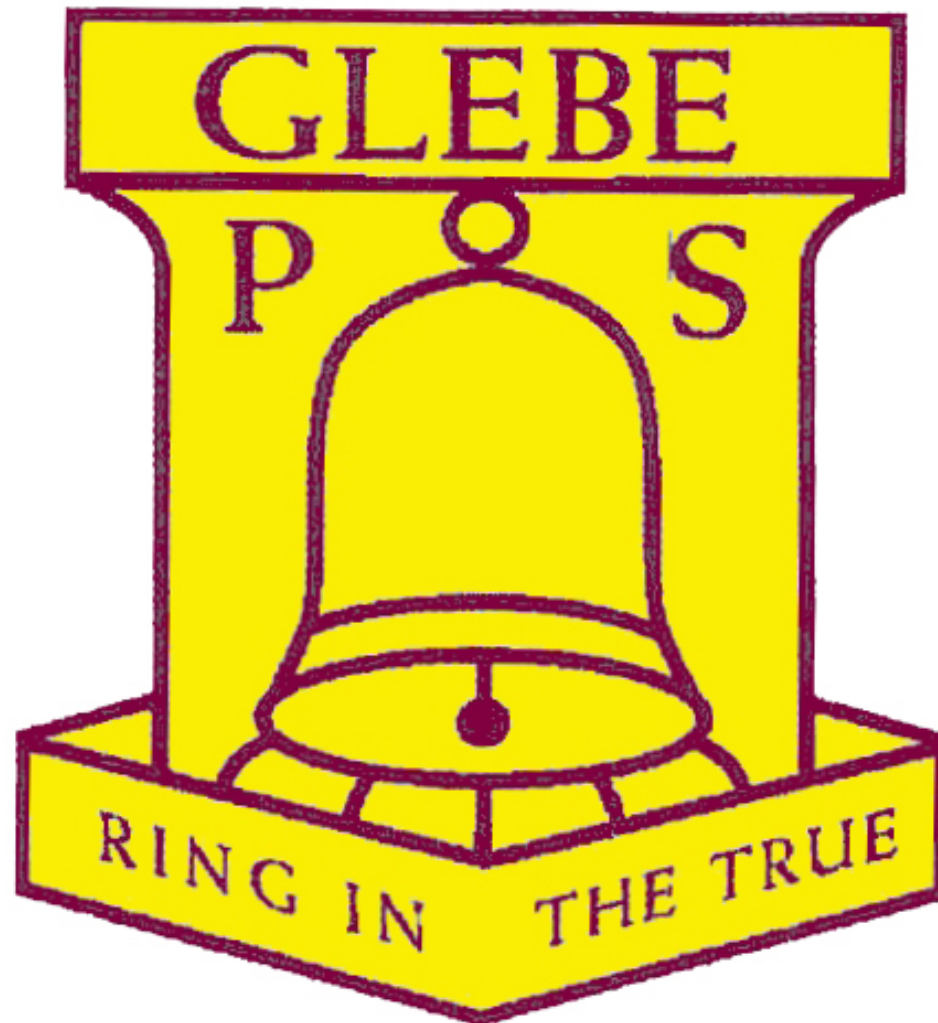


# School plan 2018-2020

## Glebe Public School 7419



# School background 2018–2020

## School vision statement

Nurture confident, capable, resilient students who are inquisitive about the world and learn with meaning and purpose.

## School context

Glebe Public School was established in 1858. It is located within the inner city and has strong community partnerships. The support of the school community and the larger community enhances the educational outcomes of the school.

The school has an enrolment of 286 students, including 15% identifying as Aboriginal and 64% coming from a Language Background other than English.

The school has a positive reputation in the community as being a provider of high quality inclusive educational practices that cater for the academic and well-being needs of all students

The staff at Glebe Public School is an actively involved and dedicated team, committed to supporting individual learning needs and providing a range of innovative teaching and learning programs. High expectations drive improvements in student outcomes with an embedded focus on supporting and promoting social, creative and academic development in all students.

Students are given every opportunity to develop their gifts and talents in academic, artistic, cultural and sporting domains in order to maximise their potential and enable them to become confident, independent learners capable of embracing future focussed skills, knowledge and understandings.

We remain committed to ongoing school improvement.

## School planning process

The 2018–2020 school planning process commenced in mid 2017. Self assessment processes, involving school staff, parents and students, used to inform External Validation procedures, allowed evidenced based decision making to define school priorities for the 2018 – 2020 school plan.

