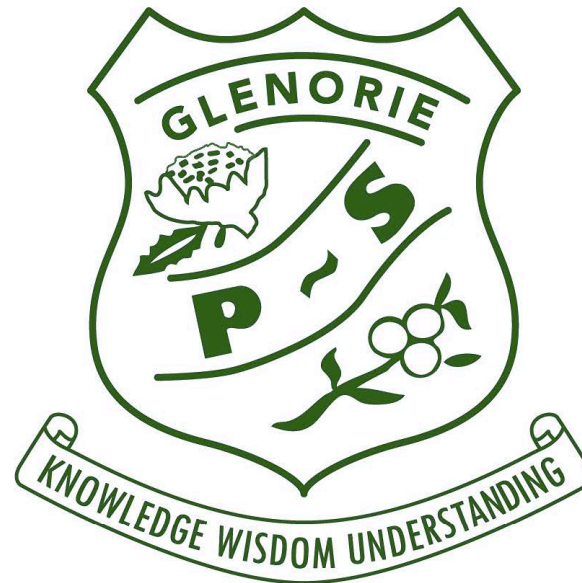


Strategic Improvement Plan 2021-2025

Glenorie Public School 2012



School vision and context

School vision statement

The vision for Glenorie Public School is that every student is known, valued, cared for and reaches his or her full potential. Student success will be underpinned by engaging and explicit instruction from committed teachers. High quality teaching and learning is valued and the classroom focus is on challenge, engagement and achievement.

School context

Glenorie Public School is located in Regional North and has a student enrolment of 293. Students come from a wide range of socio-economic backgrounds with 2% of students identifying as Aboriginal and 16% from an English as an Additional Language or Dialect (EAL/D) background. Extra-curricular opportunities in Sport, Science, Italian, STEM, and Creative and Performing Arts, enable our students to excel through a range of different experiences. The school culture is that of connectedness, inclusion and belonging with students, staff, parents and the wider community working together to promote school excellence.

Through our situational analysis, we have identified the need for a continued emphasis on embedding quality teaching practices in literacy and numeracy. Using high impact teaching strategies will provide opportunities to improve teacher practice and ensure students achieve expected growth and attainment in their learning. This will be achieved through highly effective self-directed learning opportunities for all students and through staff collaboration to develop feedback strategies in order to deeply reflect on teaching and learning.

We have identified the need to move towards deeper reflective practices based on quality data analysis. We will look to embed reflective practices not just in school planning, but also in all teaching and learning practices. Continual monitoring of student performance data will determine areas of need and success at a class and school level and the involvement of the whole school community in this process will be essential for success. This reflective practice will involve a deeper use of data to inform all processes and practices across the school.

The wellbeing and engagement of our students remain a priority. The Tell Them From Me (TTFM) surveys will provide an ongoing data set pertaining to student voice and community perceptions and expectations around wellbeing and engagement. Engagement with the Wellbeing Framework Self-assessment Tool will provide clarity around where our school needs to focus on developing whole-school processes to support every student being known, valued and cared for.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success, we will further develop, refine and sustain data driven teaching practices that are responsive to the learning needs of individual students. Students become self-directed learners who are aware of their own progress and feel confident in working with teachers to help direct future learning.

Improvement measures

Achieve by year: 2025

Value-added data:

- Yr 3-5 increases from Delivering to Sustaining and Growing.
- K-2 maintaining Excelling.

Achieve by year: 0

PLAN 2

- At least 80% of students completing Kindergarten will have achieved within Level 5 of the Understanding Texts elements of the Progressions.
- At least 80% of students completing Year 3 will have achieved within Level 7 of the Understanding Texts elements of the Progressions.

