and integration of Aboriginal perspectives. |

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| Increased percentage of staff attaining accreditation at higher levels. | Increased evidence of differentiated and innovative teaching practice. | Increased staff collaboration evident in all faculty areas. | **Practices:**  
- Classroom observations are a regular part of professional learning for all staff.  
- Staff are confident in the selection and use of appropriate ICT resources. |
| Increased evidence of integration of Aboriginal perspectives into teaching and learning programs. | | | |
Parents
- Understand the value of having a highly accredited workforce.
- Are well informed about student progress via parent information evenings and parent teacher interviews.
- Understand the value of quality, meaningful feedback.

Community Partners
- Careers Adviser facilitates School to Work programs.
- Careers Adviser is adept at responding to opportunities to enhance student success and understands the C21st workforce.

Leaders
- Executive team members are confident with providing support to staff undertaking accreditation and are familiar with the National Standards for teachers.
- Provide regular and ongoing opportunities for staff to access professional learning.
- Provide Head Teachers with regular access to faculty professional learning time.
- Executive staff access professional learning in instructional and distributed leadership.

Evaluation plan:
- Students and staff undertake course and/or unit evaluation surveys.
- Ongoing evaluations of teacher accreditation support system.
- Student focus groups evaluate the nature and effectiveness of ICT based teaching and learning strategies.

- Staff regularly evaluate their Performance and Development Plans.
- Staff seeking and maintaining accreditation are well supported.
- Students are self-directed and confident learners who are motivated to achieve academic success.
### Strategic Direction 3: Flourishing Community. Students and staff flourish within a vibrant learning community that provides opportunities for individual and collective growth.

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<td>Students:</td>
<td>Positive Education Model</td>
<td>Products:</td>
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<tr>
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<td>• Build positive characteristics such as grit, self-efficacy, resilience and empathy based on the Positive Education Model.</td>
<td>Professional development for all staff and students through internal and external courses to deepen understanding of positive psychology and the Positive Education Model at GHS.</td>
<td>• Positive Education Model is embedded in all wellbeing programs across the school.</td>
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<td>• Develop positive mindset and relationships through wellbeing programs.</td>
<td>Wellbeing Programs</td>
<td>• Student wellbeing concerns are effectively managed.</td>
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<td>• Maintain high standards of behaviour in line with the GHS Positive Expectations Framework.</td>
<td>Evaluate and refine wellbeing programs in collaboration with student leaders and staff.</td>
<td>• All students have opportunities for involvement in internal and external co-curricular activities.</td>
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<td>• Staff satisfied with leadership opportunities within faculties and across the school.</td>
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<td>Student:</td>
<td>Individual Learning Needs</td>
<td>Practices:</td>
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<td>• Develop knowledge and understanding of current positive psychology research.</td>
<td>Tailored support for identified students.</td>
<td>• Effective record keeping systems maintained by staff.</td>
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<td>• Support and mentor each other through formal and informal processes to enhance wellbeing.</td>
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<td>• Wellbeing programs are continually improved using qualitative and quantitative data</td>
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<td>• Implement positive education strategies in the classroom to enhance student engagement and achievement.</td>
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<td>• Staff and students utilise a mentoring approach to support peers and colleagues</td>
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**Improvement Measures**

- Early detection of wellbeing concerns in Years 7-10.
- Increased staff promotion of the Positive Education Model across the school.
Parents:
- 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 nurture the holistic development of their child.

Community partners:
- Work and community based experiences are provided to students at strategic points.

Leaders:
- Monitor and evaluate well-being programs to build staff and student capacity in developing resilience, relationships and focus on mastery.

Evaluation Plan
- Analysing wellbeing survey data to determine effective implementation of the Positive Education Model.
- Early identification, monitoring and proactive management of student wellbeing concerns.
- Survey feedback from staff indicates supportive and collaborative networks amongst staff to enhance wellbeing.