At the end of 2017, school staff evaluated the 2015 – 2017 School Plan at a number of meetings. Reflection on current practices and processes provided feedback towards 2018 – 2020 directions.

Consultations for the school plan 2018 – 2020 occurred through surveys, meetings, forums and focus groups with school and community stakeholders.

The Principal and school executive articulated the school's priorities in the domains of Learning, Teaching and Leading and defined the school's strategic directions for the next three years. These directions are:

- 1. Motivated, engaged and reflective learners*
- 2. Innovative, evidence based teaching practices*
- 3. Sustained and measurable whole school improvement that impacts student learning*

Further consultation with teaching staff and parents enabled the school executive team to collate a collectively owned and relevant document, reflective of student, staff and community need.

# School strategic directions 2018–2020

## STRATEGIC DIRECTION 1

Motivated, engaged and  
reflective learners

### Purpose:

To improve learning and well-being outcomes for all students by implementing consistent, high quality educational practices that engage students as active participants in their educational journey.

## STRATEGIC DIRECTION 2

Innovative, evidence based  
teaching practices

### Purpose:

To develop and sustain a culture of high expectations and quality, innovative, evidence based teaching practice underpinned by authentic data analysis and explicit coaching mentoring systems.

## STRATEGIC DIRECTION 3

Sustained and measurable  
whole school improvement that  
impacts student learning

### Purpose:

To create partnerships and build leadership capacity within the community to enrich students' educational experiences and facilitate a collective responsibility to whole school improvement.

# Strategic Direction 1: Motivated, engaged and reflective learners

Purpose	People	Processes	Practices and Products
To improve learning and well-being outcomes for all students by implementing consistent, high quality educational practices that engage students as active participants in their educational journey.	<b>Students</b>  Build capabilities of students to enable them to be self-motivated learners who are able to recognise, set and achieve their learning goals. Build student leadership capabilities across the school to strengthen their student voice.	<b>Visible Learning</b>  Engage the school learning community in the change model of professional learning and classroom implementation focussing on Visible Learning research and pedagogy.	<b>Practices</b>  The whole learning community articulates the learning aspirations, progress and achievement of all students.  Planning for learning is informed by holistic information about each students well-being and learning needs in consultation with parents/carers and the wider community.  Visible learning pedagogy is embedded across the whole school to optimise learning for all students.  Students can identify, articulate and reflect on their learning goals.  Implementation of evidence-based change to whole school well-being practices, including Teacher Advocate.
Improvement Measures	<b>Staff</b>  Build capabilities through sustained, differentiated professional learning that builds understanding of student well-being and Visible Learning strategies.	<b>Wellbeing</b>  Embed a whole school approach to student wellbeing through: <ul style="list-style-type: none"> <li>• Peer Support</li> <li>• Teacher Advocate</li> <li>• SRC</li> </ul>	Personalised Learning Pathways are developed, reviewed and updated in consultation with students, parents/carers and staff.
Increased number of students achieving expected growth in literacy	<b>Parents/Carers</b>  Build the knowledge and skills of parents/carers so that they continue to be effective partners in learning.	<b>Evaluation Plan</b> <ul style="list-style-type: none"> <li>• NAPLAN</li> <li>• PLAN</li> <li>• Internal student performance data</li> <li>• Observations</li> <li>• TTFM student survey, K-6 student survey</li> <li>• SRC/student leader survey</li> </ul>	<b>Products</b>  Teaching and learning programs are responsive, differentiated and flexible with success criteria and learning intentions embedded in all classrooms.  Progress towards student learning goals is monitored through collection of quality, valid and reliable data.  Measurable improvements in well-being and engagement to support student learning will be evident.
Increased number of students achieving expected growth in numeracy	<b>Community Partners</b>  Build the knowledge and skills of the community so that they continue to be effective partners in learning.		Students are connected, succeed, thrive and learn.
Improved results in student engagement and well-being with a focus on advocacy and sense of belonging.	<b>Leaders</b>  Develop leadership capacity across the school through Professional Development, leadership opportunities, greater autonomy and trust. The leadership team drives and monitors learning programs, teaching practice and the collection of quality, valid, reliable data to inform learning directions. The leadership team will engage in professional learning that is evidence-based and future focused to build capabilities as learners, teachers and leaders.		

## Strategic Direction 2: Innovative, evidence based teaching practices

### Purpose

To develop and sustain a culture of high expectations and quality, innovative, evidence based teaching practice underpinned by authentic data analysis and explicit coaching mentoring systems.

