

Strategic Improvement Plan 2021-2025

Glenhaven Public School 2003



School vision and context

School vision statement

At Glenhaven Public School we believe in high expectations where effective, explicit, evidence based teaching practices create optimal learning environments so all students are challenged and engaged to achieve their educational potential. We believe that with the development of strong partnerships, the school will inspire the development of confident, innovative and self-directed learners through giving every child opportunities within a culture of continual growth and high performance.

School context

Glenhaven Public School is a coeducational school in The Hills Network of Schools and is located in a natural bush setting on Glenhaven Road. It is a caring school, proud of its tradition of promoting academic, cultural excellence and high personal standards and values.

Glenhaven Public School has an enrolment of approximately 280 students. Our diverse community includes students from different cultural backgrounds. Approximately 16% of our students are from a non-English speaking background and 1.7% Indigenous background. The school's three core values are Respect, Responsibility and Personal Best.

The school's community has a medium to high socio-economic profile with a large percentage of families having dual incomes. The school enjoys an excellent reputation and homes within the school's drawing area are keenly sought after.

The school is supported and valued by its local community and our dedicated staff, comprehensive programs and supportive community that ensure our students are offered the best possible fully rounded education.

Our parents are developing a continuous drive for academic opportunities to expand and embrace educational challenges for their children which again is cause for rigorous and routine evaluation of all school processes and practices.

Through our situational analysis, we have identified a need to use data driven practices that ensure all students have access to stage appropriate learning. Further development will occur on ensuring that collected data and assessments will drive teaching and learning practices where teachers can successfully deliver quality differentiated instruction to all students with additional needs, including those identified as high potential and gifted. Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in Reading and Numeracy.

There will be a strong focus on embedding explicit systems to drive school-wide improvements in teaching practice and student results. Further work will occur around collaboratively designing teaching and learning programs that embed and implement evidence based strategies and explicit teaching methods supported by high impact professional learning.

Pre and post assessments will take place with identified areas of further revision and student need being actively reflected on. Strategies will be implemented and measured through the introduction of Rapid Action Cycles with the success of these implementations being measured consistently.

Work will take place on increasing student engagement to ensure their maximum potential is achieved. This will involve students taking a more proactive role in their learning with student voice being an essential element of this process. A focus will be on whole school initiatives with time allocated to measure the impact of any initiative on student outcomes.

School vision and context

School vision statement

School context

Continual monitoring of student performance data will determine areas of need and success at a class and school level and the involvement of the school, student and whole community in this process will be essential for success.

Strategic Direction 1: Student growth and attainment

Purpose

To improve and maximise student achievement, growth and performance in Literacy and Numeracy through whole school data driven practices that are responsive to the learning needs of individual students.

Improvement measures

Achieve by year: 2025

Target for the end of 2025 is that 57% of students are working 9 months or more beyond classroom expected levels in Number as measured in Essential Assessment online platform.

Achieve by year: 2025

Target for the end of 2025 is that 40% of students are working 9 months or more beyond classroom expected levels in Measurement and Geometry as measured in the Essential Assessment online platform.

Achieve by year: 2025

Target for the end of 2025 is that 50% of students are working 9 months or more beyond classroom expected levels in Statistics and Probability as measured in the Essential Assessments online platform.

Achieve by year: 2025

Target for the end of 2025 is that 48% of students are placed in the 80th percentile in PAT Reading assessment.

Improved numeracy outcomes

There is a whole school focus on demonstrating growth in numeracy to improve the achievement levels of all students.

Achieve by year: 2024

Initiatives

Personalised Learning

Embed a learning culture that enables students to create, receive feedback and achieve their personal best. This will be achieved through:

- Expertly using student assessment data to reflect on teaching effectiveness and provide individualised, explicit, differentiated and responsive learning opportunities utilising leadership teams and the Instructional Leader.
- Develop consistent school-wide practices to align, observe and evaluate the effectiveness of teaching, learning and assessment practices.
- High impact professional learning on the Literacy and Numeracy progressions and collaborative discussions to personalise learning, understanding and develop future high potential learning activities.
- Explicitly plan teaching and learning in response to student achievement data.

