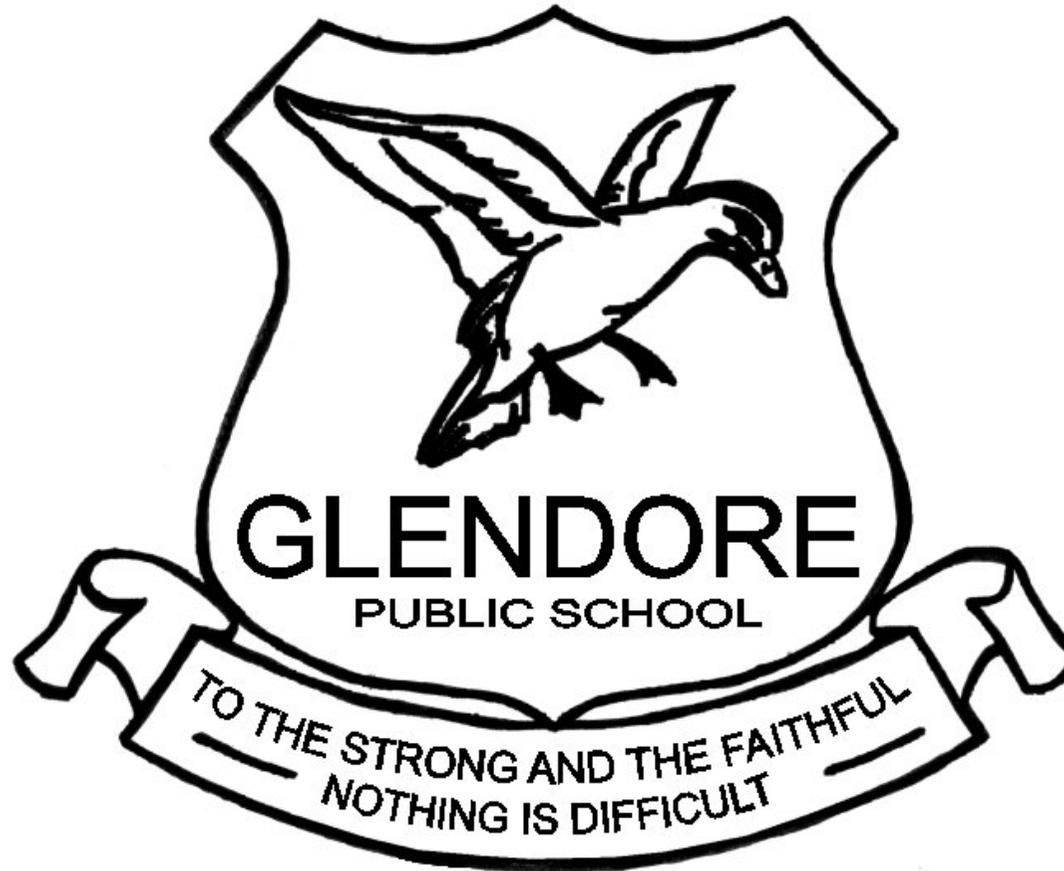


School plan 2018-2020

Glendore Public School 4620



School background 2018–2020

School vision statement

The School's Vision:

Glendore Public School is a respectful, caring, learning environment, where everyone can succeed.

Glendore Public School celebrates and acknowledges student successes, and values supportive, cooperative and communicative relationships with its learning community.

School context

Glendore Public School, established 1997, is located on the western foothills of Newcastle. The school provides excellent educational programs for students in the rapidly-growing Fletcher and Maryland communities. The school's enrolment is 575 and has grown exponentially over the past 3 years (+150 students). It has close links with Callaghan College Wallsend Campus (CCWC) and the Callaghan Educational Pathways (CEP) community of schools. The school is expected to grow by another 125+ students during the implementation of the 2018–2020 School Plan.

All staff strategically focus on improving student outcomes in literacy and numeracy. Research-based teaching practices are a feature of the school. All staff are practising Explicit Instruction and have access to an array of technology to support 21st Century learners. Glendore Public School's staff are passionate about supporting Student Wellbeing and enable this through a variety of programs, including Kindergarten Buddies, Peer Support and Choice Theory.

Glendore Public School engages students in a broad range of activities and initiatives including; creative and performing arts, technology, culture, sports and leadership. The school conducts several programs to promote excellence and creativity through opportunities to participate in enrichment and extension programs, including: Aboriginal Dance, Choir, Coding, Junior/Senior Dance Groups, Year 3–6 Extension Writing group, Art Club, Children's University, Musical Theatre, PSSA, Robotics, Solar Challenge, SportLink, STEM, the School Parliament and Visual Arts.

