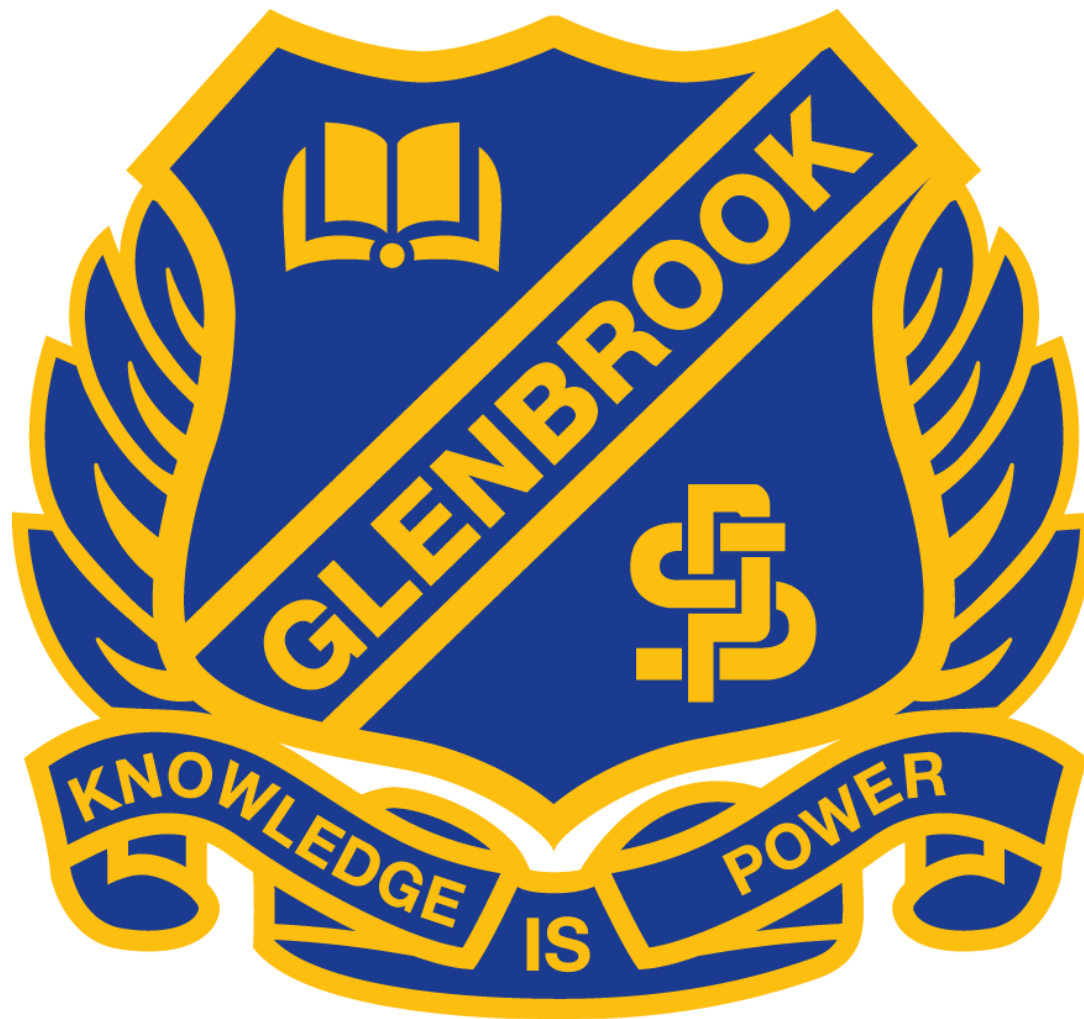# School plan 2018-2020

Glenbrook Public School 1994

School vision statement

School Vision Statement

Together, achieving excellence and equity through high expectations and shared responsibility.

School context

School Context

Glenbrook Public School is situated on the village side of Glenbrook, the gateway to the Blue Mountains. Property prices compare higher than most other areas of the Blue Mountains.

Parent occupation includes a number of qualified professional and tradespeople. Many parents also commute each day to their work–place outside the Blue Mountains.

Student families of Glenbrook Public School are from a variety of cultural backgrounds, although predominantly are Anglo–Saxon. The community also reflects a middle class socio economic background.

