

School plan 2018-2020

Glenfield Public School 2001



School background 2018–2020

School vision statement

To inspire and empower resilient, self-motivated students, teachers and leaders to be collaborative, creative, critical thinkers who productively contribute to our global community.

School context

Glenfield Public School was established in 1882 and is situated on Dharawal land in the Campbelltown City Council area. It serves a school community of 409 student enrolments from 43 different nationalities. 73.8% of students are from backgrounds other than English and 3.9% of students are Aboriginal. The school is over a hundred years old and many generations of families have attended the school over this time. The school is held in high regard within the community. Since 2010, student enrolments have increased with the continuing development of a new housing estate. The school has grown from 10 to 17 classes in seven years.

The school holds high expectations of both teachers and students and prides itself on its quality learning programs, dynamic teaching environments and welfare initiatives. Strong and effective welfare policies and procedures ensure a safe and happy environment where students present as confident, cooperative and respectful learners. The school aims to provide a quality education where innovative programs and future focused approaches are supported by modern technology.

There is a strong focus on literacy and numeracy, developing 21st century capabilities and teacher professional learning. Additional teaching support staff work in collaboration with class teachers to support students from language backgrounds other than English as well as assisting students with learning difficulties. The school is committed to promoting and supporting its multicultural community. Special multicultural events are highly valued and attended by parents.

The student body is well represented through the Student Representative Council, school and sport house captains, vice captains, a school ambassador and class captains.

The school motto "*Strive to Achieve*" reflects the fundamental ethos of Glenfield Public School as teachers, students, parents and the wider community work together to create a school climate in which everyone will thrive.

Trish Hagan (Principal)

School planning process

This school plan is a framework that describes the direction of the school through three strategic directions across a three year period. The plan is designed to be ongoing and flexible in responding to current and emerging school needs and government priorities.

The school plan has been cooperatively developed to reflect the Department of Education's vision "To be Australia's best education system and one of the finest in the world". In reflecting this vision, the school through a rigorous process of self reflection against the school excellence framework and other evaluative measures has identified key areas for improvement.

In the area of Learning, these include enhancing student wellbeing, engagement and motivation, improving student attendance, increasing parental interest and input into their child's education and improving literacy and numeracy outcomes for students.

In the Teaching and Leading domains, we aim to build the capacity of teachers to use technology as a teaching tool to stimulate learners and to provide effective and immediate feedback. Most teachers are accredited at proficient level and need to be encouraged to advance themselves through career levels towards "Lead" status. Within this goal, the school will focus on building leadership capacity and density through peer mentoring and leadership opportunities.

This school plan reflects the identified school needs and the recommendations of all teachers, in consultation with the parent body through forums and surveys. Professional learning and consultation with the school community has supported both the understanding and development of the school vision, strategic directions and its implementation measures. The school will share with parents and community the ongoing progress made towards our strategic directions at the conclusion of each term.

School strategic directions 2018–2020



STRATEGIC DIRECTION 1
Engaged, Empowered and Progressive Learners

Purpose:

Provide optimum conditions for learning where stakeholders articulate high educational aspirations and work in partnership to ensure all students are supported in reaching their potential.



STRATEGIC DIRECTION 2
Quality School Wide Teaching Practices

Purpose:

Establish a school learning culture where teachers are reflective and responsive in delivering quality educational practices and hold high expectations of themselves and their students as progressive learners.



STRATEGIC DIRECTION 3
Exemplary Leadership, Systems and Service

Purpose:

To build leadership capacity, strong channels of communication and service delivery to ensure school wide management practices are flexible, responsive and sustainable.

Strategic Direction 1: Engaged, Empowered and Progressive Learners

Purpose

Provide optimum conditions for learning where stakeholders articulate high educational aspirations and work in partnership to ensure all students are supported in reaching their potential.

Improvement Measures

Improvement measures may include but not be limited to the following:

Evidence from school self evaluation regarding students well-being, shifts from "Sustaining and Growing" to "Excelling" by the end of 2020.

Continued growth in positive survey ratings relating to student engagement and utilising technology.

Students enrolled at the school for 2 consecutive years, demonstrate expected literacy and numeracy performance as evidenced through learning progressions and NAPLAN. One year's growth for one year's learning.

