

School plan 2018-2020

Glenhaven Public School 2003



School background 2018–2020

School vision statement

At Glenhaven Public School we believe that through best practice and commitment to the development of the whole child, we will develop creative thinkers and problem solvers who are engaged and self-directed. We believe that the development of strong partnerships with and beyond the school will inspire the development of confident, resilient and innovative learners through giving every child opportunities within a culture of continual growth and high performance.

Glenhaven Public School is committed to working as a community to support students and their families through current comprehensive educational and wellbeing programs and opportunities which are designed to maximise achievement for all and build capacity for success.

School context

Glenhaven Public School is a coeducational school in The Hills Network of Schools and is located in a natural bush setting on Glenhaven Road. It is a caring school, proud of its tradition of promoting academic, cultural excellence and high personal standards and values.

Glenhaven Public School has a steady enrollment of approximately 425 – 445 students. Our diverse community includes students from different cultural backgrounds. Approximately 11% of our students are from a non-English speaking background and 1% Indigenous background. The school's three core values are Respect, Responsibility and Personal Best.

The school's community has a medium to high socio-economic profile with a large percentage of families having dual incomes. The school enjoys an excellent reputation and homes within the school's drawing area are keenly sought after.

The school is supported and valued by its local community and the Parents and Citizens Association is extremely active in supporting student learning.

Our dedicated staff, comprehensive programs and supportive community ensure our students are offered the best possible fully rounded education.

As a whole, our school community are continuing to embrace reforms in the education sector and are genuinely understanding of changes in practice.

Our parents are developing a continuous drive for academic opportunities to expand and embrace educational challenges for their children which again is cause for rigorous and routine evaluation of all school processes and practices.

School planning process

A rigorous process of whole school communication and collection of data was used in the development of this school plan.

Using the 'What Works Best' document as well as the School Excellence Framework – Version 2 from the Centre for Education Statistics and Evaluation as core documents, a series of detailed surveys were completed by the school community, staff and students.

The results of these surveys, combined with NAPLAN data, school-based assessments and special programs feedback provided information to re-shape a new School Vision Statement that was collaboratively developed and refined and remained greatly sensitive to student, parent and staff suggestions. Three strategic directions were also developed through the same process.

These were communicated to staff and the community through Parents and Citizens meetings, newsletter and staff meetings with feedback being taken into consideration.

The plan was completed after lengthy discussion and evaluation and then presented to staff to gather further feedback and input.

The State Strategic Plan and the School's Excellence Framework – Version 2 were embedded, where appropriate, to ensure a link with State and Departmental initiatives and directions.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Individualised, engaging, rich
and innovative learning
experiences in partnership

Purpose:

To engage every child with a differentiated and challenging curriculum through well developed and evidence based approaches, programs and assessment processes which identify, regularly monitor and review individual students learning paths.

STRATEGIC DIRECTION 2

High quality, evidence based
and explicit teaching

Purpose:

To drive ongoing school-wide improvement in teaching practice and student results including a strong foundation in the core skills of Literacy and Numeracy. Dynamic and reflective teaching methods are identified, promoted and modelled with student progress and achievement data used to inform future focussed practices.

STRATEGIC DIRECTION 3

Effective and strategic
leadership through high
expectations and proactive
engagement

Purpose:

To develop a shared responsibility for student engagement, learning and development through a culture of high performance supported by effective mechanisms and strategies to deliver ongoing, measured improvement of student progress and achievement.

Strategic Direction 1: Individualised, engaging, rich and innovative learning experiences in partnership

Purpose

To engage every child with a differentiated and challenging curriculum through well developed and evidence based approaches, programs and assessment processes which identify, regularly monitor and review individual students learning paths.

Improvement Measures

- 100% of staff and students will use learning intentions, success criteria, feedback and learning processes to achieve syllabus outcomes.
- Surveys reflect an improved understanding of how children can progress academically and what support is needed to get them there.
- 75% of explicitly set growth targets are met across the school.

People

Students

Students will be engaged in quality learning experiences with data driven personalised learning pathways and also develop effective skills to reflect on their learning.

Students will be actively engaged in whole school approaches to learning to improve emotional resilience, social intelligence and leadership skills.

Staff

Staff will engage in professional development that is relevant and future focused to build their capabilities as learners, teachers and leaders. There will be an emphasis on accurate and timely assessment of student learning and whole school approaches to well-being, leading to a consistent approach and reinforcement of expectations.

