

School plan 2018-2020

Glendale East Public School 4207



Glendale East
Public School

— *Today's Education for
Tomorrow's World* —

School background 2018–2020

School vision statement

At Glendale East Public School we will relentlessly pursue excellence in education. We will ensure our students are confident, creative and resilient and will be equipped with the skills, knowledge and experiences to make positive contributions to society.

To achieve this we will create a supportive, positive environment where student's academic, social and emotional needs are met, with high expectations for all and strong connections to our community.

School context

Glendale East Public School is located in northern Lake Macquarie and caters for approximately 250 students from Kindergarten to Year 6. Of this 250 students 13% identify as being of Aboriginal or Torres Strait Islander descent and 2% are from language backgrounds other than English. Students at the school have performed slightly below state average academically in Year 3 but continually demonstrate excellent growth and achieve at or above state average in many areas in Year 5. The school has undergone a major change in a number of areas in recent years and now leads the way in the implementation of technology and differentiated curriculum. The school has a Family Occupational Employment Index ranking above 125 and as such receives a significant amount of equity funds. The parents and community of Glendale East Public School have high educational expectations for their children and contribute significantly to the school. The school offers a variety of sporting creative arts and extra curricular opportunities. The school has developed strong partnerships with other local primary schools and its local high school, Glendale Technology High School through the Inspirational, Innovative Learning Alliance.

School planning process

The school and its community have undertaken a rigorous evaluation and consultative planning process which has comprised of the following.

–Evaluation of current practices through student and community surveys and focus groups.

–Evaluation of the school's current performance against the School Excellence Framework.

–Evaluation of NAPLAN and school based student performance data.

–Ongoing planning with parents through regular School Planning Workshops.

–Planning and collaboration with the AECG.

Findings from these evaluations have led to the development of products and practices that will be implemented at GEPS between 2018 and 2020 and this will be reflected in the milestones for implementation.

All members of the school community were engaged in extensive consultation in the development of this plan.

School strategic directions 2018–2020



**STRATEGIC
DIRECTION 1**
Excellence in Teaching and
Learning

Purpose:

Implement a range of evidence based pedagogies to ensure all student learning is personalised and data driven with a focus on explicit feedback and targeted learning goals.



**STRATEGIC
DIRECTION 2**
Innovative Curriculum and
Wellbeing

Purpose:

All students are provided with a supportive learning environment which takes into account their social and emotional needs. Students will engage in learning which is future focused and targeted at preparing them for life beyond the classroom.



**STRATEGIC
DIRECTION 3**
School Community Growth and
Development

Purpose:

The whole school community is actively engaged in creating a culture of high expectations with a shared vision of student success.

Strategic Direction 1: Excellence in Teaching and Learning

Purpose

Implement a range of evidence based pedagogies to ensure all student learning is personalised and data driven with a focus on explicit feedback and targeted learning goals.

Improvement Measures

All teachers demonstrate self and peer identified progress on the AITSL Classroom Practice Continuum.

An increased number of students achieve in the top bands in all aspects of NAPLAN .

The school records increased levels of value added NAPLAN data for all year groups K-7.

People

Students

Develop literacy and numeracy skills to prepare them for successful futures. They will actively engage in the classroom and acquire the ability to reflect deeply on their own learning.

Staff

Demonstrate transformational teaching practices in their classrooms with the ability to critically analyse assessment data to inform the teaching and learning cycle.

Parents/Carers

Commit to enhancing their child's learning through proactively engaging in the school's learning culture.

Leaders

Actively develop a culture of distributed instructional leadership by building teacher capacity through high quality professional learning.

Processes

Best Practice Pedagogy – research driven literacy and numeracy teaching is collectively identified, implemented and evaluated.

Visible Learning practices are evidenced across the school.

Analysis and Use of Learning Data – All teachers utilise the learning progressions to inform teaching practice and personalise learning.

Evaluation Plan

- External data analysis
- Monitoring of School Plan Milestones
- Internal assessment data
- Formal and informal evaluation of teaching practice through lesson observations and program reviews
- Professional Development Plans (PDPs)
- Assessment against the School Excellence Framework (SEF)
- Australian Institute of Teaching and School Leadership (AITSL) Classroom Practice Continuum

Practices and Products

Practices

Teachers routinely and effectively refine their practice through peer coaching and instructional leadership.

Intervention and learning support processes are responsive to student learning data, teacher feedback and parent input.

Products

Personalised learning occurs for every student through the analysis of student learning data.

Explicit teaching, combined with timely, targeted feedback occurs in every classroom, everyday.

All students have high expectation learning goals which are informed by achievement data and teacher feedback.