Achieve by year: 0

Numeracy:

- Increase in Year 3 and 5 students achieving in the top 2 NAPLAN bands to 55%.
- 50% of students 1-6 demonstrate expected year-specific growth from start to end of the year in PAT Maths

Achieve by year: 0

Reading:

Initiatives

Highly effective teaching practices

Embed a learning culture that enables students to create, receive feedback and achieve their learning goals:

- Use a range of data from different types of assessment to plan, modify and deliver lessons to meet the learning strengths and needs of students with EAL/D, low socio-economic, low-level disability and Aboriginal students and to monitor and evaluate the effectiveness of lessons.
- Literacy and numeracy practise is evidence-based.
- Professional development (2021) Starting Strong (K-2), Big Ideas (3-6) and whole school implementation of new Literacy and Numeracy curriculum (2022).
- Inform teacher practice using the learning progressions (data walls), explicit individual student goals, formative feedback to plot students and differentiate teaching.
- Analyse SCOUT, PAT and Check-in Assessment data to identify target areas.
- Review and improve the use of formative data sources (exit tickets), monitoring and reflecting on teaching effectiveness.
- Expertly use student assessment data, including PAT growth, and engage with collective teacher efficacy to reflect on teaching effectiveness and provide differentiated and responsive learning opportunities to enhance cognitive wellbeing.
- Ensure the learning needs of Aboriginal students are met through an integrated approach to quality teaching, curriculum and assessment.

Data Driven Practices

Build teacher capabilities to ensure data collection is used to differentiate curriculum, inform teaching and provide feedback to students so that learning is maximised for all:

- meet fortnightly to consider evidence of learning in reading and numeracy by individual students, classes and whole year or stage groups.

Success criteria for this strategic direction

Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.

The learning goals for students are informed by analysis of internal and external student progress and achievement data. Progress towards goals is monitored through collection of quality, valid and reliable data. Reporting on school performance is based on valid and reliable data and analysis.

The school identifies expected growth for each student. Students are achieving year specific growth on internal school progress and achievement data..

Evaluation plan for this strategic direction

The school will use data sources to triangulate and regularly analyse the effectiveness of the initiatives in achieving the improvement measures:

- NAPLAN/SCOUT data - value added data
- Reading tracking sheets
- Literacy and numeracy PLAN 2 data
- Week by week analytical meetings with reflective comparisons
- Yearly YARC data for Year 2
- PAT data - student literacy and numeracy growth

The evaluation plan will involve:

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- Regular professional discussion around the School Excellence Framework elements and themes.
- Executive team and whole staff reflective sessions.
- Term by term review and triangulation of data sources including quantitative and qualitative,

Strategic Direction 1: Student growth and attainment

Improvement measures

- Increase in Years 3 and 5 students achieving in the top 2 NAPLAN bands to 57%.

Achieve by year: 0

- 60% of Year 3 and 5 students achieve expected growth in NAPLAN reading.
- At least 50% of students in years 2-6 will demonstrate expected year-specific growth when comparing the start of the year to end of year scale scores in PAT reading.

Achieve by year: 0

- 69% of Year 3 and 5 students achieving expected growth in NAPLAN numeracy.

Initiatives

- data walls will be used to display the growth and achievement of every student and build collective teacher responsibility for all students' learning.
- Professional learning on data literacy/data use in teaching.
- Termly tracking sheets and cumulative reviews of reading progress.
- Embed data informed assessment practices in daily instruction.
- Measure the impact of the implemented strategies on student learning.
- Three-way interviews allow for student voice, enhancing spiritual wellbeing.

Evaluation plan for this strategic direction

internal and external data to corroborate conclusions.

After analysing the data a determination will be made as to the future of the four years' work and 'Where to Next?'

Strategic Direction 2: Excellence in Teaching

Purpose

Teachers are critical in ensuring excellence in teaching in every classroom, through planning, monitoring, analysing and refining their practice to meet the learning needs of every student.

Improvement measures

Achieve by year: 0

- All teachers embed QT elements into their planning and teaching.
- TTFM Student Surveys indicate in explicit teaching practice and feedback a 5% increase above NSW Govt Norm from 8.3 to 8..8.