Leaders

Leaders will actively model and drive change by inspiring and building capacity in others to design outstanding curriculum and differentiated assessment practices.

Parents/Carers

Parents will recognise the impact of change in teaching practice on student learning with the ability to articulate the growth and development of their child.

Community Partners

Community Partners will be engaged in developing a shared knowledge to support school based initiatives.

Processes

Positive Behaviour for Learning –

Collect, analyse and use data to monitor and refine the whole school approach to well-being and engagement to improve student learning.

Formative Assessment – Align professional learning to cater for individual teacher needs through the establishment of Teacher Learning Communities. Formative practices will focus on explicit quality criteria, consistent teacher judgement and quality feedback.

Reporting – Develop explicit processes to share both school and student data on a regular basis with parents so they are presented with a clear view of how to support their child's learning progression.

Curriculum – Differentiated curriculum delivery through dynamic teaching and learning programs which address individual student needs with evidence of revisions based on feedback and ongoing student assessment. Curriculum provision aligned to NSW Education Standards Authority.

Evaluation Plan

- Positive feedback from SET and school based surveys and data.
- Evidence of the use of Formative Assessment strategies in classroom practice and programs.
- A series of informal and formal reporting process are embedded in the school culture.
- Change in teaching and learning practices as a result of data collection and program supervision.

Practices and Products

Practices

Implementation of Formative Assessment practices in all classrooms K–6.

All teaching programs reflect differentiation strategies to support all students at their point of instructional need.

Differentiated and rich assessment tasks are incorporated in all programs including clear learning intentions and open ended questioning.

Specific student academic and well-being growth targets are shared on a whole school level to ensure there is a collective responsibility for student learning and success.

Whole school reporting will involve both formal and informal approaches to parent feedback.

Products

Students can articulate their own learning and develop strategies for improvement.

Clear and explicit growth targets are identified and described to parents and staff to improve learning outcomes for students.

Measureable improvement in well-being and engagement to support learning.

The school community works as a cohesive unit to enable each child to achieve their Personal Best.

Strategic Direction 2: High quality, evidence based and explicit teaching

Purpose

To drive ongoing school-wide improvement in teaching practice and student results including a strong foundation in the core skills of Literacy and Numeracy. Dynamic and reflective teaching methods are identified, promoted and modelled with student progress and achievement data used to inform future focussed practices.

Improvement Measures

- NAPLAN results reflect a sustained increase in percentage of students who achieve in the proficient bands.
- 85% of students achieve or exceed their expected cluster on the Literacy Continuum using PLAN data.
- School data shows 90% of students achieve school reading exit levels in Years K–6.
- TTFM survey indicates an increase in student learning engagement.
- Increased parent attendance at school run workshops and information sessions which support student improvement.
- Evidence of Seven Steps to Writing Success program and Targeting Early Numeracy strategies are embedded into teaching programs leading to an improved growth in NAPLAN scores by 20%.

People

Students

Students take an active role in their learning and become partners in their own learning path including a knowledge of success criteria, the monitoring of learning goals and meaningful feedback.

Staff

Staff continue to develop their expertise in differentiated learning, design and delivery to enhance quality teaching through professional learning and collaborative practices. Staff utilise data and assessment to inform planning and target individual student learning needs based around the whole-school approach to growth targets.

Leaders

Leaders inspire, drive and lead change through collaborative planning, feedback and effective monitoring where a shared vision is based on quality teaching and learning with the development of growth mindsets and capabilities for staff teams.

Parents/Carers

Parents have an increased knowledge of current curriculum and assessment practices designed to identify students' strengths and needs. Parents support school curriculum through regular communication, parent teacher evenings and attendance at school workshops.

Community Partners

Partnership between schools improving teaching capabilities and further enhancing educational expertise.

Processes

Data Skills – Staff use assessment data to monitor achievement in student learning and inform planning. Grade teams focus on establishing frameworks for consistent assessment and reporting including reflective practices to plan future learning.

Literacy and Numeracy – The use of Literacy and Numeracy progressions are embedded in classroom practice to support the effective differentiation of the curriculum.

Explicit Teaching – Staff demonstrate and share expertise of current evidence-based teaching practices. Develop inclusive, relevant and differentiated learning programs as an adjustment to core programs. This includes the provision of both STEM and Project Based Learning initiatives K–6.