Whole School Data Driven Practice and Assessment.

Ensure effective strategies and processes for data analysis and reflection are used for responsive curriculum delivery. This will be achieved through:

- High impact professional learning in data analysis and data use in teaching for all staff.
- Systematic analysis and use of Essential Assessment (Numeracy) and Progressive Assessment Test PAT (Reading) data to personalise learning, differentiate teaching and to identify specific curriculum strands for small group tuition and targeted learning programs.
- Continue to maintain and further develop data informed formative assessment practices and feedback as an integral part of teaching and learning practices and programming.
- Whole school structures for collecting, recording and using data as an integral part of teaching practice.

Success criteria for this strategic direction

Valid and reliable whole school assessment data is regularly collected, monitored and deeply analysed in reading and numeracy with data discussions being embedded within Stage meetings to determine future teaching and learning goals in addition to teaching effectiveness.

Data walls used effectively through rapid action cycles and data driven teaching practices to track growth and identify students who need additional support to reach their full potential.

Development of school reporting structures that reflect knowledge and evidence of strong curriculum knowledge, utilising reliable data and analysis, in partnership with community and parents.

All teachers have a sound understanding of student assessment and data concepts. They analyse, interpret and collaboratively use this data to inform planning, identify interventions and modify teaching practice. (SEF: Data Skills and Use: Data Literacy)

All teachers understand and explicitly teach Literacy and Numeracy to students at all levels of achievement, with success that can be measured by improved student progress and achievement data.. (SEF: Data Professional Standards: Literacy and Numeracy focus)

All teachers have a sound understanding of Literacy and Numeracy progressions and are able to determine the continuum of learning using the PLAN2 software.

Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative Assessment is practiced expertly by teachers. (SEF: Learning Domain: Assessment: Formative Assessment)

Students and parents understand the assessment approaches used in the school and their benefits for learning. Feedback from students on their learning derived from assessments informs further teaching. (SEF: Learning Domain: Assessment: Student engagement)

Strategic Direction 1: Student growth and attainment

Improvement measures

An increase in Check-in Assessment mean scaled score for numeracy in Year 3 and Year 5 for 2024 compared with Year 3 and Year 5 in 2023.

Improved reading outcomes

There is a whole school focus on demonstrating growth in reading to improve the achievement levels of all students.

Achieve by year: 2024

An increase in Check-In Assessment mean scaled score for reading in Year 3 and 5 for 2024 compared with Year 3 and 5 in 2023.

PAT Vocabulary

Achieve by year: 2025

Target for PAT Reading in 80th percentile and above for 2025 is that 50% of students are in this bracket when compared with their grade.

Evaluation plan for this strategic direction

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. The analysis will drive the school's future directions.

Data:

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

- Internal data - Essential Assessment, PLAN2, PAT Testing, DIBELS, PM Benchmarking K-2.
- External data - NAPLAN, Scout value add and Check-In Assessments.
- Document analysis - work samples, data team documents, teaching and learning programs, class and supervisor observations.
- Professional learning evaluation and feedback.
- Pre and post surveys.

The evaluation plan will involve:

- Regular review of data and progress through rapid action cycles and data wall discussions to clarify whether we are on track for achieving improvement measures.
- Regular professional discussion around the School Excellence Framework and What Works Best.
- Regular monitoring of teacher programs and collaborative discussions with a focus on evidence of adjustments made which reflect student needs and abilities.
- Review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

Analysis

Deep analysis of the data will be embedded within the initiatives through progress and implementation monitoring. This will guide future school planning to

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

provide ongoing improvement to maximise student learning outcomes.

Implications

Ongoing analysis of data and evidence will inform future directions.

