

Strategic Improvement Plan 2021-2025

Glenfield Public School 2001



School vision and context

School vision statement

At Glenfield Public School we believe in developing a highly-inclusive community, where everyone belongs. We strive to achieve a learning culture where every student is known, valued, cared for and challenged to reach their full potential. We aim to inspire and empower resilient, self-directed students, teachers and leaders who work in partnership to contribute to our global community.

School context

Glenfield Public School is located in South Western Sydney and serves a school community of 448 students from 43 different nationalities. Approximately 84% of students are from backgrounds other than English and 2.3% of students are Aboriginal. Since establishment in 1882, many generations of families have returned to the school. Our dynamic school community has experienced continuing development with classes growing from 10 in 2010 to 18 in 2020.

Our school motto, "*Strive to Achieve*", encapsulates the ethos of our school. Staff focus on school and individual improvement by catering to the diverse educational needs of all students, through the application of quality teaching principles. Glenfield Public School enjoys an outstanding reputation in the broader community. We have a dedicated staff and enthusiastic students who work alongside a supportive community.

Glenfield Public School is committed to developing the whole child. Many cultural and sporting activities and programs are offered across the year. We provide a variety of extra-curricular activities including the Student Representative Council (SRC), PSSA gala days, drawing club, choir, dance groups, environmental initiatives, debating, gardening club and coding club.

Through our situational analysis, we recognised that data sourcing, analysing and use is a future direction for Glenfield Public School. We need to broaden our collective knowledge and ability to better measure the impact of programs and continue upskilling teachers in the use of, and recording of, data. The evaluation of internal data procedures demonstrated the need to further develop expertise to ensure the triangulation of external and internal data collection practices, in particular, measuring student growth against syllabus outcomes.

Explicit professional learning will be delivered to ensure teachers can successfully plan for and deliver quality differentiated instruction to students with additional needs, inclusive of students with high potential. Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in reading and numeracy. A focus on developing quality summative and formative assessment tasks, data collection practices and developing greater consistency of judgement within and across schools is essential.

After plotting our school against the EAL/D Framework we realised our EAL/D teachers have a strong working knowledge of the framework. As 84% of our students identify as EAL/D, there is a need to further upskill all our class and support teachers in the framework. This will support us in driving programs for our EAL/D students which is imperative to cater for the diverse needs of our students.

An ongoing focus will be strengthening our community partnerships with all stakeholders of our dynamic community. We endeavour to establish a collegial community of schools to further support teacher professional development and networking.

Strategic Direction 1: Student growth and attainment

Purpose

Build strong foundations for academic success by refining data-driven teaching practices that are responsive to the learning needs of individual students, in order to maximise student learning outcomes and growth in reading and numeracy.

Improvement measures

Achieve by year: 2025

Progressions:

- Increase the number of students meeting stage expectations in literacy (reading and writing) and numeracy (number) using the literacy and numeracy progressions PLAN2/ALAN data and syllabus indicators.

Value Added:

K-3 Excelling

3-5 Excelling

5-7 Excelling

SEF S-as:

Excelling in Internal and external measures against syllabus standards

Excelling in Data Skills and Use

Excelling in Feedback

Excelling in Assessment

Achieve by year: 2025

Initiatives

Data Driven Practices

Ensure effective strategies and processes for data and reflection are used for responsive curriculum delivery through:

- Professional learning models in data literacy, data analysis and data use in teaching to build teaching capacity in responsive practice. This is linked to gap analysis data.
- Reviewing and revising formative and summative assessment practices facilitating consistent analysis of student progress and growth over time to report student achievement and plan for future responsive teaching.
- Experienced staff to support teachers utilising data to mentor, monitor and assess student progress and design future teaching programs to suit individual students needs.

School systems and practices in assessment and content delivery

Evaluate school systems and practices in content delivery to ensure responsiveness to the curriculum through:

- Developing a dynamic whole school scope and sequence in mathematics and literacy
- Refining assessment scope and sequences to reflect current curriculum expectations.
- Reviewing and evaluating the processes and systems in place to monitor student report data ensuring that it triangulates with internal data and external data sources.
- Continue to embed a learning culture K - 6 that allows for student self-assessment and feedback.
- Developing assessment rubrics linked to LISC to ensure consistent teacher judgement.