Evaluation Plan

- Evidence of consistent language in all classrooms regarding learning intentions, success criteria, meaningful feedback and processes achieved to measure success.
- Accommodations and adjustments are clearly evident in teaching and learning programs on an ongoing basis.
- Through the meaningful collection of data, student literacy and numeracy learning will be regularly refined and adjusted.
- Evidence of staff competence in submitting and analysing whole school data to improve academic achievement.

Practices and Products

Practices

Students and teachers use goal setting and reflective practices to pursue improvement

Lesson planning refers to student information including progress and achievement data, curriculum requirements and student feedback.

All teachers understand and explicitly teach Literacy and Numeracy to students across a full range of abilities.

Display explicit learning progressions (e.g. Literacy & Numeracy) to show students what performance benchmarks are and encourage them to peruse higher levels of achievement.

Products

Students' learning outcomes are achieved through a collaborative and differentiated learning environment.

Assessment strategies consist of assessment for learning, assessment of learning and assessment as learning.

All staff have a sound understanding of student assessment and data analysis to inform planning, identify interventions and modify teaching practice.

Effective teacher practices ensure that students have clear instruction on what is expected of them and what they need to learn from tasks. It ensures that students are given time to engage in the learning process, ask questions and receive clear feedback.

Strategic Direction 3: Effective and strategic leadership through high expectations and proactive engagement

Purpose	People	Processes	Practices and Products
<p>To develop a shared responsibility for student engagement, learning and development through a culture of high performance supported by effective mechanisms and strategies to deliver ongoing, measured improvement of student progress and achievement.</p>	<p>Students</p> <p>Students will appropriately engage in challenging and authentic learning experiences delivered through established mechanisms and strategies that support improved student outcomes.</p>	<p>Professional learning – Professional learning programs are personalised, needs-based, collaborative, reflective and aligned to the schools strategic directions.</p>	<p>Practices</p> <p>Provision of Instructional Leaders to support staff in the effective use of assessment data as well as Writing, STEM and other identified areas of need to facilitate whole school improvement. Specific Beginning Teacher programs maintained and evaluated.</p>
<p>Improvement Measures</p>	<p>Staff</p>	<p>Leadership – The leadership team ensures that implementation of syllabus and associated assessment and reporting processes meet NESA and DoE requirements and support a culture of high expectations and community engagement resulting in measurable and sustained whole school improvement.</p>	<p>Staff evaluate professional learning to identify, promote and implement effective strategies to improve teaching and learning.</p>
<ul style="list-style-type: none"> • TTFM survey indicates an improved result of overall parent and community satisfaction. • Staff survey displays an increase of 40% indicating that professional learning has been beneficial in the implementation of change to teaching practice. • More staff members are confident in the implementation of LMBR systems and structures. • Performance and Development Framework annual review processes provide clear evidence that 100% of staff are engaged and actively working towards achieving professional goals. 	<p>Staff use the Australian Professional Standards to measure themselves, reflect on their practice and plan and monitor their own professional development through Performance and Development Plans and Accreditation requirements.</p> <p>Leaders</p> <p>Leaders identify expertise within the school and draw on this to further develop its professional learning community. They understand their responsibility in promoting collective responsibility for student learning and success with high levels of proactive engagement from students, staff and community.</p>	<p>Financial Management – Long term strategic financial planning is integrated with school planning and implementation processes to address school strategic priorities and meet identified improvement goals.</p> <p>Evaluation Plan</p> <ul style="list-style-type: none"> • Technology that supports learning is available and expertly integrated into lessons. • School facilities used by local community where appropriate. • School Community satisfaction survey is analysed and shared with actions put in place to address the findings. • Administrative practices and systems effectively support school operations and teaching. 	<p>The school collaborates with the local community on decisions about school assets and resources, delivering benefit to both the school and the community – specifically technology resources used to enhance learning and service delivery.</p> <p>The school establishes a culture of shared responsibility for financial planning where key stakeholders are provided opportunities to learn more about current financial structures.</p>
	<p>Parents/Carers</p> <p>Enable the school community to develop and engage in a shared vision to plan and build partnerships leading to the achievement of measurable growth and progress in a culture of high expectations.</p> <p>Community Partners</p> <p>Encourage networking and professional learning opportunities across a variety of communities of schools to enhance school management systems and to share and embed best practice.</p>		<p>Products</p> <p>The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations and effectively caters for all students.</p> <p>The school is recognised as leaders in the implementation of new reforms and regularly offers advice/support to other local schools.</p> <p>Management processes and practices are responsive to school and community feedback.</p>