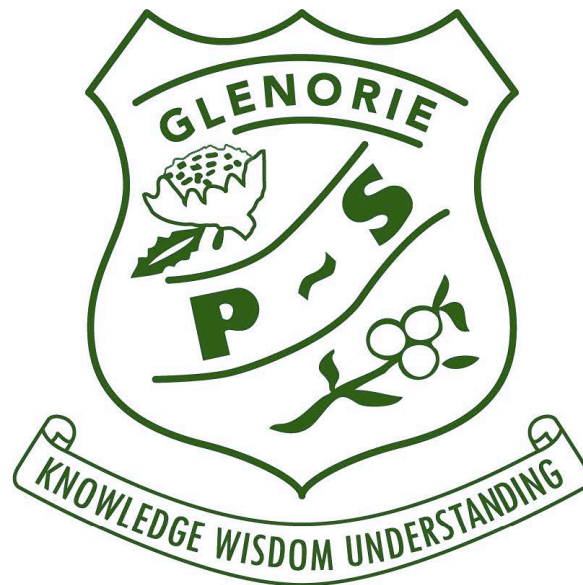


School plan 2015-2017

Glenorie Public School 2012



School background 2015–2017

School vision statement

Glenorie Public School is a community comprehensive school whose focus is on each individual, acknowledging both rights and responsibilities. A strong community alliance underpins a curriculum that seeks to develop the potential of every student. Academic rigour is valued at all stages, and the classroom focus is on challenge, engagement and achievement. Learning is celebrated in all its forms. A huge range of extracurricular activities enhances the formal curriculum, and our students thrive within a vibrant program.

School context

Glenorie Public School is a friendly, caring, happy place to be. It is a very community-minded school where parents, students and staff work together to support each other as well as those in the wider Glenorie community. Our many and varied programs include an integrated approach to teaching and learning in all Key Learning Areas, with a strong emphasis on incorporating technology and the ideals of productive pedagogy as part of the curriculum. We fulfil individual potential through providing outstanding teaching, rich opportunities for learning with encouragement and support for each student. While the teaching of Literacy and Numeracy is a major focus of all our teaching programs, Glenorie Public School aims to meet the variety of individual learning needs of all our students. Support is provided for students with special needs as well as for students requiring enrichment in particular areas of skill and talent. Programs include the teaching of Italian, the provision of opportunities to participate in our School Band or in the Glenorie Choir, chess, dance, a PE program K–6, drama program, a buddy program and a Green Team program (Sustainability). Opportunities for the development of leadership skills and qualities abound. Social interaction and strong friendships are enhanced through child-centred assemblies, personal development programs and the availability of wide, open spaces where all children can play safely.

School planning process

In 2014, a comprehensive process was undertaken across the school to review current practices and collect evidence, including student results, attendance, behaviour and participation, along with survey data from staff and consultation with the P&C and community members. This process included a review of strengths, opportunities and areas of development across the school. As a result, three key strategic directions have been identified as a basis for future developments. They are:

~ Student success as learners, leaders, confident and creative individuals and productive citizens.

~ Staff leading innovative practices through a culture of planning and collaboration, dynamic educational leadership, learning engagement and professional accomplishment.

~ Enhancing Community Engagement and Participation.

In 2016 consultation with the P&C and all staff members was undertaken to map future directions for 2016 and ensure the 3-year plan remain on track to provide high quality educational outcomes.

This plan for 2016 is to ensure Strategic Direction 3 is successfully implemented. It:

– Includes any adjustments made to the School plan as a result of reflection and self-assessment. School Excellence validation.

– Includes key focus/strategies to be undertaken in 2016 as part of the implementation of the 3-year plan.

School strategic directions 2015–2017

STRATEGIC DIRECTION 1

Student success as learners,
leaders, confident and creative
individuals and productive
citizens

Purpose:

To provide a high standard of education through a combination of curriculum resources, ICT infrastructure, teaching and learning programs that inspires every student to excel and learn to their full potential. To ensure that learning is personalised and differentiated for every student in an environment which supports the cognitive, emotional, social, physical and spiritual wellbeing of all students.