Glendore Public School is a proud partner of the Muloobinbah Local Aboriginal Education Consultative Group (LAECG). The school has a strong commitment to enhance learning outcomes for Aboriginal and Torres Strait Islander students by identifying and building upon personal, academic and cultural goals. Glendore Public School staff work in partnership with the school community, explicitly utilising MGoals to co-design learning, to plan for success and to enable students to exceed the State Priorities.

School planning process

School Community Consultation/Co-Design: Over 2017, extensive consultation occurred with the school's rapidly-expanding community. Feedback included: *Tell Them From Me*, *Partners in Learning* and *Focus on Learning* surveys, Langford diagnostics; and core values, programs & positives v's possibilities analyses.

Key Stakeholder Input: Specific directions were discussed with: Aboriginal/Torres Strait Islander families, Muloobinbah LAECG, NSW DoE Wellbeing staff, and particularly staff and students to meet the Premier's and State Priorities.

Data Analyses:

- All Year 6 students provided feedforward via the *VALID* assessment's student satisfaction measures.
- All teaching and non-teaching staff were provided with 10 hours to feedforward, analyse and respond to both the School Excellence Framework (v1/v2), SEF Self-Assessment diagnostics and the Vision and Belief statements of the school.
- All teaching staff provided 4 days of inputs into curriculum directions for this plan through the establishment of Professional Learning Community (PLC) teams. This included L3/TEN and NAPLAN analysis of student cohorts over the past 3–5 years.
- Over 100 parents/caregivers completed 'positives/possibilities' surveys and the *Partners in Learning* survey at P&C Meetings, school discos, community barbeques, parent information evenings and PLP celebrations. Staff reflection meetings were held to analyse this input.
- Staff specifically analysed Aboriginal and Torres Strait Islander student performance in L3, Reading Recovery, TEN and NAPLAN over 2013–2017 to set performance measures and targets matched to the Premier's Priorities. The school's 20-strong, Aboriginal Education Team correlated this analyses with student MGoals aspirations to set clear staffing directions for the 2018–2020 School Plan.

School strategic directions 2018–2020



Purpose:

Students will develop foundation skills in literacy and numeracy, strong content knowledge and the ability to learn, adapt and be responsible citizens. Teachers use information about students' capabilities and needs to plan for rich learning experiences. The school works in partnership with parents/caregivers as active participants in their children's education.

Purpose:

Student learning is underpinned in excellent schools by high quality teaching. Learning opportunities are engaging and teaching strategies are evidence-based. Teachers individually and collaboratively plan for student learning by evaluating the effectiveness of teaching practices and analysing student engagement, learning growth and outcomes.

Purpose:

All staff contribute to a self-sustaining and self-improving community that supports high levels of learning. Leadership at all levels fosters a school-wide culture of high expectations and a shared sense of responsibility for student engagement and learning, development and success. School leaders ensure that resource allocation and accountability requirements serve the overarching strategic vision of the school community.

Strategic Direction 1: Developing Excellence in Learning

Purpose

Students will develop foundation skills in literacy and numeracy, strong content knowledge and the ability to learn, adapt and be responsible citizens. Teachers use information about students' capabilities and needs to plan for rich learning experiences. The school works in partnership with parents/caregivers as active participants in their children's education.

Improvement Measures

By 2020, 90% of K–2 students will be reading at/above the following levels:

- Kindergarten: Level 8.
- Year One: Level 18.
- Year Two: Level 26.

The number of Year 3, 5 and 7 students in the top 2 NAPLAN achievement bands contributes towards a NSW 10% increase (Premier's Priority). Current baseline (2015–2017) averages for Years 3, 5, and 7 respectively are:

- Reading: 43%, 38% and 20%.
- Writing: 42%, 10% and 15%.
- Numeracy: 32%, 21% and 36%.

The number of Year 3, 5 and 7 Aboriginal students in the top 2 NAPLAN achievement bands contributes towards a NSW 30% increase (State Priority). Current baseline (2015–2017) averages for Year 3, 5 and 7 respectively are:

- Reading: 20%, 12% and 16%.
- Writing: 22%, 12% and 18%
- Numeracy: 17%, 12% and 16%.

People

Students

Value opportunities to engage students as quality learners in all class and school activities, and as online learners.

Staff

Have the knowledge to deliver high quality practices in literacy, numeracy and all curricula best practice in Literacy, Numeracy, Futures–Focused Learning and Wellbeing frameworks.

Leaders

Increase the capacity of staff, curriculum leaders, parents and caregivers to acquire knowledge.

Parents/Carers

Supported through collaboration and training/resourcing to engage with student learning at school, home and online.

