

Strategic Improvement Plan 2021-2025

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 through effective implementation of curriculum, assessment and evidence-based teaching and learning practices aligned to continuous progress and achievement in Numeracy and Reading.

Improvement measures

Reading growth

Achieve by year: 2023

An increase in Check-In Assessment mean scaled score for reading in Year 3 and 5 for 2023 compared with the year 3 and 5 in 2022.

Numeracy growth

Achieve by year: 2023

An increase in Check-In Assessment mean scaled score for numeracy in Year 3 and 5 for 2023 compared with the year 3 and 5 in 2022.

Initiatives

Evidence-based reading practices K-6

Building teacher capabilities by strengthening and improving evidence-based reading practices K-6.

To achieve this we will:

- focus on professional learning that is focused on the evidence-base that underpins effective reading practice
- maintain a consistent understanding of reading development using syllabus outcomes and progression indicators
- increase collaboration and collegial approaches to whole school reading programs
- develop a consistent approach to assessment, data analysis and student progress monitoring, in order to reflect on teaching effectiveness
- update resources and intervention programs to support reading
- ensure all teachers understand the importance of oral language, vocabulary, print conventions, phonemic awareness, phonics and fluency as core skills for comprehension.

Working Mathematically

To strengthen and improve teaching practices that provide opportunities to deepen critical aspects of number sense through targeted teaching.

To achieve this we will:

- promote numeracy improvement as the shared responsibility of all staff and students
- use consistent mathematical metalanguage across the school
- strengthen teachers understanding of the progression of key mathematical concepts to ensure student learning needs are met
- ensure lessons allow for elements of explicit

Success criteria for this strategic direction

Our success will be measured by evidence of;

- teachers engaging in professional learning using evidence-based practices in reading using Effective Reading K-2 and Improving Reading Comprehension Years 3-8 and evidence-based practices in numeracy using Numeracy Guide Kindergarten to Year 2 and Numeracy Guide Years 3 to 8
- the school using consistent assessment tools to direct future learning and improve teaching practices and utilise syllabus outcomes and progression indicators to monitor progress
- teachers using assessment data from internal and external measures to show growth and using this to direct future learning and improved teaching practice
- reading and mathematics resources being reviewed and updated based on the needs across the school
- implementation of school reading and mathematics K-6 scope and sequences and assessment schedules

Evaluation plan for this strategic direction

Initiative 1: Evidence-based reading practices K-6

Question:

How are evidence base practices on effective teaching of reading demonstrated in teaching programs?

Data:

Our school will use the following data sources to regularly analyse the effectiveness of the initiatives.

- PAT R
- NAPLAN data
- SEF SaS
- Check in assessments
- Phonics checklist Year 1

Strategic Direction 1: Student growth and attainment

Initiatives

- teaching, exploration, investigation, consolidation and differentiation
- develop a consistent approach to assessment, data analysis and student progress monitoring, in order to reflect on teaching effectiveness

Evaluation plan for this strategic direction

- Best Start Assessment
- Stage meeting agendas showing engagement with evidence base practices on effective teaching of reading
- PL modules with a focus on evidence-based teaching strategies for improving student achievement in reading
- Bump Up The Middle program data

Analysis:

Data sources will be regularly reviewed to monitor progress against system negotiated targets using a variety of school based data and will be referenced against the SEF to provide opportunities for reflection on improvement measures.

Implication:

Findings that will inform our future directions will be developed through regular triangulation of data sources that identify evidence of building teacher capabilities understanding evidence-based practices and evidence-based reading practices being implemented in classrooms. Impact of initiatives will be determined by asking the question; Do we have consistent evidence to support and maintain on balanced judgements on our improvements in reading?

Initiative 2: Working Mathematically

Question: How is assessment data being used to effectively to inform numeracy teaching?

Data:

- PAT M
- NAPLAN data
- SEF SaS
- Check in assessments
- Best Start Assessment
- Stage meeting agendas showing engagement with

Evaluation plan for this strategic direction

data analysis and student progress monitoring

- PL modules with a focus on use of data to inform practice and teaching strategies for improving student achievement in numeracy
- Bump Up The Middle Program data

Analysis:

Data sources will be regularly reviewed to monitor progress against system negotiated targets, school based targets and will be referenced against the SEF to provide opportunities for reflection on improvement measures.

Implication:

Findings that will inform our future directions will be developed through regular triangulation of data sources that show improved teaching practices being used to deepen critical aspects of number sense through targeted teaching. The impact of this initiative will be determined by asking the question; Do we have consistent evidence to support and maintain on balanced judgements on our improvements in numeracy?

Strategic Direction 2: Evidence-based Practice

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

Evidence-based Practices

Achieve by year: 2025

100% of staff will have completed professional learning on evidence-based practice using *Centre for Education Statistics and Evaluation (2023) What works best in Practice, Education. NSW Department of Education* suite of resources. Qualitative data from teacher surveys and focus groups will show evidence of improved teacher capability in using research and evidence-based practices. Evidence will show the *What Works Best* eight themes; high expectations, explicit teaching, assessment, use of data to inform practice, feedback, classroom management, collaboration and wellbeing being effectively implemented across the school. 100% of teachers will be able to demonstrate their understanding of the research and evidence that underpins these themes.

Putting policy into action

Achieve by year: 2025

The school will be assessed as *excelling* as measured by SEF S-aS 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.

Putting policy into action

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 and implementation of the HPGE policy.
- 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 teaches 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.

Putting policy into action

Planned sessions with colleagues to investigate the implication of embedding the HPGE policy. These will support teacher engagement in professional dialogue around the policy and provide opportunities for teacher's to collaboratively work on identification of HPGE students,

Strategic Direction 2: Evidence-based Practice

Success criteria for this strategic direction

differentiation and high impact strategies, formative assessment strategies and the analysis of work samples for consistent teacher judgment.

Evaluation plan for this strategic direction

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

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.
- 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.

Strategic Direction 2: Evidence-based Practice

Evaluation plan for this strategic direction

- 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: Equity, Inclusivity and Community

Purpose

To strengthen inclusivity and equity within a collaborative school culture that supports all learners.

Improvement measures

Attendance (>90%)

Achieve by year: 2023

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

Wellbeing

Achieve by year: 2023

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

Achieve by year: 2025

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

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.
- 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

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: Equity, Inclusivity and Community

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.