STRATEGIC DIRECTION 2

Staff leading innovative
practices through a culture of
planning and collaboration,
dynamic educational leadership,
learning engagement and
professional accomplishment

Purpose:

To develop as an educational community by leading and inspiring a culture of collaboration, responsibility for ongoing professional development, engagement of stronger relationships within and beyond the school, empowered leadership and innovative organisation practices.

STRATEGIC DIRECTION 3

Enhancing community
engagement and participation

Purpose:

Developing community alliances and strategic support to ensure our students become successful learners, confident and creative individuals, active and informed citizens. To work together as a learning community to collaboratively give our students the knowledge, skills and experiences needed to strive towards their personal goals and lead successful lives.

Strategic Direction 1: Student success as learners, leaders, confident and creative individuals and productive citizens

Purpose

To provide a high standard of education through a combination of curriculum resources, ICT infrastructure, teaching and learning programs that inspires every student to excel and learn to their full potential. To ensure that learning is personalised and differentiated for every student in an environment which supports the cognitive, emotional, social, physical and spiritual wellbeing of all students.

Improvement Measures

To ensure each student achieves one year of growth for each academic year of learning.

Data source: ReadingComprehension Aspect from PLAN

Improvement Measures in Early Arithmetical Strategies across K–2 from 2014 to 2017

People

Students

~Develop the mindsets and capabilities of our students to analyse their overall learning progress and performance, so they can make informed judgements about their successes and next steps in their learning and development journey.

~Support Senior and SRC leadership development. 'iHelp' leadership project to be implemented.

Staff

~Implementation of the English, Mathematics, Science and History syllabuses. Programming and assessment and reporting directly in line with the implementation of the four new syllabuses.

~To develop capabilities to effectively teach literacy and numeracy.

~ Will engage in targeted professional learning that is targeted to meet our school targets in the areas of reading, comprehension, spelling, writing, grammar and numeracy.

~Develop networks to share resources and training in new syllabus implementation.

Parents/Carers

~ Actively encourage parental participation in school professional learning to build community education capacities. This will include providing community learning sessions in reading, spelling, mathematics and grammar.

Leaders

Processes

- Students work with teachers, through conferencing, to identify learning goals and the pathways to achieve them which are then mapped to PLAN data.

- Develop staff and student skills in the areas of spelling, writing, grammar and reading through TPL –Focus on reading –Phase 2, Ann Leaf (consultant) – Literacy through grammar and Implementation of the 'New Focus on Reading' – Phase 2 – Vocabulary– Anita Chin – Numeracy sessions.

- Consistent, school-wide practices for assessment and reporting across the NSW curriculum are used to monitor, plan and report on student learning.

Evaluation Plan

- Assessment of student learning in line with the assessment policy. K–6 data plotted on PLAN each term.

- Development of assessment for PLAN matched to clusters. Develop year assessment tasks in Mathematics aligned with the Numeracy Continuum.

- Closely monitor NAPLAN and school based assessment results to analyse student performance in Literacy (reading, spelling, writing & grammar) and Mathematics.

Practices and Products

Practices

- Assessments and teaching programs are linked to clusters in PLAN to ensure teaching and learning is targeted for student needs. Teachers to refine student assessment folders.

- Increase confidence in students to engage with texts and use the language of 'Super Six' with all of the learning community.

- Students choose meta-cognitive strategies to meet the needs of the text.

- Teachers regularly review learning with each student, ensuring all students have a clear understanding of how to improve their learning.

- Students are self-aware, build positive relationships and actively contribute to the school, the community and the society in which they live.

- Teachers deliver quality teaching and learning programs through differentiated literacy and numeracy lessons and strategies.

- Consistent whole school approach to assessment for Literacy and Numeracy plotted to PLAN. All PLAN data uploaded Week 8 K–6 and compared.

- Teachers responsible for Professional Learning that is in line with school targets and match to their PDP standards.