Achieve by year: 2025

- TTFM Student Surveys indicate in explicit teaching practice and feedback a maintenance of 8.8, above the NSW Govt Norm of 8.3.

Achieve by year: 2025

The annual QTR Teacher Survey* demonstrates a maintenance of the application of the Quality Teaching Model in teacher survey responses.

Initiatives

Enhancing Teacher Capabilities

QTR is recognised by the DoE as a high impact approach to teacher professional development. It is included in the 'What Works Best' CESE research as having a very positive impact on student outcomes.

QTR is underpinned by the Quality Teaching Model (QTM), which supports schools in developing a shared vision of quality teaching and learning.

Teachers will engage in Professional Learning Communities to observe and analyse each other's strengths and areas for improvement using the Quality Teaching model.

* Training in Quality Teaching Rounds and PLC's will be established and implemented in Stage 1 and Stage 2 teachers in the school to develop a better understanding of what works and what can be adopted.

* PLC's will give and receive feedback that discusses the effectiveness of strategies observed during the lesson.

* Act on the feedback received to refine and improve teaching and learning after working collaboratively with University of Newcastle research team to further establish effectiveness and improve teaching.

Explicit Teaching

- Implementation of QTR will provide clear evidence of improvement in student learning, based on effective methods of explicit teaching.
- Students will know what are learning and have clarity on the purpose and relevance of tasks. Learners will be aware of the success criteria and teachers will check for student understanding.
- Provide opportunities for guided, and then independent, practice as students gain proficiency and understanding of concepts and skills and progress towards mastery.
- Teachers will consistently strive for excellence in

Success criteria for this strategic direction

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, schoolwide improvement in teaching practice and student results. Classrooms are quality learning environments with lessons that feature high levels of intellectual quality and significance.

Teaching staff demonstrate and share their expertise within their school and with other schools. All teachers have expert contemporary content knowledge and deploy effective teaching strategies. The school trials innovative practices and has processes in place to evaluate, refine and scale success.

Teachers and leaders use the shared concepts and language of the QTM as a basis for discussion about pedagogy.

Evaluation plan for this strategic direction

De-identified lesson observations, TTFM survey data, student growth measures (PATs, NAPLAN, HSC, internal assessments, reading ages).

QTR participation rate, Professional learning logs, PD scope and sequence, meeting minutes, pre & post QTR teacher surveys, focus groups.

Staff perceptions survey, TTFM Teacher survey (Collaboration, Leadership, Learning Culture and Teaching Strategies), teacher focus groups.

Evidence of inclusion of QTM concepts and language in teaching programs (planning and assessment), teacher focus groups.

Both quantitative and qualitative data sources will be used to triangulate data for effective analysis of the following data:

- Classroom observation analysis (with teacher permission)

Strategic Direction 2: Excellence in Teaching

Initiatives

- classroom practice by embedding pedagogy that is shown through research to improve the quality of teaching and student outcomes (QTM).
- Teachers will collaboratively analyse and discuss their own and each other's teaching in QTR professional learning communities (PLCs).
- Teachers actively engage with the QTM throughout the teaching and learning cycle.

Effective Feedback

- QTR will providing opportunities for students to demonstrate understanding of required work and how to improve. QTR will assist teachers' to providing frequent, feedback about the quality of work required by students and assist in addressing errors and misunderstandings in a supportive classroom environment.
- QTR will help to highlight students areas for improvement and explain why improvement is needed by setting clear learning intentions, helping students understand where they are right now in comparison to their learning intentions and what they need to do to get there.
- Provide students with feedback that goes beyond simply identifying what they are doing well, or not doing well.
- Provide targeted feedback in a timely manner so students have opportunities to action and apply the feedback.

