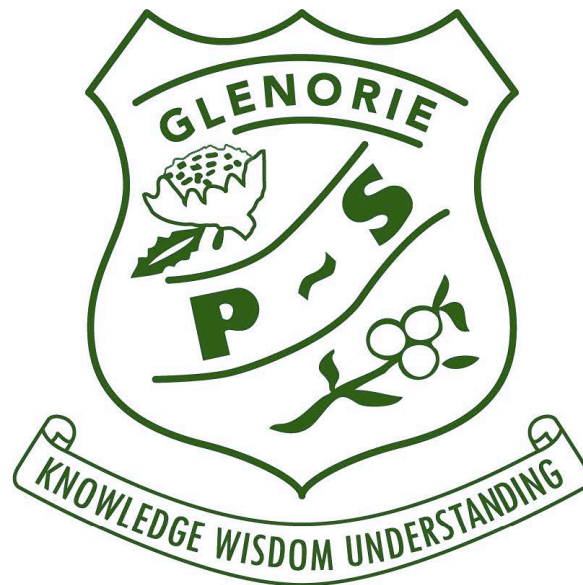


School plan 2018-2020

Glenorie Public School 2012



School background 2018–2020

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 rigor 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 extra-curricular 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 GreenTeam 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 2017, 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 are identified as a basis for future developments. They are:

- ~ Student success as learners, leaders, confident and creative individuals and productive citizens.
- ~ School leadership is developed and modelled to support a culture of high expectation and community engagement
- ~ Staff utilise evidence of learning to drive their teaching through evidence based practices identified and guided by whole-school professional learning.

In 2017 consultation with the P&C and all staff members was undertaken to map future directions for 2018–2020 and ensure the 3-year plan remain on track to provide high quality educational outcomes.

This plan for 2018–2020 is to ensure Strategic Directions are successfully implemented, this includes key focus/strategies to be undertaken in 2018–2020 as part of the implementation of the 3-year plan.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

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

Purpose:

To ensure that learning is visible and personalised for every student in an environment, which supports the cognitive, emotional, social, physical and spiritual wellbeing of all students.

STRATEGIC DIRECTION 2

School leadership is developed and modelled to support a culture of high expectation and community engagement.

Purpose:

The school's vision and strategic direction supports a culture of high expectations and community engagement to develop sustained and measurable whole school improvement.

STRATEGIC DIRECTION 3

Staff utilise evidence of learning to drive their teaching through evidence based practices identified and guided by whole-school professional learning.

Purpose:

All teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies.

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

Purpose	People	Processes	Practices and Products
<p>To ensure that learning is visible and personalised for every student in an environment, which supports the cognitive, emotional, social, physical and spiritual wellbeing of all students.</p>	<p>Students</p> <p>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.</p>	<p>Adopt visible learning pedagogy as a focus for professional learning, incorporating success criteria, learning intentions and effective self, peer and teacher feedback into classroom practices.</p>	<p>Practices</p> <ul style="list-style-type: none"> • All programs and classrooms reflect visible learning pedagogy and embedded formative assessment practice. • Student work samples will reflect effective feedback. • Self-regulated students can articulate their own learning and report on their learning processes and outcomes, and develop strategies for improvement. • Students develop understanding of learning intentions and success criteria to monitor their own learning. • School focus is on using research based literacy and numeracy strategies that are embedded into daily classroom practice. This includes: TOWN, TEN, Seven Steps of Writing and LearningScope. • Teachers regularly use performance data and other student feedback (including YARC for all Year 2 students) to evaluate the effectiveness of their own teaching practices and provide explicit, specific and timely formative feedback. • Students participate in the Peaceful Kids/ Rock & Water Program to develop resilience.
<p>Improvement Measures</p> <p>~ Students are showing expected growth on internal school progress and achievement data (online PAT tests).</p> <p>~ Increased proportion of at least 35% students in the top two NAPLAN bands for reading and numeracy.</p> <p>~ Value Added will be Sustaining and Growing for K-2; 3-5; 5-7.</p> <p>~ 80% of students will achieve year appropriate cluster markers in PLAN.</p> <p>~ Increased ability to self-manage minor anxiety issues through Peaceful Kids Program/decreased reports of anxiety as reported from TTFM surveys.</p> <p>~ Increased proportion of students reaching benchmark targets for writing as measured using Learning Progressions</p>	<p>Staff</p> <p>Will engage in professional learning that is relevant, future focused, research and evidence driven to meet our school priorities in the areas of literacy, numeracy, STEM and Wellbeing. Teachers to provide explicit, specific, informative & timely feedback to students on how to improve.</p> <p>Parents/Carers</p> <p>There is demonstrated commitment within the school community that all students make learning progress. Partnership with parents and students support clear improvement goals and planning for learning.</p> <p>Staff</p> <p>Inspire and build capacity in others to use data and evidence for strategic school improvement.</p> <p>Professional learning in the school emphasises developing effective instructional leadership, management skills and leadership attributes to facilitate whole school improvement and build strong pipeline of leaders.</p> <p>Leaders</p>	<p>Evaluation Plan</p> <p>Assessment of student learning in line with the assessment policy. K-6 data plotted on PLAN each term. SMART data used for formative assessment</p> <p>Closely monitor NAPLAN and school based assessment results (PAT) to analyse student performance in Literacy (reading, spelling, writing & grammar) and Mathematics.</p> <p>Collected work samples from analytical cycles to inform individual growth. Writing samples tracked in analytical meetings.</p> <p>Students are less anxious and practice strategies that they have developed through the Peaceful Kids & Rock & Water program.</p> <p>TTFM surveys</p>	<p>Products</p> <ul style="list-style-type: none"> • 5-week analytical meetings demonstrate effective analysis of data walls and student conferencing resulting in individual learning goals for all students.