- Students use well-being and resilience practices across all school settings. Implementation of School Wellbeing Framework. All staff completed training –

Strategic Direction 1: Student success as learners, leaders, confident and creative individuals and productive citizens

Improvement Measures

People

~LAST to implement numeracy and spelling assessment across Years 1– 6 with the use of diagnostic tests.

~LAST to implement York Assessment of Reading (YARC) testing for all students in Year 2 2016.

~Training of three leaders in 'Focus on Reading – Phase 2' to deliver the program over the following twelve months.

People

Processes

Practices and Products

School Communities Working Together, Term 1. ARCO completed current training in 2016.

- Staff to use PLASST to assist in planning IEP and adjustment for individual learning –data collected for NCCD.
- Sustain MultiLit, MiniLit , MaqLit Numeracy & Literacy development groups based on data. (Nationally Consistent Collection of Data on School Students with Disability entries)
- Build staff capacity to collaboratively plan and differentiate programming in Numeracy, focusing on consistent assessment of Mathematics across Years 1 – 6.

Products

- Leadership capacities are increased in senior students through 'iHelp' program.
- To increase student growth in NAPLAN by over 5% between Years 3 & 5 in spelling and numeracy.
- To increase number of students achieving the top two skill bands by 5% in spelling & numeracy.
- 90% of all K–2 students achieving minimum benchmark levels in reading. • To achieve one band increase for identified students in Bands 3 & 4 in Numeracy and Spelling.

Strategic Direction 1: Student success as learners, leaders, confident and creative individuals and productive citizens

Improvement Measures

People

Processes

Practices and Products

- Maintain 80% of Year 5 student's NAPLAN assessment for writing achieving proficient Bands.
- Students consistently perform at high levels on external and internal school performance measures.
- Teachers have fully implemented English, Mathematics, Science, History and Geography NSW Australian syllabuses by 2016. All Scope and Sequences completed by 2016.
- PreLit morning classes introduced for Glenorie Preschool students Term3.

Strategic Direction 2: Staff leading innovative practices through a culture of planning and collaboration, dynamic educational leadership, learning engagement