Strategic Direction 2: Improve teacher practice and deepen curriculum knowledge through a culture of high expectations

Purpose

Teachers are committed to identifying, understanding and implementing the most effective research based teaching methods and deep curriculum knowledge that promotes learning excellence in meeting the needs of all students.

Improvement measures

Achieve by year: 2025

Target for 2025 is an increase in parent survey scores in Tell Them From Me:

- teachers expectations of their child to work hard from 7.7 to 8.5
- their child is encouraged to do their best work from 7.7 to 8.5

Explicit Direct Instruction

Achieve by year: 2025

All lesson observations show evidence of explicit direct instruction strategies embedded into classroom practice.

Initiatives

Evidence based classroom practices focused on explicit teaching and curriculum compliance

Implementation of whole school approach to the development of evidence based teaching practices in Literacy and Numeracy. This will be achieved through:

- Collaborative and applied professional learning that strengthens teaching practice. (EDI-HIPL)
- Development of instructional leadership skills of executive team through professional development that develops management skills and leadership attributes to facilitate whole school improvement.
- Collaboration with Macquarie University to strengthen teacher practice in Writing.
- Consistent use of explicit teaching practices across the school to create a common language around practice which in turn will support teacher collaboration and strengthen classroom observation practice.
- Improving and monitoring professional learning practices to ensure student progress, achievement and changed teacher practice are effective, shared and evaluated. HIPL 5.1
- Actively engaging all staff in decision-making about High Impact Professional Learning (HIPL) that enhances their capacity and confidence to make informed decisions about differentiated instruction utilising deep knowledge and application of syllabus documents.
- Leaders working with and supporting colleagues by using a range of data to evaluate and improve individual and collective teaching practice, modifying teaching programs and implementing classroom strategies, as part of the ongoing improvement cycle.
- Building strong foundations for future learning through the implementation of the new English and Mathematics curriculum for Kindergarten to Year 2 to enable teachers to prioritise learning and to teach to a variety of different student abilities within one

Success criteria for this strategic direction

A whole-school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and student learning improvement is monitored, demonstrating growth. (SEF-Teaching Domain: Effective Classroom Practice: Explicit teaching)

The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning. (SEF-Leading Domain: Educational Leadership: High Expectations culture)

The school maintains a focus on distributed instructional leadership to sustain a culture of effective evidence based teaching and ongoing improvement so that every student makes measureable learning progress and gaps in student achievement decrease. (SEF-Leading Domain: Educational Leadership: Instructional leadership)

Effective professional learning is applied in the classroom and is built into improving teaching practice.

Measured impact of professional learning on student progress and achievement.

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing school-wide improvement in teaching practice and student results, (SEF Collaborative practice and feedback)

English and Mathematic K-2 curriculum are clearly embedded into classroom programs and assessment strategies.

Evaluation plan for this strategic direction

Question:

Strategic Direction 2: Improve teacher practice and deepen curriculum knowledge through a culture of high expectations

Initiatives

classroom.

Evaluation plan for this strategic direction

To what extent have we developed dynamic and evidence based teaching practices across the school resulting in improved student outcomes?

Data:

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

- Program supervision, monitoring and feedback from leadership team
- Classroom observations
- Feedback from professional learning experiences
- Student growth and data
- Performance and Development Plan implementation and monitoring
- Evidence of differentiation and assessment in teaching and learning programs
- Increase number of staff in leadership or seeking leadership responsibilities
- Pre and post surveys
- Annotations of lessons

The evaluation plan will involve:

- Whole school and stage based discussions, observations and feedback, both peer and executive based, to share expertise and develop teacher capacity.
- Measuring and monitoring Professional Learning to ensure that it is designed to meet student needs, identified through analysis of current school classroom data about progress and achievement.
- Professional learning designed to improve identified areas of development in teacher practice and knowledge of curriculum.
- Analysis of curriculum outcomes and indicators and how they are accurately embedded into quality teaching and learning programs and assessments.