The school community has high expectations which are met by a strong focus on quality education and programs that cater for all students providing challenge, success and engagement. The school performs above state average in areas of Literacy and Numeracy in NAPLAN.

The school leadership team reflects on current practice focusing on delivering professional learning activities to support improved program delivery in teaching and learning.

Glenbrook Public School is host an Opportunity Class with a new intake occurring every second year.

School planning process

School Planning Process

The Strategic Management Plan has been developed as a result of consultation between members of the Glenbrook Public School community. Surveys to parents and teachers provided information to assist the school in planning for future directions. Data from NAPLAN, Tell Them From Me student surveys and school based assessments provided information that identified areas that need to be school focus in both Literacy and Numeracy. In 2019 the school underwent External Validation. This process has been integral to the future directions of the school and participation was sought and gathered from all community members; teachers, staff, students, parents and the wider community.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1
Learning–Student Growth and Achievement

STRATEGIC DIRECTION 2
Teaching

STRATEGIC DIRECTION 3
Leading

Purpose:

To demonstrate high expectations of learning progresses with the view to develop high performing learners. Curriculum, assessment practices and evidence based teaching and learning are aligned to continuous academic progress and achievement.

Purpose:

To improve professional practice around explicit teaching, high expectations, differentiation, in line with outcomes based scope and sequences for all KLA's.

Purpose:

To build shared responsibility around whole school evaluative and evidence–based practice, in line with continual school improvement.

Strategic Direction 1: Learning–Student Growth and Achievement

Purpose

To demonstrate high expectations of learning progresses with the view to develop high performing learners. Curriculum, assessment practices and evidence based teaching and learning are aligned to continuous academic progress and achievement.

Improvement Measures

An increase of at least 7.2% (Numeracy) and 5% (Reading) in students performing in the top two bands, in reading and numeracy.

100% of teaching and learning programs are data based and differentiated for individual student learning needs and demonstrate current syllabus content.

All learners can articulate their 'learning goals' and what they need to achieve to reach their goals.

People

Students

Students demonstrate high expectations of self, using feedback to set or modify learning goals.

Staff

Teachers adopting a coordinated approach to Literacy and numeracy where there is an expectation for continued improvement in Literacy and numeracy standards being evident across the school.

Teachers use effective feedback, differentiation, assessment and explicit teaching in their practice.

Parents/Carers

Work in consultation with the school, in supporting high expectations and the continuous improvement for everyone.

Leaders

Leaders acknowledge and build upon staff skills and expertise to build collective efficacy across the school by;

- Sharing the common purpose of whole–school continuous improvement in line with the School Vision Statement.

Processes

Reading & Numeracy Project

Curriculum delivery will be differentiated to meet the needs of students at different levels of achievement, including adjustments to support learning or increase expectations. Evidence–based teaching and assessment practice, based on current research will guide teaching and learning programs.

Data Informed Teaching

Collaborative practices and processes to facilitate data and evidence informed decisions that target the learning of all students, will be embedded across all stages. The development of moderators for assessment will aid consistency of teacher judgement, in line with assessment schedule.

Evaluation Plan

Leadership team and teaching team's analysis of school–wide data occurs once per term, to determine progress towards targets.

Survey evaluations – TTFM data and exit slips from forums and PL.

Review and analysis of school based and external assessment data such as NAPLAN, PAT M & PAT R to inform teaching practice.

Reviews and monitoring of the school curriculum, teaching programs and practices.

Cyclical review of Performance and Development Plans.

Practices and Products

Practices

Teachers using data to inform their teaching and learning programs by tracking student progress.

Visible learning and formative assessment practices are embedded across the school, relentlessly focusing on the growth in student learning outcomes.

Whole school community has high expectations of learning progress and achievement for all students and is committed to the pursuit of excellence.

Products

Increase in proportion of students making expected growth, and continued growth as demonstrated in value added results for NAPLAN. This is also demonstrated through learning progressions data for literacy and numeracy, where students demonstrate at least 1 years growth for 1 year of learning.

School–wide practices ensure students are able to explicitly articulate their learning and understand what they need to learn next in order to improve.

Learning intentions and success criteria are visible in teaching and learning programs in the areas of reading and mathematics.

A developed whole school assessment schedule that is accessible across all stages of learning.

