

Strategic Improvement Plan 2021-2024

Glenbrook Public School 1994



School vision and context

School vision statement

Together, achieving excellence and equity through high expectations and shared responsibility.

School context

Glenbrook Public School is situated on the village side of Glenbrook; the gateway to the Blue Mountains.

Community employment include a range of occupations including business owners, qualified professionals and tradespeople. Many parents also commute each day to their work-place outside the Blue Mountains.

Student families of Glenbrook Public School are from a variety of cultural backgrounds. Personalised Learning Pathways are developed and implemented via an active process to encourage positive learning goals for our Aboriginal students. They are developed through consultation between the student, parents/carers, teachers and the local Aboriginal Educational Consultative Group to identify, organise and apply personal approaches to learning engagement and attendance.

The school community has high expectations which are met by a strong focus on quality curricular and co-curricular education and programs that cater for all students providing challenge, success and engagement. The school performs above state average in areas of Literacy and Numeracy as measured by NAPLAN. Glenbrook Public School is host to an Opportunity Class with a new intake occurring every second year.

The school community reflects on current practice focusing on delivering professional learning activities to support improved program delivery in teaching and learning. Current and specific focus areas include; explicit teaching, high expectations, collaboration, differentiated learning, critical and creative thinking, which includes the implementation of the High Potential and Gifted Education Policy across the curriculum areas.

Through our situational analysis, we have identified the need for further development of the school's teaching models. A correlation between the What Works Best (WWB) document and the School Excellence Framework has identified differentiation in classroom practice, high expectations and utilising data to inform teaching, as focus areas for ongoing improvement.

The school has taken on board many initiatives to further enhance student achievement in literacy and numeracy. The Quality Teaching Coordinator position will continue to work with all teachers to optimise student achievement and teacher professional development.

These identified areas form the focus of our strategic improvement plan.

Strategic Direction 1: Student growth and attainment

Purpose

To develop high performing learners. Curriculum, assessment and evidence-based teaching and learning are aligned to continuous progress and achievement in Numeracy and Reading.

Improvement measures

Target year: 2022

The proportion of students in Year 3 and Year 5 achieving in the top two bands in NAPLAN Reading shows an uplift of 6.77%.

Target year: 2023

The proportion of Year 5 students, as measured by NAPLAN Reading, demonstrate expected growth uplift by 3.6%.

Target year: 2024

100% of teachers are mapping student progress across GPS assessment schedules in Reading and are utilising data to inform a differentiated approach to student growth and attainment.

Target year: 2022

The proportion of students in Year 3 and Year 5 achieving in the top two bands in NAPLAN Numeracy shows an uplift of 6.4%.

Target year: 2023

The proportion of Year 5 students, as measured by NAPLAN Numeracy, demonstrate expected uplift by 5%.

Target year: 2024

100% of teachers are mapping student progress across GPS assessment schedules in Numeracy and are utilising data to inform a differentiated approach to student growth and attainment.

Target year: 2022

Initiatives

Reading for Purpose

To drive improvement in reading:

- ensure teachers have an understanding of evidence-based instruction and assessment of reading in line with evidence and current research
- promote reading improvement as the shared responsibility of all staff and students
- a consistent school understanding of reading development using syllabus outcomes and progression indicators
- facilitate collaboration and collegial approaches to whole school reading improvement.
- a consistent approach to assessment, data analysis and student progress monitoring, in order to reflect on teaching effectiveness and measure impact.
- updating resources and intervention programs to support reading
- all teachers understand the importance of oral language, vocabulary, print conventions, phonemic awareness, phonics and fluency as core skills for comprehension.

Working Mathematically

To drive improvement in working mathematically:

- collective understanding that communicating, problem solving, reasoning understanding and fluency are embedded across all syllabus content strands;
- promote numeracy improvement as the shared responsibility of all staff and students;
- consistent mathematical metalanguage is utilised across the school;
- consistent understanding of the progression of key mathematical concepts to ensure student learning needs are met;

Success criteria for this strategic direction

High impact professional learning for all teachers surrounding evidence based practices in reading, specifically around Effective Reading K-2 and Improving Reading Comprehension Years 3-8 and numeracy.

Consistent language to promote high expectations around reading and numeracy outcomes and practice.

Teachers will utilise consistent assessment tools to direct future learning and improve teaching practices including syllabus outcomes and progression indicators.

Stage teams and collegially discussion groups to support collaborative strategies such as classroom observations, collegial discussions and the analysis of work samples.

Teachers use assessment data from internal and external measures to show growth, use to direct future learning and improve teaching practice.

Reading and mathematics resources reviewed and updated based on the needs across the school. Intervention methods are collaborative, build the capabilities of all teachers and are an integral component of whole school approaches to language, literacy and numeracy programs

Implement school reading and mathematics K-6 scope and sequence.

Professional learning for teachers around the importance of core foundational skills in reading and working mathematically.

Evaluation plan for this strategic direction

Driving Question:

What evidence do we have to show staff are using data to inform their teaching practice and guide student progress in reading and working mathematically?