Average percentage of students in NAPLAN proficiency bands over 3 years for literacy and numeracy increases in Year 3 from 48% to 54% and in Year 5 from 34% to 40%.

People

Staff

Staff develop an open mind in exploring possibilities to enrich learning. They will demonstrate knowledge, skills and confidence in better utilising technology for teaching and in providing immediate feedback to students as to where they are and where they are heading. There will be a collective focus to move towards providing individualised learning intentions, success criteria and differentiated learning.

Students

Students will demonstrate knowledge regarding rights and responsibilities to be safe, respectful learners. Students will require a growth mindset and take responsibility for their learning by measuring their progress against personal goals. They will understand and strive towards the next stage in their development.

Parents/Carers

Parents will show an awareness and appreciation of curriculum, learning progressions and current pedagogy to partner teachers in education.

Leaders

Leaders will use current knowledge of educational trends, NESAs and DoE requirements and research based practice to support professional learning to improve student learning outcomes. Leaders will conduct regular data analysis to monitor school progress and ensure budgets are carefully prepared to enact plans.

Processes

1. Wellbeing:

Support each student's academic and wellbeing needs to enable them to connect, succeed, thrive and learn.

2. Engagement:

Establish stimulating future focussed learning environments that motivate students to engage and take ownership of their learning.

3. Academic Performance Enhancers:

Develop effective home/school partnerships where student learning is regularly discussed, co-planned and reported to ensure academic achievement is progressive for each student.

Evaluation Plan

The following measures may be used for evaluating the school plan:

TTFM and school surveys

Stage team reflections re planning, teaching and student progress

Scout attendance data

PLAN 2 data monitoring and analysis

NAPLAN analysis

SEF self assessment comparison across years re wellbeing, learning culture, reporting and student performance measures.

Practices and Products

Practices

Regular explicit teaching of PBL expectations with students consistently following the matrix.

Students regularly using their own computer device to support their learning.

Teachers, students and parents articulate the growth expected for each student in literacy and numeracy and the learning required to ensure that academic achievement is progressive.

Students exhibit a growth mindset by demonstrating resilience and perseverance to improve their learning.

Products

Positive, respectful and safe behaviours that contribute to optimum conditions for learning.

Learning and assessment strategies are enriched by the use of technology.

Termly reports on student progress against learning progressions, forwarded to parents.

Improved student attendance, engagement and learning outcomes.

Strategic Direction 2: Quality School Wide Teaching Practices

Purpose

Establish a school learning culture where teachers are reflective and responsive in delivering quality educational practices and hold high expectations of themselves and their students as progressive learners.

Improvement Measures

Improvement measures may include but not be limited to the following:

An increase in positive responses from students in relation to skill level and challenge from 45 % (2017) to the state norm of 53% by the end of 2020 (TTFM survey).

An increase in rating from 7.9 to the state norm of 8.2 where students indicate they are given clear instructions and immediate feedback to improve learning. (TTFM survey).

Teachers provide evidence of growth against the focus areas of the professional standards for teachers and PDPs.

100% of teachers are using learning progressions to map student progress.

People

Staff

Teachers will develop a growth mindset and collegiality in exploring, sharing ideas and expertise, planning and growing together. They will identify their capabilities against career levels within the Australian professional standards for teachers. Performance and development plans will be strategically targeted to prioritised needs. Staff will seek and commit to opportunities for relevant and authentic professional learning and reflect on and share their learning with colleagues.

Students

Students will demonstrate positive behaviour for learning, self regulation and critical reflection strategies to support a positive teaching and learning environment. Students will work with teachers to understand where they are in their learning and the next progression.

Parents/Carers

Parents will hold high expectations, an appreciation of curriculum and pedagogy and a willingness to work with teachers to support and improve student outcomes.

Leaders

Leaders will effectively identify and plan for professional learning that is reflective of school priorities and individual teacher performance goals. They identify staff with expertise to drive program implementation and pedagogical change.

Processes

1. Effective Classroom Practice

Respond to student needs and interests by implementing innovative programs and approaches that actively engage, challenge, support and extend students in their learning.

2. Professional Teaching Standards

Support each teacher's individual growth against the professional standards that move them towards lead status.