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

People

Inspire and build capacity in others to use data and evidence for strategic school improvement.

Professional learning in the school emphasises developing effective instructional leadership, management skills and leadership attributes to facilitate whole school improvement and build strong pipeline of leaders.

Processes

YARC results for all Year 2 students.

Practices and Products

- Staff trained in 'rock and water' to build capacity of teachers and community members to teach skills of self-care and to contribute to the positive wellbeing of others and the wider community
- Mindfulness implemented in all classrooms.
- Teachers implement EV3 Robots and coding in classrooms across multiple KLAS.

Strategic Direction 2: School leadership is developed and modelled to support a culture of high expectation and community engagement.

Purpose	People	Processes	Practices and Products
<p>The school's vision and strategic direction supports a culture of high expectations and community engagement to develop sustained and measurable whole school improvement.</p>	<p>Leaders</p> <p>Develop the capacity of beginning and early career teachers to excel in the professional standards in their everyday classroom through a formal program.</p> <p>Provide support for leadership application and ongoing professional development.</p> <p>Beginner teachers given leadership roles to develop projects.</p>	<p>The leadership team maintains a focus on distributed instructional leadership to sustain a culture of high expectations, effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease.</p> <p>The school regularly solicits and addresses feedback on school performance from students, staff, parents and the broader school community</p> <p>Technology that supports learning is available and expertly integrated into lessons by teachers. Administrative staff are expert users of available technology and systems.</p>	<p>Practices</p> <ul style="list-style-type: none"> Facilitate and continue to implement and promote information/ upskilling of parents in literacy, numeracy, grammar sessions and wellbeing programs e.g. Rock and Water night, Cyberbullying. Analysis of all data (Tracking Sheets) to inform consistency and accuracy in reporting and feedback. Leaders will implement the Analysing Impact process across five-week cycles. Consistent review of feedback from data sources, including TTFM surveys. Staff and leaders collaborating to effectively communicate and deliver key reforms in partnership with communities in the context of local decision-making. Staff use GSuite as a learning and assessment tool integrated into lessons.
Improvement Measures	<p>Staff</p> <p>Teaching and non-teaching staff to take responsibility for their own professional learning and developing their professional standards (Performance & Development Framework).</p>	<p>Evaluation Plan</p> <p>Survey results, including Tell Them From Me (TTFM), identify student engagement in extra-curricular initiatives and student social and emotional wellbeing.</p> <p>NAPLAN data identifies the impact from the resourcing of TEN, TOWN, MaqLit, MiniLit and various multi-media literacy and numeracy resources implemented to improve student outcomes.</p>	<p>Products</p> <ul style="list-style-type: none"> Professional learning is aligned with the school plan, and its impact on the quality of teaching and student-learning outcomes are evaluated. Leaders deliver TPL in the use of EV3 Robots and coding before staff implement these inclassrooms. Staff use SeeSaw to inform parents of student growth in literacy and numeracy. Digital portfolios are created using SeeSaw to track and assess student achievement.
<p>Increased capability of all classroom teachers to differentiate curriculum and design conceptualised programs.</p> <p>Increased attendance of parents at information sessions and school functions</p> <p>Parents have increased input and understanding of student learning recorded via SeeSaw.</p>	<p>Parents/Carers</p> <p>Teachers work in partnership with parents to enhance communication, feedback and engagement in classrooms.</p> <p>Collaboration between teachers and parents in regards to the development of aspects of the school plan 2018–2020 with the P&C.</p> <p>Continue to foster opportunities and establish effective communication and partnerships with community groups e.g. Preschool, VLFA Network & local businesses. Establish proactive learning alliances with other schools and community members to the deliver educational innovation projects. Look beyond GCoS for links.</p>		