Success criteria for this strategic direction

- Teachers expertly apply a range of informative and summative assessment strategies to inform teaching and learning that lead to measurable improvement.
- Valid and reliable assessment data is regularly collected, monitored and deeply analysed in reading and numeracy.
- Most teachers have a sound understanding of student assessment and data concepts and use this to inform planning, identify interventions and modify teaching practice.
- Data and feedback inform teaching practice and direct learners and learning.
- Most students articulate, understand and achieve their literacy and numeracy learning goals.
- EAL/D and LST teams are collaborative, build the capabilities of all teachers and are an integral component of whole-school approaches to language, literacy and numeracy programs.

Evaluation plan for this strategic direction

Question:

Have we regularly reviewed these data sources to provide clarity around whether we are on track for achieving the intended improvement measures?

How successful were our professional discussions around the School Excellence Framework elements and themes? How were they used to drive future initiatives?

Was our term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to support conclusions effective?

Data:

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction.

Evaluation plan for this strategic direction

This analysis will guide the school's future directions:

- NAPLAN data
- Scout data
- Student work samples
- Literacy and numeracy PLAN2 data
- PAT-R and PAT-M
- School-based assessments
- Student PLPs
- SEF S-as

Analysis:

Deep analysis of the data will guide future school planning to provide ongoing improvement to maximise student learning outcomes.

Implications:

- Regularly reviewing data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- Professional discussions are planned around the School Excellence Framework elements and themes to drive future initiatives.
- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to support conclusions.

Strategic Direction 2: Explicit teaching through evidence-based practices

Purpose

Staff evaluate and refine school learning and teaching programs demonstrating knowledge of evidence informed strategies and embedded evaluative practice which results in differentiation to meet the needs of every student.

Improvement measures

Evidence-based practices based on effective strategies and processes that enable differentiation

Achieve by year: 2025

All staff use evidence-based practices on effective strategies and processes that enable differentiation in **ALL** teaching and learning programs to ensure responsive curriculum delivery.

Evidence-based practices based on effective strategies and processes that enable differentiation Literacy and Numeracy

- 95% of staff are entering data in ALAN in accordance with the school monitoring schedule to ensure differentiation and responsive curriculum delivery.
- Staff continue to participate in professional learning to evaluate and review evidence-based practices to ensure differentiation using LISC.
- 80% of students are able to communicate their personalised learning goals in literacy and numeracy.

Evidence-based practices based on effective strategies and processes that enable differentiation for EAL/D students

- Differentiated focus on the implementation of the EAL/D progressions for students.

Consistent delivery and expectations in Literacy and Numeracy

Achieve by year: 2025

Initiatives

Consistency of Delivery and Expectations

Embed professional learning models to build teacher capabilities and collective pedagogical practice to ensure consistency in delivery and expectations:

- Professional learning on the use of literacy and numeracy progressions to ensure consistent delivery and expectations for all staff.
- Providing ongoing professional learning to ensure literacy and numeracy progressions are embedded in teaching and learning programs.
- Professional learning to develop staff confidence and ability to effectively implement the curriculum to ensure quality teaching.
- Evaluate and revise teaching and learning programs to ensure alignment with evidence-based practice and research.

Informed embedded practice that enables differentiation

Evidence-based practices on effective strategies and processes to enable differentiation in teaching and learning programs to ensure responsive curriculum delivery.

- Implementation of professional learning models to ensure staff are reviewing evidence-based strategies into teaching and learning programs (targeted strategic QTSS (*Quality Teaching, Successful Students*), stage meetings and whole school PL).
- Establish and use instructional leadership practices to work with teachers using evidence-based strategies to ensure the delivery of a differentiated curriculum.
- Review, evaluate and implement professional learning on LISC (Learning Intentions, Success Criteria) practices to ensure teachers target individual learning goals and differentiation in program delivery
- Review, reflect and evaluate practices based on

Success criteria for this strategic direction

By the end of 2024, all staff will have participated in professional development and use their enhanced capabilities and collective pedagogical practice to ensure consistency in delivery and expectations.