Evaluation plan for this strategic direction

- QT element trend analysis
- Teacher professional development plans and reviews
- Professional development schedule
- QTR Teacher survey / organisational records/ UON QTR research feedback(Explicit Quality Criteria, Deep Knowledge, Deep Understanding and Background Knowledge).

Strategic Direction 3: Wellbeing and High Expectations

Purpose

Wellbeing is supported by practices that foster students' sense of belonging, and which value student voice and promote engagement in learning.

All students need to be challenged and engaged in order to develop their potential fully. A culture of high expectations needs to be supported by strategies that both challenge and support student learning needs, such as through appropriate curriculum differentiation.

Improvement measures

Attendance (>90%)

Achieve by year: 2023

* Increase the percentage of students attending > 90% of the time to be at or above the target of 86%.

Wellbeing

Achieve by year: 2023

* TTFM Wellbeing data (advocacy, belonging, expectations) increases to be above the system-negotiated baseline of 93%.

Achieve by year: 2022

- Peaceful Kids parents' and students' surveys, as well as TTFM, indicate increased knowledge of self-management and coping strategies for anxiety and resilience.

Initiatives

Wellbeing

- Establish wellbeing programs that identify strengths and success as well as build resilience. Teachers work with students to build strategies that foster resilience and self-regulation and can help students feel that they have an adult at school that they can turn to for support and advice.
- Identify signs of student disengagement that may be reflective of underlying wellbeing issues and record behaviour or wellbeing concerns.
- Design and implement additional support to vulnerable students in class and other school activities to assist them in feeling safe and supported at school. This can be done by working with a student and their parents and carers to create and regularly review a personalised learning plan, which includes individualised strategies to support their learning and wellbeing.
- Plan and promote school practices to support the cognitive, emotional, social, physical and spiritual wellbeing of Aboriginal students resulting in improved educational outcomes, positive behaviour and more effective engagement.

High Expectations

- Provide increasingly more complex tasks that consider the prior knowledge and ability of each student, and ask challenging questions that require deeper thinking and problem-solving.
- Create the expectation that every minute of every lesson is important and valuable. This can be done by utilising all classroom time efficiently and by avoiding the temptation for too many 'end of term' or 'Friday afternoon' classroom activities. For example, start all lessons promptly, teach to the end of every lesson, facilitate smooth transitions between activities and establish clear classroom procedures to avoid unnecessary disruptions.
- Provide clear and concise learning intentions and success criteria at the beginning of each lesson and

Success criteria for this strategic direction

- There is a school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.
- Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.
- The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is 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.
- Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.
- The school's curriculum provision supports high expectations for student learning. The curriculum is enhanced by learning alliances with other schools or organisations, where useful and practicable. Students' learning and courses of study are monitored longitudinally (for example K-2; K-6; 7-12) to ensure continued challenge and maximum learning.
- 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 the range of equity issues in the school.

Evaluation plan for this strategic direction

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

Strategic Direction 3: Wellbeing and High Expectations

Initiatives

unit of work to establish expectations early in the learning process. These learning intentions can be taken from the syllabus. Ensure that students have a visual reference point, such as on the board, in their workbook or electronically, where they can easily find the learning intentions, success criteria, activities for the lesson and key instructions.

- Provide increasingly more complex tasks that consider the prior knowledge and ability of each student, and ask challenging questions that require deeper thinking and problem-solving..
-

Evaluation plan for this strategic direction

This analysis will guide the school's future directions:

- TTFM wellbeing data on advocacy, belonging and expectations.
- Student attendance summary.
- Wellbeing program student surveys.
- Home-School communication register.
- Personalised learning plans.
- Analytical meeting data.
- Teacher PD in high expectations.
- Staff PDP goals.
- Teaching and learning programs.

The evaluation plan will involve:

- Regular review of these data sources to provide clarity on whether we are on track for achieving the intended improvement measures.
- Regular professional discussion at analytical meetings
- The executive team and whole-school reflection sessions.