### Improvement Measures

All students are showing expected growth on internal school progress and achievement data.

Increased number of students achieving expected growth in literacy and numeracy on external performance measures.

Improvements in teacher survey data relating to the strategic direction

### People

#### Students

Build capacity of students to give and receive constructive feedback.

#### Staff

Staff develop Professional Development Plans (PDPs) that reflect school based improvement measures and individual teacher goals. Staff engage in professional learning, mentoring and coaching processes to improve professional knowledge and practice.

#### Parents/Carers

Engage in a consultative and collaborative partnership with school staff to participate in and support student learning.

#### Community Partners

Build capacity, relationships and monitoring partnerships with community partners to enhance student learning and engagement.

#### Leaders

Leaders focus on distributed and instructional leadership and maintain a professional learning community to sustain a culture of effective, evidence based teaching and ongoing improvement.

### Processes

#### Feedback

Build capability of all staff and students in giving and receiving quality feedback, including:

- consistent coaching and mentoring procedures
- processes against standards

Professional Development Plan

#### Formative Assessment and Data Skills and Use

Embed systematic data informed practices to track progress and achievement.

### Evaluation Plan

- Teaching programs
- Classroom observations
- Professional Development Plans
- Teacher Accreditation
- Formative Assessment data
- Monitoring processes for triangulated assessment data
- TTFM Survey
- PLAN progression tracking

### Practices and Products

#### Practices

Teachers analyse and interpret data and collectively use this to inform planning, identify interventions and modify teaching practice.

All teachers understand, develop and implement a range of formative assessment and feedback strategies.

All staff use professional standards, PDPs and mentoring and coaching support systems to identify and monitor specific areas for development for continual improvement.

Every teacher uses data to inform and differentiate teaching and learning.

#### Products

All teachers have a sound understanding of student assessment and data concepts.

Teaching and learning programs across the school are adjusted to address individual student needs based on assessment, leading to improved learning outcomes.

Every student makes measurable progress and gaps in student achievement decrease.

Teachers achieve PDP goals and improve teaching practice.

Teaching practice is informed and improved through feedback.

Student learning and progress is tracked on the literacy and numeracy learning progressions.

# Strategic Direction 3: Sustained and measurable whole school improvement that impacts student learning

Purpose	People	Processes	Practices and Products
To create partnerships and build leadership capacity within the community to enrich students' educational experiences and facilitate a collective responsibility to whole school improvement.	<b>Students</b>  Instil within our students a sense of shared responsibility and the value of families, communities and schools working in collaboration.	<b>Effective Partnerships in Learning</b>  Establish a professional learning community through meaningful partnerships and a collective responsibility that impacts student learning.	<b>Practices</b>  There is school wide collective responsibility for student learning success, which is shared by students and parents.
<b>Improvement Measures</b>  Improvement in parent satisfaction survey  Improvement in teacher Tell Them From Me survey data  Increase in parent engagement in school-related activities	<b>Staff</b>  Build the skills and knowledge in staff to actively drive the strategic directions of the school.	<b>Effective Practices for Continual Improvement</b>  The School Plan, in which the school's vision and strategic directions are embedded, is at the core of continuous improvement driven by and measured through data.	The school systematically and regularly evaluates and monitors a range of indicators to measure the impact of the school plan.
	<b>Parents/Carers</b>  Build capacity of parents and carers to be active participants in whole school change.		The curriculum is enhanced by learning alliances with other schools and organisations .
	<b>Community Partners</b>  Community partners provide and promote opportunities for learning, celebrating and enriching student learning outcomes and building teaching capacity through their involvement with the school.		The leadership team models instructional leadership and supports a culture of high expectations and community engagement.
	<b>Leaders</b>  Build leadership capacity across the school community to facilitate whole school improvements through school planning, evaluation and reflection	<b>Evaluation Plan</b> <ul style="list-style-type: none"> <li>• Staff survey</li> <li>• Parent survey</li> <li>• Milestone tracking</li> <li>• Evaluation processes</li> <li>• Parent involvement in school wide teams and committees.</li> <li>• Evidence and tracking of data informed decision making</li> </ul>	<b>Products</b>  The school community shares aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence.
			The leadership team uses data to evaluate the effectiveness of school wide processes and creates a culture of shared accountability to achieve organisational and teaching best practice.
			The school plan is well conceived, effectively implemented and effects improvement.
			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 equity groups in the school.