90% of staff have an understanding and knowledge of how to implement evidence-based practices and research to ensure consistent delivery and expectation in literacy including grammar, writing, reading, visual literacy, and literacy progressions; and the following in numeracy; number, measurement, visual literacy, and numeracy progressions.

Our school has K-6 embedded scope and sequences.

All teachers are using literacy and numeracy progressions (including ALAN) to guide teaching and learning programs to ensure differentiation.

All teachers plan, implement, evaluate and communicate LISC (Learning Intentions, Success Criteria) in programs and reporting.

All classrooms reflect future-focused learning principles ensuring they are embedded in teaching and learning practices K-6.

All staff differentiate with the EAL/D progressions and EAL.D student learning is reflected in class programs K-6.

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and can we demonstrate the impact and improvement of student outcomes by developing the capabilities of staff through professional development?

Data:

The school will use data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose

Strategic Direction 2: Explicit teaching through evidence-based practices

Improvement measures

- **All staff** have participated in professional development and use their enhanced capabilities and collective pedagogical practice to ensure consistency in delivery and expectations.

Consistent delivery and expectations in literacy and numeracy

- 90% of staff are communicating confidence and understanding, deployment of teaching assessment strategies, evaluating current practices and having positive opinions of literacy and numeracy.
- 90% of staff have reviewed, reflected and evaluated practices based on evidence-based research and undertaken professional learning in literacy and numeracy, including the progressions to ensure consistency in delivery and expectations.
- Staff apply evidence-based practices to ensure the consistent use of LISC.

Consistent delivery and expectations of EAL/D practices

- 90% of staff embed EAL/D practices based on evidence-based research and the EAL/D Framework, EAL/D progressions, and literacy/numeracy progressions.
- 60% positive growth in the EAL/D survey from 2021 baseline data on skills and competencies.

SEF S-as:

Excelling in Professional Standards

1. Improvement of practice

2. Literacy and numeracy focus

Excelling in Learning and Development
Excelling in Effective Classroom Practice

Initiatives

evidence-based research and professional learning to ensure consistent delivery and expectation in literacy (grammar, writing, reading, visual literacy and literacy progressions) and numeracy (number, measurement, visual literacy and numeracy progressions).

Evaluation plan for this strategic direction

and improvement measures of the strategic direction.

We will use a combination of data sources. These will include:

- Internal assessment, eg. PLAN2
- External assessment, eg. NAPLAN
- Surveys
- Observations
- Tell Them From Me
- Interviews
- Document analysis i.e. meeting agendas and minutes, staff work samples from meetings, QTSS meeting minutes and data walls, etc
- SEF-SaS

Analysis:

The analysis will be embedded within the initiatives through progress and implementation monitoring. The school will regularly review progress towards the improvement measures.

Implications:

The findings of the analysis will inform:

* Future directions

* Annual reporting on school progress measures as published in the Annual Report and SEF S-as.

Strategic Direction 3: Connections with community

Purpose

Establish collaborative relationships within our learning ecosystem by expanding professional networks and collegial learning opportunities. Reduce barriers for parental participation in student learning and build opportunities for parental involvement. Promote student voice to enhance student outcomes and engagement.

Improvement measures

Attendance >90%

Achieve by year: 2023

Attendance and Wellbeing

- Over 85% of students report positive well-being in the Tell Them From Me (TTFM) survey.
- Over 60% of students attend school 90% or more.
- Maintaining above State, Network and SSSG targets in attendance.
- SEF S-as: Excelling in Transition and Continuity of Learning.
- SEF S-as: Maintain Excelling in a planned approach to wellbeing.

Achieve by year: 2025

Professional Networks:

Community of Schools

- Establish a sustainable Community of Schools to expand professional learning opportunities, engage in research, and provide quality opportunities for teachers. The community of schools will be focused on continuous improvement of teaching and learning with 100% participation of all teaching staff.

Reciprocal mentoring

- Formation of reciprocal relationships, providing mentoring and coaching support to ensure the ongoing development and improvement of all teachers.

Initiatives

Student Voice Through Engagement

Empower each and every student to feel known, valued and cared for by embedding student voice into the school culture.