| Purpose | People | Processes | Practices and Products |
|--|---|--|---|
| <p>To develop as an educational community by leading and inspiring a culture of collaboration, responsibility for ongoing professional development, engagement of stronger relationships within and beyond the school, empowered leadership and innovative organisation practices.</p> | <p>Staff</p> <p>Develop staff workforce capabilities by implementing and sustaining quality school-wide systems and organisational structures.</p> <p>Engage all staff in professional development that is relevant, future-focused and shaped by research, evidence and feedback to build staff capabilities as learners, teachers and leaders</p> <p>Support a shared understanding of personal and collective efficacy, ensuring teaching and non-teaching staff are aligned to the school plan and vision.</p> <p>Empower teachers to take responsibility for their own professional learning and developing their professional standards (Performance & Development Framework). Beginner teachers given leadership roles to develop projects. Upskilling to be encouraged.</p> <p>Provide support for leadership application and ongoing professional development.</p> <p>Establish proactive learning alliances with other schools (GCoS) and community members to the deliver educational innovation projects. Look beyond GCoS for</p> | <p>Processes</p> <ul style="list-style-type: none"> PDP part of a culture of continual improvement as well as providing enhanced support for teachers wishing to further their skills and expertise. Professional learning and implementation of all NSW syllabuses for the Australian Curriculum completed 2016. Focus on Reading (Phase 2), Literacy through Grammar and Numeracy (Anita Chin) for all classroom and support teachers. Mentoring program for Beginner Teachers– Induction Policy supplied. Orientation/Induction of new staff to school practice/policies procedures. Assistance with maintenance for existing new scheme teachers and newly accredited teachers from 2016. <p>Evaluation Plan</p> <p>Feedback for students regarding leadership opportunities. iHelp program established.</p> <p>Survey staff to review balance of office deadlines with the new LMBR/SALM solution.</p> <p>Feedback, communication, implementation and maintenance for all newly accredited teachers in 2017.</p> <p>Engagement surveys from the Tell Them From Me survey tool conducted for student, parent and teacher feedback in 2016. Informal observation of how Executive leaders coordinate their teams and school projects</p> <p>Documented observations of classroom</p> | <p>Practices</p> <ul style="list-style-type: none"> Staff is aligned to the goals within the school plan and actively supports this with a focus on personal and collective efficacy. Trainers implement Focus on Reading – phase 2 with all staff Professional training for leaders and mentoring in Focus on Reading. Full day training in may Introduction Modules (Sat 7 May). Continued and ongoing assistance with accreditation for New Scheme Teachers and preparation for all staff to be accredited. Complete all Accreditations in Semester 1 2016. Teacher works with the supervisor to systematically and strategically review progress based evidence, self-reflection and feedback from the previous cycle. 360 ° reports on all staff Term 2. (Educator Impact). All school staff are supported to develop skills for the successful operations of administrative systems. Implementation of LMBR June 2016. Teachers and leaders are engaged in teaching and leadership practices and professional learning networks that are purposeful, inclusive and optimise success for all. Executive to provide mentor release to assist professional learning for beginning teachers. Improved delivery of teaching/learning programs and classroom practice strategies evident in classroom |
| Improvement Measures | | | |
| <p>Performance Development Framework (PDF) is implemented and provides clear links to SD.1, SD.2 and SD.3 with teacher negotiated goals as well as linking to Professional Leadership People and process goals. All PDP completed Week 5 Term 1.</p> | | | |
| <p>100% of teachers engage in classroom observation practices giving and receiving collegial feedback to improve professional knowledge and practice.</p> | | | |
| <p>Engagement in Quality Teacher Rounds to increase teacher's critical evaluation about their own practice and that of others. Programs, student work samples and teacher observation with a focus on ensuring students are presented with challenging learning tasks at their level of learning to promote high engagement and academic standards. 360° feedback. Independent feedback given by Learning Scope.</p> | | | |
| <p>Increased capability of all classroom teachers to differentiate curriculum and design conceptualised programs.</p> <p>Clear, consistent scope and sequences in place and reflected in teaching programs and student work samples.</p> | <p>Parents/Carers</p> <p>Engage in stronger relationships with parent bodies. P&C provide feedback on course to be run for learning community.</p> | | |

Strategic Direction 2: Staff leading innovative practices through a culture of planning and collaboration, dynamic educational leadership, learning engagement and professional accomplishment

Improvement Measures

People

Processes

practice twice a year with written feedback. Self-assessment reviews and annual reviews with formal feedback to develop future and ongoing development.

Staff to set goals in consultation with team leaders annually to align with school plan .Review for PDP in Term 3.

Assessment data to monitor achievements and gaps in student learning are used extensively to inform planning for particular student groups and individual students. YARc assessment.

Practices and Products

observations.

- Teachers will be responsible for professional learning and data collection in preparation of accreditation.
- Teachers achieve accreditation and/or maintenance of accreditation.
- Mentors provide induction/orientation to new staff
- New staff is informed and able to implement school practices/policies/procedures
- An inspiring culture of learning and personal best that is motivated by the exchange of knowledge within the school and through our learning alliances.(EI)
- Implementation of Great Teaching, Inspired Learning initiatives by reviewing leadership framework to ensure alignment with system priorities.
- Professional learning is aligned with the school plan, and its impact on the quality of teaching and student learning outcomes are evaluated.
- Build staff capacity to collaboratively plan and differentiate programming in literacy and numeracy using the Quality Teaching elements and ESES policy strategies.
- Introduction of SAP and SEMP to