Community Partners

Co–design and ongoing review of learning programs occurs in partnership with Health, Wellbeing, AECG and NDIS providers.

Processes

Literacy and Numeracy: Implement and embed evidence–based, high quality literacy and numeracy practices, which are supported by high quality, collaborative professional learning practices; and quality feedback, assessment and evaluation processes.

Futures Focused Learning (FFL): Embed a whole–school, futures–focused learning approach within all Key Learning Areas, through strategic resourcing, professional learning, student engagement and community consultation.

Evaluation Plan

Monitoring of formative and summative assessment data is used to analyse, reflect on and refine student learning.

Sources include:

Teacher Professional Judgement

NAPLAN and VALID, ACER (PAT/MYAT), PLAN (L3, TEN) data

8 Ways of Learning registers

The Learning Bar survey data (TTFM, FOL, PIL)

School Excellence Framework: Self Assessments (SEF S–aS) – Learning

Practices and Products

Practices

Differentiated K–6 English and Mathematics programs embed CTJ processes, lesson co–design and pedagogy alignment across grade, stage and school level to support increased student achievement.

Collaborative partnerships with the school's Aboriginal community and AECG are evident, with ongoing opportunities for consultation on how to best support Aboriginal students and their families.

Teachers effectively utilise current theory and research to plan and implement strategies that involve students in deep, creative and critical thinking, cooperative and collaborative practices and futures–focused learning experiences.

Student learning is differentiated and adjusted through regular and ongoing communication with parents and caregivers to support wellbeing and learning support needs.

Products

Students achieve and/or exceed Progression and NAPLAN targets (see improvement measures).

Students adopt Explicit Instruction (EI) self–talk to enhance their own learning.

Students consistently achieve personal learning goals, as identified on learning plans and programs.

Consistent teacher practice is evident in every individual's learning environment and experiences.

Strategic Direction 2: Developing Excellence in Teaching

Purpose

Student learning is underpinned in excellent schools by high quality teaching. Learning opportunities are engaging and teaching strategies are evidence-based. Teachers individually and collaboratively plan for student learning by evaluating the effectiveness of teaching practices and analysing student engagement, learning growth and outcomes.

Improvement Measures

The proportion of students who exceed expected growth for NAPLAN measures between Years 3–5 and Years 5–7 exceeds (2015–2017) averages by 10%:

- 3–5 Reading Growth: (65%) → 75%
- 5–7 Reading Growth: (52%) → 62%
- 3–5 Numeracy Growth: (56%) → 66%
- 5–7 Numeracy Growth: (65%) → 75%

Staff extend positive differences between school–state means under TTFM: *Focus on Learning* survey's *Four Dimensions of Classroom and School Practice*. Specific improvement areas are:

- Challenging Goals: 8.0 (GPS) vs 7.5 (NSW), *Providing A–E rubrics* = 6.8/10.
- Planned Learning Opportunities: 8.3 (GPS) vs 7.6 (NSW), *Assisting planning of assessments* = 5.4/10.
- Quality Feedback: 7.8 (GPS) vs 7.3 (NSW), *Parental feedback on student work* = 5.6/10.
- Overcoming Obstacles to Learning: 8.2 (GPS) vs 7.7 (NSW), *Students use ICT to track progress* = 5.4/10.

People

Students

Explicitly reflect on their learning styles/success and on self/peer/facilitated delivery, using a variety of learning tools.

Staff

Deliver differentiated learning opportunities via programs that embed Wellbeing practices

Leaders

Provide systems, time, support and opportunity for lesson study, professional reading and reflection.

Parents/Carers

Develop their understanding of pedagogical approaches & employ similar via flipped/online learning.

Community Partners

Input into teaching programs to embed Inter-Cultural/Aboriginal Perspectives and General Capabilities. Eight Ways pedagogies and Connecting to Country alignments are informed through consultation.

Processes

Professional Learning: Strengthen evidence-based teaching practices across a whole school that result in measurable improvements in learning outcomes.

Equity: Implement a whole-school approach where teachers differentiate learning for academic abilities and wellbeing needs to ensure optimal conditions for student learning and engagement.

Evaluation Plan

Monthly monitoring of all PLC practices (Teaching & Wellbeing) proactively inform teaching program refinements.

Monitoring of formative and summative assessment data is used to analyse, reflect on and refine teaching practices in line with PLC and research.

PDP analysis is aligned with School Plan Milestones, Student Data and Professional Learning reflection.

Sources include: Teacher Professional Judgement

The Learning Bar survey data (TTFM, FOL, PIL)

School Excellence Framework: Self Assessments (SEF S–aS) – Teaching

NAPLAN and VALID, ACER (PAT/MYAT), PLAN (L3, TEN) data

Eight Ways of Learning teaching and learning program registers.