Strategic Direction 2: Innovative Curriculum and Wellbeing

Purpose

All students are provided with a supportive learning environment which takes into account their social and emotional needs. Students will engage in learning which is future focused and targeted at preparing them for life beyond the classroom.

Improvement Measures

Significant reduction in negative behaviour incidents as recorded on the school's wellbeing data system.

Consistent increases in attendance rates compared to 2015–2017 school average.

Increased number of students demonstrating high levels of engagement with learning as identified by internal and external data sources.

People

Students

Articulate behavioural expectations and apply the skills which enable them to manage their emotional, mental, spiritual and physical wellbeing.

Students demonstrate the capacity to apply their knowledge across a range of different situations where they can show their creativity, critical thinking and problem solving skills.

Staff

Actively promote a culture of positive student wellbeing through a range of innovative and proactive strategies.

Teachers facilitate a highly engaging learning culture in their classrooms which develops future focussed learning opportunities for their students.

Parents/Carers

Proactively and respectfully collaborate with the school to enhance student wellbeing.

Families will engage with the school to help foster a love of life long learning.

Processes

Evidence Based Wellbeing Practices:

The whole school implements the three tiers of the Positive Behaviour for Learning strategy with a specific focus on:

- Defining, teaching and acknowledging positive behaviour
- Developing a consistent approach to discipline
- Enhancing student wellbeing through the explicit teaching of social skills and building emotional support structures and systems

STEAM: The innovative use of technology enables teachers to integrate Science, Technology, Engineering, Art and Mathematics (STEAM) learning across the curriculum.

Enquiry Based Learning: Teachers facilitate enquiry based learning to provide students with the opportunity to apply their knowledge in a range of contexts.

Evaluation Plan

- Internal milestone monitoring
- SENTRAL/EBS4 Data analysis
- Attendance and Suspension data
- Internal Futures Learning assessments
- Assessment against the SEF
- Tell Them From Me (TTFM) Surveys

Practices and Products

Practices

Student wellbeing is enhanced through the explicit teaching of social skills and school wide expectations. Positive behaviour is reinforced through innovative behaviour acknowledgment systems.

Critical thinking, creativity and problem solving skills are defined, taught and assessed across the curriculum.

Teachers use Enquiry Based Learning in their classrooms to engage students in Future Focused Learning.

Products

The whole school community demonstrates an enhanced understanding of wellbeing practices and students are consistently able to demonstrate the school's values.

Teachers integrate future focused STEAM learning into their teaching and learning programs.

Levels of student and parent engagement with learning are monitored and analysed on a systematic basis.

Strategic Direction 3: School Community Growth and Development

Purpose

The whole school community is actively engaged in creating a culture of high expectations with a shared vision of student success.

Improvement Measures

Increased levels of authentic community partnerships which ensure a shared understanding of school improvement are identified through external data sources.

An increased number of staff contribute to the schools leadership as evidenced through the PDP process.

People

Students

Students develop a growth mindset to challenges both at and beyond school. They will learn how to set and achieve learning goals so as to become confident, independent learners.

Staff

All staff are actively engaged in the leadership of the school. They will foster a growth mindset to positively impact on their performance and constructively build relationships between themselves, their students and our community.

Leaders

Executive will coach and mentor their staff to collaboratively develop professional learning goals and identify areas of improvement.

Parents/Carers

Parents and carers will work collaboratively with the school to lead school improvement. They will be active partners in their child's learning through regular and improved communication systems.

Processes

Distributed leadership: Systematic processes are developed to enhance the leadership capacity of all staff

Growth mindset: Staff, students and families will be responsible for fostering a growth mindset across the school where all stakeholders take a strength based approach to school improvement.

Community partnerships: The school actively promotes positive partnerships with all key stakeholders to offer authentic opportunities for collaboration.

Evaluation Plan

- Staff surveys to review leading and management of school performance
- Regular collegiate professional learning sharing sessions timetabled and evident
- All processes identified and implemented in milestones
- Assessment against the SEF
- TTFM survey

Practices and Products

Practices

Through the performance development framework processes, all staff proactively seek to improve their performance, promote collaboration with their colleagues and develop leadership skills.

Obtain regular feedback on school performance and provide regular opportunities for community engagement at school to create a cohesive educational community.

Products

A culture of high expectations is clearly evident and the school caters for and is responsive to individual and community needs.

Regular and meaningful opportunities are provided to all staff to lead initiatives throughout the school and engage in high quality professional learning.

All staff are actively engaged in the performance development process with regularly monitored and refined professional learning goals.

Distributed instructional leadership operates effectively across the school.