Strategic Direction 2: Staff leading innovative practices through a culture of planning and collaboration, dynamic educational leadership, learning engagement and professional accomplishment

| Improvement Measures | People | Processes | Practices and Products |
|----------------------|--------|-----------|---|
| | | | <p>administrative staff – financial, communication and organisational workflows at the school through the introduction of LMBR. To deliver cutover in June 2016.</p> |
| | | | <p>Products</p> <ul style="list-style-type: none"> • Learning Scope will deliver TPL in grammar for writing, Term 1. Three sessions with Anita Chin Semester 1 to develop delivery on Numeracy skills and understanding of NSW Mathematics Syllabus. • Introduction of new and revision of existing assessment procedures to support collection of diagnostic data & aligned with clusters and PLAN Data. • All school staff are supported to develop skills for the successful • Improved students outcomes in writing, measured by NAPLAN results. • School to fully implement SAP and LMBR June 2016. Technology to support this installed Week 5 Term 1 2016. • Financial core running in SAP, June 2016. • A cohesive scope and sequence from K–6. Completed for use in Term 1 2016. • Successful accreditation for all new scheme teachers within the specified timeframe. • All Online mandatory training of all staff completed in Term 1. |

Strategic Direction 2: Staff leading innovative practices through a culture of planning and collaboration, dynamic educational leadership, learning engagement and professional accomplishment

Improvement Measures

People

Processes

Practices and Products

- Provide increased parent information sessions to encourage collaboration, parental involvement, education and stronger relationships between staff and parents.

Strategic Direction 3: Enhancing community engagement and participation

Purpose

Developing community alliances and strategic support to ensure our students become successful learners, confident and creative individuals, active and informed citizens. To work together as a learning community to collaboratively give our students the knowledge, skills and experiences needed to strive towards their personal goals and lead successful lives.

Improvement Measures

Attendance of parents at information sessions and school functions has increased

Increase parent participation in open classrooms and ongoing communication..

Evaluations from attendees at information sessions are positive.

K–2 Executive to report back to staff in regards to communications with the new Preschool Committee.

Increased support of local businesses.

People

Students

Engaging the student community and forging support networks that help them to build on strengths.

Positive and respectful relationships across the school community underpin a productive learning environment and support students' development of strong identities as learners.

Staff

Work in partnership with parents to enhance communication and engagement in classrooms.

Continued development of GCoS and other learning community networking opportunities to enhance professional learning and programming.

Collaboration with parents in regards to the development of aspects of the school plan 2015–2017.

Community Partners

Foster opportunities and establish effective communication and partnerships with community groups. e.g. Preschool, wider community, Glenorie RSL, DEC Writing competitions, Galston High School Scholarship, Art & Music camps.

School has a productive relationship with external agencies such as universities, business, industry and community organisations to improve educational opportunities for students

Processes

- Facilitate and begin to implement information/upskilling of parents in literacy, numeracy and grammar sessions by stages.

- All staff involved in the implementation of The Wellbeing Framework For Schools. Staff will strive for excellence in teaching and learning, connect with students on many levels and build trusting and respectful relationships for students to succeed.

- The school leadership team engages the school community in developing better connections with the community.

Evaluation Plan

Resilience program adopted in programming.

Opportunities for students and community to provide constructive feedback on school practices and procedures.

School community evaluates school's plan and strategic direction annually.

TTFM Parent surveys.

Practices and Products

Practices

- Increased liaison with Pre School /invited to relevant school functions & P&C. Continued executive attendance at monthly Pre School Committee Meetings and AGM.

- Collaborative transition meetings with key stakeholders for students identified with specific learning needs

- Teaching and learning programs embed personal development lessons focused on well-being and resilience

- Staff and leaders collaborating to effectively communicate and deliver key reforms in partnership with communities in the context of local decision-making

- Continued opportunities for parents to attend P&C, community events and fundraisers

- Attendance at GCoS Meetings and sharing of information with other staff members.

- Implement programs that strengthen student's physical, social, and spiritual development.

- Implement PSC Sports Leadership program in 2016 with GCoS.

Products

- Create information document/s for parents regarding participation in learning support programs.

- New report format developed in consultation with community and DoE new mandatory reporting standards.

Strategic Direction 3: Enhancing community engagement and participation

Improvement Measures

People

Processes

Practices and Products

- Parent input into initial school planning sessions.
- Opportunity for parents to attend information sessions as delivered by school staff.eg Grammar night and Numeracy sessions.
- Parent involvement in educational sessions which are developed and delivered by staff.
- Practices are embedded for parents to be engaged and understand the learning progress of their children and how to effectively support them to learn.