Data:

Strategic Direction 1: Student growth and attainment

Improvement measures

Increase the percentage of Aboriginal Students achieving top 3 NAPLAN bands in reading and numeracy to be above the school's lower bound system-negotiated target for all students.

Initiatives

- lessons are well planned to allow for elements of explicit teaching, exploration, investigation, consolidation and differentiation;
- a consistent approach to assessment, data analysis and student progress monitoring, in order to reflect on teaching effectiveness and measure impact;

Evaluation plan for this strategic direction

Our school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of student growth and attainment.

- PAT M and PAT R
- CARS
- Student work samples
- Literacy benchmarking data
- NAPLAN data
- SEF SaS
- Check in assessments
- Phonics checklist Year 1
- Best Start Assessment as a baseline.

Analysis

The evaluation plan will involve:

- Regular review of these data sources to monitor improvement measures.
- Regular professional discussion around the SEF elements and themes.
- Executive team and whole staff reflective sessions.

Implication:

Deep analysis of the data will guide future school planning to provide ongoing improvement, as measured by the School Excellence Framework - School Self Assessment to maximise student learning outcomes in reading and numeracy.

Strategic Direction 2: Learning For All

Purpose

To continuously improve professional practice around explicit teaching, high expectations, differentiation, assessment and collaboration, in line with current research and evidence-based initiatives.

Improvement measures

Target year: 2024

100% of staff engagement in professional learning on evidence-based practice around the What Works Best document, as evidenced in class teaching and learning programs, lesson observations and participation in evaluative and reflective practices.

Target year: 2024

The QTC works collegially with 100% of staff to achieve best practice in targeted areas of focus.

Target year: 2024

The school will be assessed as *excelling* as measured by SEF SaS under the domain of *Teaching* and within the element of *Learning and Development*.

Initiatives

Evidence-based Teaching and Learning

What Works Best

A planned whole school approach to improving student outcomes through consistent and effective implementation of evidence based teaching and learning practices of high expectations, explicit teaching, effective feedback, using data to inform practice, assessment, classroom management, wellbeing and collaboration.

High Impact Professional Learning

A cycle of continuous, targeted and relevant professional learning, in line with individual performance goals, informed by evidence practices to strengthen quality teaching practices and improve student progress and achievement.

Quality Teaching to Improve Outcomes

Quality Teaching Program aims to:

- provide shoulder to shoulder collegial mentoring to support research and evidence-based practices of explicit teaching, differentiation, high expectations and assessment for learning and quality feedback;
- develop a culture of high expectations, use research and evidence to make informed decisions and to build evaluative thinking into our practice for continuous improvement;
- provide opportunities to observe lessons and provide collegial feedback as a powerful means of improving student outcomes and individual professional learning goals;
- develop a school culture that promotes and values the sharing of ideas in a supportive way, based on evidence that effective collaboration improves student outcomes and quality teaching practices.

Success criteria for this strategic direction

What Works Best

The school's curriculum provision is continuously monitored, reviewed and refined to support high expectations for student learning.

Teaching and learning plans provide evidence of explicit teaching, formative assessment practices and differentiation to support learning needs and promote high expectations.

Learning intentions and success criteria are used to provide students with explicit, ongoing and timely feedback.

Students regularly review and renew personal learning goals based on effective feedback measures.

Classrooms and learning environments are effectively managed in a positive manner with clear and consistent expectations for learning and behaviour.

A variety of assessment data is used and analysed to inform teaching directions, monitor students progress and reflect on teaching effectiveness.

High Impact Professional Learning

Professional learning is driven by student learning needs and emerging knowledge and research.

Expert teachers are identified within the school and share knowledge and skills to strengthen classroom practice.

Performance and Development Plans are used as a forum for teachers to articulate individual professional learning required to enhance teaching and learning.

Quality Teaching to Improve Outcomes

Timetabled co-teaching lessons with the Quality Teaching Coordinator with a curriculum focus and teacher's professional learning focus.

Timetabled sessions with Quality Teaching Coordinator to

Success criteria for this strategic direction

analyse baseline and ongoing data to identify class and individual student needs, including discussions surrounding the evidence of impact and effectiveness of current practices.

Reciprocal lesson observations and collegial discussions provide feedback to ensure consistency in quality teaching practices across the school.

Planned sessions with colleagues will support teacher engagement in professional dialogue and provide opportunities for teacher's to collaboratively work on lesson planning, differentiation and high impact strategies, formative assessment strategies and the analysis of work samples for consistent teacher judgment.

Evaluation plan for this strategic direction

Driving Question:

What is the impact of quality teaching practices involving explicit teaching, high expectations, differentiation and collaboration on our school?

Data:

- QTC timetables and observation notes to track co-teaching models
- Teaching and Learning Program Checklist
- School Excellence Framework - Self Assessment
- The school developed *Qualitative Data Measurement Tool (QDMT)* to track *Teacher Performance and Development* goals

Analysis:

- Analysis of teaching and learning programs show evidence of explicit teaching, formative assessment practices and differentiation strategies.
- Learning intentions and success criteria are observed in lessons across the school, whereby students can clearly articulate their learning goals.