Strategic Direction 2: Improve teacher practice and deepen curriculum knowledge through a culture of high expectations

Evaluation plan for this strategic direction

Analysis

Analysis of evidence based explicit teaching will be embedded and monitored through progress and implementation monitoring. Observations and feedback of teacher practice will guide future school planning and professional learning strategies.

Implications

Continued monitoring of classroom practice with opportunity for ongoing professional learning.

Strategic Direction 3: Engagement and Enrichment

Purpose

The school supports evidence based changes to whole school practices resulting in measureable improvements in high potential students, wellbeing and engagement to support learning.

Improvement measures

Attendance

There is a whole school focus on improving attendance to strengthen student sense of belonging, engagement and outcomes.

Achieve by year: 2027

Attendance for cohorts of students with higher rates of absence within the school is improved to result in an uplift of 1.1% in whole school attendance data.

Achieve by year: 2025

PAT Social-Emotional Wellbeing survey shows an increase in students identified as Highly Developed to be increased by 5% from 32% to 37%.

Initiatives

Student engagement and enrichment

All students are challenged and engaged to achieve their full potential through:

- Implementation and professional development in High Potential and Gifted Education Policy to personalise learning and understanding and to embed high expectations for all students.
 - Implement the development of social and emotional learning including self-regulation skills to support wellbeing in all students.
 - Establish opportunities for the development of student voice to encourage students to feel connected to their learning.
 - Develop students ability to articulate their understanding as to what they need to learn next for continuous growth and improvement.
 - Promote student voice through positioning staff and students as partners in learning so students are motivated to deliver their best and continually improve.
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Success criteria for this strategic direction

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students and are committed to the pursuit of excellence.

Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve.

The school has implemented a planned, evidence based change to whole school practices resulting in measureable improvement in wellbeing and engagement to support learning. (SEF-Learning Domain: Wellbeing:A planned approach to wellbeing)

Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes. (SEF-Learning Domain: Learning Culture: Attendance)

Teachers routinely review learning with each student both in class and on work submitted, ensuring all students have a clear understanding of how to improve, which is reflected in their learning goals. Student feedback is elicited by teachers and informs their teaching. Student errors and misunderstandings are explicitly addressed until teachers and students are confident that mastery is demonstrated. (SEF Teaching Domain: Effective Classroom Practice: Feedback)

High potential and gifted students have access to evidence-based talent development to optimise their growth and achievement. (HPGE Policy)

Learning environments that support the social-emotional development and wellbeing of all students, including high potential and gifted students, enables them to connect, succeed and thrive.(HPGE Policy)

Feedback from students on their learning derived from assessment and student reflection informs further teaching consistently across the school.

Increased demonstrated impact of professional learning and school wide systems to support student engagement as evidenced by internal data.

Evaluation plan for this strategic direction

Question:

Are students engaged and meeting their potential feeling that they are connected, succeeding and thriving?

Data:

- Tell Them from Me surveys - student, teacher, parent
- School data collection including Essential Assessment, PAT Testing in reading and vocabulary Social -Emotional survey,
- Student focus groups
- Community focus groups
- PBL data - classroom and playground
- Participation in gifted and talented development initiatives
- Improved student growth in internal and external assessments
- High potential students are identified and programs and initiatives are embedded into class routines.
- Attendance data on SENTRAL

The evaluation plan will involve:

- Regular professional discussion around the importance of the value of student voice in improving student engagement
- Measurement of students' social-emotional wellbeing through analysis of surveys and teacher observation and the success of the implementation of relevant initiatives
- Strong focus on high potential students across the four domains including their identification and provision of high quality initiatives to enable them to reach their full potential and maintain engagement.

Analysis

Regular analysis will be embedded within the initiative through progress and implementation monitoring. The

Evaluation plan for this strategic direction

findings of this analysis will inform future actions for wellbeing and engagement, including high potential students.

Implications

Ongoing evaluation of teacher impact on student engagement and achievement with a focus on high potential students.