Practices and Products

Practices

Early Career Teachers are mentored by experienced Classroom Teachers and Executive Staff as part of *Strong Start, Great Teachers* (SSGT).

Embedded weekly mentoring occurs within stage-based PLC to ensure all staff develop professionally as part of *Great Teaching, Inspired Learning* (GTIL).

Data-informed practice enables all teachers and SLSO to differentiate teaching and instruction in line with CESE's *What Works Best* practices.

All teachers and SLSO deliver quality warm-up's and EI-based pedagogy provide *SMART* feedback and feedforward as a function of learning intentions and success criteria.

Products

All PDP's are tracked online and explicitly mapped against the School Plan each term.

A High Expectations culture exists in every learning environment (class, fieldwork, online).

A Community of Practice is created through whole-school professional development and observational feedforward.

Teachers apply a range of evidence-based strategies and reflect on formative/summative assessment data.

Strategic Direction 3: Developing Excellence in Leading

Purpose

All staff contribute to a self-sustaining and self-improving community that supports high levels of learning. Leadership at all levels fosters a school-wide culture of high expectations and a shared sense of responsibility for student engagement and learning, development and success. School leaders ensure that resource allocation and accountability requirements serve the overarching strategic vision of the school community.

Improvement Measures

Instructional and Distributive Leadership strategies align all staff PDP's align to whole-school professional learning and the APST (AITSL), with 50% tracking elements of professional growth against higher standards elements (HA.3/L.4) in APST (2015-17 Baseline 16%).

Improvements in the *Partners in Learning for Two-Way Communication with Parents and School Supports Learning* dimensions are achieved. Specific improvement areas are:

- Parents Feel Welcome: 6.8 (GPS) vs 7.4 (NSW), *Scheduling activities at a time I can attend* = 5.2/10.
- Parents are Informed: 5.8 (GPS) vs 6.6 (NSW), *Being informed about my child's social and emotional development* = 5.4/10.
- School Supports Learning: 6.7 (GPS) vs 7.3 (NSW), *High expectations for my child to succeed* = 6.4/10.
- School Supports Positive Behaviour: 7.6 (GPS) vs 7.7 (NSW), *Time devoted to extra-curricula activities* = 6.8/10.

People

Students

Activate change through genuine engagement in SRCs, Parliaments and Focus groups that create change.

Staff

Engage in supported, whole-school opportunities to be curricula, co-curricula and strategic leaders.

Leaders

Provide opportunities for leadership capacity to be enhanced at all levels, from Students-Executive.

Mentor and support to ensure succession planning, corporate knowledge transfer and future growth.

Parents/Carers

Engage in School Budget, Evaluation and Review Teams as genuine participants for School Improvement.

Community Partners

Leadership at all levels explicitly improves practices in Aboriginal Education/under the Disabilities Standards for Education.

Processes

Leadership Development: Implement a whole-school strategy that develops leadership capacity in students, teachers, executive and the broader community across curriculum, co-curricula, administrative and wellbeing areas.

Collaboration: Consultation, training and development in partnership between all students, parents, caregivers and the broader community, enhances and supports the educational, cultural and wellbeing directions of the school.

Evaluation Plan

A range of formative and summative evaluative tools will be used to assess leadership from students to the principal. This data will be used formatively over the life of the plan to increase its impact.

These include:

VALID Affective Domain data.

All *Learning Bar* surveys (Tell Them From Me, Focus on Quality, Partners in Learning).

PDP analysis by individual/stage/school as mapped against both the School Plan/APST/APSP.

Educator Impact, AITSL and PAI – School Leadership 360's

School Excellence Framework: Self Assessments (SEF S-aS) – Leading

Peer Support Foundation/Impact Student Leadership tools.

Practices and Products

Practices

Students, staff and the community have increased opportunity to reflect on their experiences and suggest school improvements within the curriculum, arts, cultural, sporting, wellbeing and Aboriginal Education.

All staff access opportunities to lead programs or whole-school programs as part of PDP goals, APST and APSP targets and GPS roles and responsibilities.

Instructional and Distributive leadership approaches are embedded in all curricula (PLCs) and co-curricula opportunities across the school.

A whole-school community of students, staff and parents/caregivers collaborate towards a vision of continuous improvement and success for all.

Products

An activated 'student voice' leads to fundamental improvements in the broader context of the school.

All staff perform at their best as evidence-based practitioners, who lead class learning and wellbeing.

An instructional and distributive leadership culture exists within each stage and across the entire school.