3. Learning and Development

Utilise expertise within the school and community to support teachers in implementing innovative approaches and best practice to enhance literacy and numeracy outcomes.

Evaluation Plan

The following measures may be used for evaluating the school plan:

Student and teacher Tell Them From Me surveys

Lesson observations

Pre/post teacher self assessment against teaching standards focus areas across career stages and competencies relating to professional learning.

Monitoring of the regular use of registered computer devices

PLAN 2 data collection and analysis every 5 weeks to inform teaching

Practices and Products

Practices

Teachers are actively involved in demonstration lessons and team teaching to collaboratively develop a repertoire of teaching strategies. They are engaged in differentiated professional learning inclusive of mentoring sessions to improve teaching practice.

Teachers are continually building capacities that align to the teaching standards and register training in MyPL where hours are transferred to NESA.

Teachers demonstrate a common understanding of student achievement and cooperatively plan in stage teams using "Agile Sprints" to shift students forward in their learning. Students receive explicit feedback and targeted teaching at the point of need.

Products

Structured and innovative learning environments where student progress is aligned to expected improvement.

Embedded innovative teaching practices.

The school has sufficient technological devices that are utilised to support best teaching practice. Flexible learning spaces in classrooms reflect student choice.

Demonstrated progression of teachers through career stages towards lead levels.

A school culture of collaboration where all teachers plan, teach, mentor, provide and receive constructive feedback to improve their teaching practice.

Strategic Direction 3: Exemplary Leadership, Systems and Service

Purpose

To build leadership capacity, strong channels of communication and service delivery to ensure school wide management practices are flexible, responsive and sustainable.

Improvement Measures

Improvement measures may include but not be limited to the following:

100% of school leadership team members independently develop, monitor, amend and evaluate milestones within a strategic direction and construct elements of the annual report via SPaRO.

All substantive assistant principals of more than 3 years experience complete at least 6 modules of the NSW Leadership and Management Credentials.

90% of parents/carers access information via electronic modes of communication.

Increase in positive ratings and comments relating to school communication and service.

People

Staff

Assistant principals and aspiring school leaders will develop knowledge and have access to new school management and administrative tools and practices.

Staff will broaden technology skills to share and access information via Microsoft Office 365 and G suite.

Parents/Carers

Parents and carers will ensure contact details including email addresses are correct and that correspondence is read and acted upon where necessary.

Leaders

The school principal is to ensure time is made available to coach and mentor aspiring leaders in undertaking school leadership and management responsibilities.

The school principal will ensure the school has the finance, resources and processes in place to support improvement plans.

The school administration manager is to lead and support administration officers in transferring knowledge and skills to further improve service delivery.

Processes

1. Capacity Building

Develop instructional leadership attributes and management practices that are exemplary and sustainable.

2. Effective Communication and Service Delivery

Improve administrative practices to ensure communication and service is accessible, high in quality and effective for both staff, parents and the wider community.

Evaluation Plan

The following measures may be used for evaluating the school plan:

Pre/post "in school" surveys

TTFM parent and teacher surveys

Collect data re number of parents/teachers accessing information via email

Progress monitoring of leadership responsibilities

Practices and Products

Practices

Assistant principals and aspiring school leaders independently access and analyse reports through SCOUT and other data sources to monitor progress and inform future directions. They show initiative in leading strategic directions as they plan, monitor and report on progress using SPaRO.

Assistant principals respond to key mandatory requirements and emerging issues as required.

All staff follow streamlined school processes to communicate and access information.

Administrative staff share tasks to ensure the smooth operation of the office.

Parents regularly access important information via electronic communication modes to enhance participation and engagement in school activities. NESB families access school information via translated texts.

Products

Designated leveled roles and responsibilities create sustainable leadership.

Well devised school plans and accurate annual reports constructed by assistant principals and aspiring school leaders.

Permanent assistant principals attain leadership credentials and/or Lead teacher status.

Strategic Direction 3: Exemplary Leadership, Systems and Service

Practices and Products

High quality electronic communication modes including school community newsletters, daily staff memos and collaborative planning..

Multi skilled school administration staff.
Efficient and effective management and administration processes.