Strategic Direction 3: Staff utilise evidence of learning to drive their teaching through evidence based practices identified and guided by whole-school professional learning

Purpose	People	Processes	Practices and Products
<p>All teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies.</p>	<p>Students</p> <p>Students are provided with instruction in the conferencing and data wall process. Students engage in self-assessment and peer-assessment, initially with teacher support. Students are provided with specific training in how to use learning intentions and success criteria to further their own learning.</p> <p>Parents/Carers</p> <p>Parents provided with individual learning goals for their students. Teachers support the process of parent-student discussion of learning goals, with a view to implementing three-way parent-teacher interviews. There is a coordinated effort by school staff to engage the school community to reflect on student progress and achievement data and develop plans and strategies for improvement.</p> <p>Staff</p> <p>Teachers routinely review learning with each student both in class and on work submitted, ensuring all students have a clear understanding on how to improve. Teachers make accommodations and adjustments to suit needs as they arise. Lesson planning references curriculum requirements, providing continuous improvement for all students, across the full range of abilities.</p> <p>Leaders</p> <p>School leaders analyse student progress and achievement data and a range of other contextual information. Teachers respond</p>	<p>Demonstrated commitment within school community that all students make learning progress. Partnerships with parents and students support clear improvement aims and planning for learning.</p> <p>The learning goals for students are informed by analysis of internal and external student progress and achievement data. Progress towards goals is monitored through collection of quality, valid and reliable data. Reporting on school performance is based on valid and reliable data and analysis.</p> <p>All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement with success that can be measured by improved student progress. Formative assessment will be used to evaluate student learning and implement changes in teaching that lead to measurable improvement.</p> <p>Evaluation Plan</p> <p>Opportunities for students and community to provide constructive feedback on school practices and procedures.</p> <p>School community evaluates school's plan and strategic direction annually.</p> <p>Accreditation Register</p> <p>NAPLAN/SMART data</p> <p>PLAN data</p> <p>Educator Impact 360 Analysis Feedback</p> <p>TTFM Student Surveys</p>	<p>Practices</p> <ul style="list-style-type: none"> Practices are embedded for consistent feedback for parents allowing them to understand the learning progress of their children and how to effectively support them to learn. The school monitors the accreditation status of all staff and encourages the pursuit of higher accreditation. 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). <p>Products</p> <ul style="list-style-type: none"> Teachers have engaged in professional learning in evidence-based programs such as TEN, TOWN, Seven Steps to Writing and LearningScope (narrative writing). These programs are effectively resourced for delivery. Teachers create digital portfolios for each child using SeeSaw. Deepen knowledge and understanding of evidence-based approaches to teacher observation and feedback to improve practice. Data walls established in all rooms, with student goals explicitly outlined and registered. Students engage in conferencing, resulting in every students being able to articulate their individual learning goals.
Improvement Measures			
20% increase in students achieving proficiency in Grammar and Punctuation according to SMART data.			
10% increase in students achieving proficiency in Numeracy according to SMART data.			
Increase of 10% of students reporting confidence in their skills and adequate intellectual challenge in English and maths.			
100% of teachers engage in classroom observation practices giving and receiving collegial feedback to improve professional knowledge and practice.			
There is evidence that explicit Learning Intentions and Success Criteria (LISC), pre-post assessments, exit slips, and student conferences are being used in classrooms across the school.			
100% of executive teachers lead Analysing Impact meetings.			
Programs, student work samples (Including SeeSaw) 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° feedbacks. Independent feedback given by LearningScope.			

Strategic Direction 3: Staff utilise evidence of learning to drive their teaching through evidence based practices identified and guided by whole-school professional learning

People

to trends in student achievement, at individual, group and whole school levels.

Practices and Products

- Preparation for implementation of learning progressions.