Evaluation plan for this strategic direction

- Classroom walkthroughs and observations indicate a positive learning environment where clear expectations are established and maintained.
- Teachers utilise a variety of assessment strategies and have systems in place to track student progress.
- All teachers engage in research and evidence based professional learning to improve student outcomes.
- Performance and Development Plans include quality professional learning to enhance teaching and learning.
- Annotated discussion templates provide evidence of evaluative and reflective conversations around data analysis and the impact and effectiveness of teaching practices.
- Written record of lesson observations, targeted areas of focus and subsequent feedback are recorded for reflection and action.
- Observation of teacher engagement in collaborative planning sessions, evidence of co-production of quality teaching resources and activities to support consistent teacher judgement.

Implications

Data analysis will ensure that future directions are reflective of quality teaching practices across the school. Analysis of data will ensure that the school continues to develop strong improvement measures in line with the School Excellence Framework.

Strategic Direction 3: Wellbeing for All

Purpose

To develop inclusivity and equity, within a school culture that is kind and supportive. Participation and opportunity engages learners. Staff value shared responsibility, and feel supported and empowered.

Improvement measures

Target year: 2022

Increased percentage of students attending school more than 90% of the time by an uplift of 2.9% compared to the system generated baseline.

Target year: 2022

Tell Them From Me data (Advocacy, belonging, expectations) improves to be at the lower bound system negotiated target of 93.7%

Target year: 2024

School wellbeing Sentral data indicates a decrease in playground and classroom referrals involving bullying and negative social interactions by 10%.

Target year: 2023

The school will be assessed as *excelling* according to SEF SaS in the domain of *Learning* and within the element of *Wellbeing*.

Initiatives

Equity and Inclusivity

Embed high level systems and practices that promote equity and inclusivity. This will be achieved through:

- Provision of fair treatment, access, opportunity, and advancement for all students and staff, while at the same time striving to identify and eliminate barriers that have prevented full participation.
- The implementation of the 5 key actions within the High Potential and Gifted Education Policy that recognises students as part of a diverse group resulting in the and provision of quality learning experiences and opportunities across the whole school.
- Making 'kindness' a focus within a respected and supported school environment.
- A Learning and Support Team that supports early intervention strategies and recognises inclusive practices, where they exist.
- Systems, practices and culture are embedded to ensure people from all backgrounds are truly valued and able to participate fully in all aspects of school life.
- Student voice is recognised within a forum that allows for all ideas to be heard.

Community

Embed a whole-school approach to student wellbeing and engagement where there is a collective responsibility for student learning and success. This will be achieved through:

- Parents and the broader community actively participate in the school, and in helping students to develop positive connections and support and reinforce student learning.
- Parents are consulted and actively participate in developing a culture of high expectations that caters for a range of equity issues within the school.

Success criteria for this strategic direction

All staff fully understand and implement the attendance policy and procedures to maximise attendance rates.

Students demonstrate an increased sense of belonging and 'kindness' towards one another, as measured by Tell Them From Me and Sentral Wellbeing Data.

The completion of an inclusive PlayScape, with students feeling safe and connected during playtime.

The Gifted and High Potential Education Policy professional learning is completed by all staff and reflected in student identification and classroom and extra curricular practice across the school.

Personalised Learning Pathways are developed for all Aboriginal students to reflect aspirational goals, and are celebrated with the community.

Multicultural perspectives are cross-curricula and celebrated within whole school events.

Referrals to the Learning and Support team are reduced as teachers become proficient in providing learning adjustments to cater for individual needs.

Students actively participate in decision making at school on initiatives that shape their educational experiences. The SRC has an increased profile within the school.

Evaluation plan for this strategic direction

Driving Question:

To what extent does our community demonstrate a strong sense of belonging, advocacy and expectations for success at school?

Data:

- School Excellence Framework - Self Assessment
- Attendance data is monitored and evaluated on a weekly basis.

Strategic Direction 3: Wellbeing for All

Initiatives

Evaluation plan for this strategic direction

- Sentral Wellbeing data is monitored for bullying and behavioural concerns.
- Tell Them From Me
- Meeting minutes from Learning and Support Team

Analysis:

Systematic and evidence-based self assessment will monitor progression along the wellbeing continuum of SEF SaS.

Regular review of all the data sources will provide clarity and ensure key initiatives are being monitored for target achievement.

A rise in student initiatives as a result of a proactive SRC will enable us to monitor student voice via discussion and meeting minutes.

The monitoring of attendance at whole school events, parent workshops and P & C Meetings are reflective of participation rates, post COVID, and enable authentic analysis of TTFM *advocacy, belonging and expectations*.

Implications:

Data analysis will ensure that future directions are reflective of the whole school community. Analysis of data will ensure that the school continues to develop strong improvement measures in line with the School Excellence Framework.