Strategic Direction 2: Teaching

Purpose

To improve professional practice around explicit teaching, high expectations, differentiation, in line with outcomes based scope and sequences for all KLA's.

Improvement Measures

100% of Performance Development Goals are aligned to QT practices of explicit teaching, differentiation and high expectations with reviews, evaluations and adjustments made in all PDPs.

Student growth is evident, as per SD 1

S & S are whole school and outcomes–based, with this being reflected in 100% of teaching and learning

High quality teaching is evident through implementation of evidence–based teaching strategies in *What Works Best in Practice* PL by all teachers. This is reflected in 100% of teaching and learning programs.

People

Students

Students will, through work samples, explicit instruction and effective teacher assessment and feedback make collective, informed decisions about future learning directions.

Staff

Engage actively in the QTC project and model QT practices in the school setting.

Understand the purpose and nature of effective QT and apply this to teaching and learning.

Implementation of practices in *What works best in practice* professional learning.

Leaders

The school executive adopt a shared responsibility approach to the provision of teacher professional learning, consistency in expectations around compliance and wellbeing practices.

Processes

Quality Teaching Coordinator

Provide shoulder to shoulder mentoring, that is evidence and research–based in; explicit teaching, differentiation, high expectations, assessment for learning and quality feedback.

Educational standards in practice

To develop a shared and responsibility among staff in the development of school–wide scope and sequences that are outcomes–based and form the core of teaching and learning in the school. The development of school–wide assessment schedule.

Evidence–based teaching for best practice

Implement high quality professional learning, working through CESE *What works best in practice.*

Evaluation Plan

Regular meetings with the QTC and CT to evaluate teaching practice and assessment data, in moving students along the progressions.

Class programs indicate effective utilisation of school–wide scope and sequences and strategies in line with *What Works Best*

Practices and Products

Practices

Collaboration and discussion between QTC and class teachers, around evidence–based practice in Mathematics, form the cornerstone of improved teaching and learning in the school.

Outcomes–based scope and sequences and whole school assessment schedule in key learning areas are developed to ensure compliance in effective practice across the school.

Participation in quality professional learning with evidence of strategies being implemented in classroom practice.

Products

Teachers are empowered to confidently articulate and utilise research–based teaching practice to move students along the learning progressions.

School–wide systems are in alignment with current NESA guidelines.

The physical space of the school is reflective of expertise and innovation; both in the classrooms and play areas.

Strategic Direction 3: Leading

Purpose

To build shared responsibility around whole school evaluative and evidence–based practice, in line with continual school improvement.

Improvement Measures

100% of identified staff will have successfully completed professional learning in 3 Rivers 4 Learning.

Consistent expectations around processes and practices within the Wellbeing Guidelines are articulated by staff, students and parents.

People

Leaders

Leaders are proactively involved in school improvement, based on evidence and data analysis within a project–based scenario.

Staff

Staff are aware of all the elements that make up our School Wellbeing Guidelines and how these form part of our daily practice.

Students

Build skills, strategies and resilience to promote respectful relationships and positive wellbeing.

Parents/Carers

Actively support and understand the importance of student wellbeing and the school based programs being implemented.

Processes

Inquiry, Innovation & Inspiration

To develop shared responsibility via the development of teacher, school and system leadership, that focuses on school improvement and collaborative professional learning.

Wellbeing for all

Create a school–wide culture in which leadership drives effective practices where staff are supported and continuously support one another.

Strong systems are in place to support the social, physical, cognitive and emotional wellbeing of students, staff and parents, which will lead to a strengthened sense of belonging for all.

Evaluation Plan

Reflections and intersessional activities and discussions around system leadership.

Constant discussions between school leaders, teachers, students and parents to elicit feedback on consistency of expectations around the *Wellbeing Guidelines* and wellbeing practices of the school.

Practices and Products

Practices

Key staff are identified as aspiring leaders and working proactively in a collegial manner to keep the school moving forward.

School student wellbeing programs focusing on positive relationships become entrenched in school practices, guidelines and syllabus scope and sequences.

Products

Teachers are aspiring leaders, participating in professional learning around school growth and achievement in line with the new School Vision Statement.

Our *School Wellbeing Guidelines* form part of our daily practice. These guidelines are shared with the entire community.