- Students participate in surveys allowing students and teachers to design solutions together.
- Strengthening links with local high schools to ensure ongoing evaluative practice of the transition programs by the students.
- Professional learning in selecting and applying innovative teaching strategies to increase student engagement and ownership of learning.
- Review future focused teaching and learning programs using student feedback to promote ownership of their learning.
- Monitor, refine and continually evaluate the Positive Behaviour for Learning procedures and outcomes on student welfare and attendance.

Professional Networks

Develop a Community of schools that includes a common vision, mission and culture; shared student learning outcomes; organisation and governance structures in a cycle of professional development.

- Evaluate the needs of the school community reflecting the direction dictated by the School Plan.
- School network representatives collaboratively plan the network and its protocols and subsequent projects they will undertake in a spiral of enquiry.

Peer observation focused on feedback and reflection, is a high impact approach to improving professional practice and can be an important part of a teacher's professional development.

- Collaborative development of peer mentoring guidelines based on the evaluation of the Learning Ecosystems pilot program.

Success criteria for this strategic direction

By the end of 2024:

- Future focused pedagogy will be embedded in all annual programs, making use of authentic learning opportunities and taking into consideration student choice, voice and interests.
- Structured transition programs which reflect student and parental feedback to cater for all students in their induction into Kindergarten and Year 7. All staff will be aware of and support initiatives providing feedback for a continuous cycle of improvement.
- A community of schools will be established, promoting collegial discussions and sharing of programs between schools to increase student outcomes.
- Modification of current reports reflecting feedback from our culturally diverse community to increase accessibility and understanding for all involved stakeholders.
- Compilation of a data base of professional skills within the learning ecosystem to increase inclusivity and equity for all students.
- Continue expanding opportunities for parents to have greater access and input into their child's learning.
- All stakeholders including parents and teachers understand the attendance procedures which reflects an increase in attendance rates.
- Sustain the Positive Behaviour for Learning culture and continue to monitor overall student wellbeing.

Evaluation plan for this strategic direction

Question: To what extent have we improved the collaborative relationships within our learning ecosystem to enhance student outcomes and engagement?

Data: We will use a combination of data sources which will include:

- Qualitative interviews with parents and teachers
- Parent/Teacher/Student surveys

Strategic Direction 3: Connections with community

Improvement measures

- Completion of the Learning Ecosystems pilot program based on future focused learning embedded in a pedagogy of peer mentoring.

Achieve by year: 2025

Crafting Community:

Parental Involvement

- By 2024 there will be increased opportunities for parents/carers to participate in appropriate and contextually relevant occasions to promote involvement in their child's learning.
- SEF S-as: Achieve excelling in Educational Leadership: Community Engagement.

Report Modification

- Student reports are adjusted in response to feedback from the wider community, to better cater for the diverse linguistic needs of our population and easily identify student growth and learning outcomes.
- SEF S-as: Achieve excelling in Reporting

Achieve by year: 2025

Student Voice Through Engagement:

Transition Programs

- 80% of positive feedback from students on high school transition programs.
- 90% positive feedback from Kindergarten parents on Kindergarten Orientation program.

Future Focused Learning

- 90% of students are actively involved in critical and creative thinking tasks aligned with the general capabilities, specifically collaboration.

Initiatives

- Teachers to include peer observations in their Performance and Development Plan as a source of evidence of improved teacher practice.

Crafting Community

Increase engagement with parents/carers and the wider community to enhance the shared process of achieving student outcomes.

- Utilise feedback from the school community to improve communication between all stakeholders to increase involvement in student learning.
- Enhance student performance by creating opportunities for involvement of the wider learning ecosystem including outside agencies.

Evaluation plan for this strategic direction

- Tell Them From Me student survey
- Tracking reports of parent activity on Seesaw
- Evidence of collaboration in teaching programs
- Community of Schools minutes and agendas
- Attendance of parents at school functions.

Analysis: Analysis will be embedded within the initiatives through progress and implementation monitoring. The school will regularly review progress towards the improvement measures.

Implications.

The findings of the analysis will inform:

* Future actions

* Annual reporting on school progress measures published in the Annual Report each year and in the newsletter and on the school website throughout the year.