

Strategic Improvement Plan 2021-2024

Glendale East Public School 4207



Glendale East
Public School

— *Today's Education for
Tomorrow's World* —

School vision and context

School vision statement

Through genuine partnerships, every child achieves their full potential every day. Our effective teaching practices and student-centred approach produces resilient, creative and engaged individuals.

School context

Glendale East Public School is located in northern Lake Macquarie with an enrolment of 232 students from Kindergarten to Year 6. 16% of the student population identify as being of Aboriginal or Torres Strait Islander descent and 2% are from language backgrounds other than English.

Students at the school continue to perform above statistically similar schools in years 3 and 5 and continually demonstrate excellent growth at or above state average in many areas in year 5. Currently, the school has a curriculum Assistant Principal position to provide opportunities for learning pedagogy across the school. Staff are actively engaged in reforming systems through guidance by this Assistant Principal and have implemented consistent practices in data collection and analysis to offer reactive teaching and learning programs. Additionally, the school has an Assistant Principal Welfare to support all students and staff with welfare issues and offer extra support to vulnerable students and families. This Assistant Principal also monitors attendance, supporting Glendale East Public School to identify and increase attendance rates, inclusive of improved part day attendance.

The school has a Family Occupational Employment Index ranking above 115 and as such receives a significant amount of equity funds. The parents and community of Glendale East Public School have high educational expectations for their children and contribute significantly to the school. The school P & C meet regularly and support the operation and function of resources within the school, including the canteen.

The school offers a variety of sporting, creative arts and extra-curricular opportunities and feel proud of the biannual creative arts events that are held (art showcase and school musical - alternating between odd and even years).

The school has developed strong partnerships with other local primary schools and our feeder high school, Glendale Technology High School through the Inspirational, Innovative Learning Alliance (IILA). Glendale East Public School offers a committed process for supportive high school transition for students in year 6 each year. Additionally, the school works closely with local preschools and families in the year before their children commence Kindergarten to offer regular and practical Kindergarten transition opportunities.

Glendale East Public School is committed to meeting the expectations set in the School Excellence Framework through continual staff professional development and outstanding teaching and learning pedagogy.

Strategic Direction 1: Student growth and attainment

Purpose

In order to improve student learning outcomes in reading and numeracy and to build strong foundations for academic success, we will further refine our implementation of evidence based teaching practices that are responsive to the learning needs of individual students.

Improvement measures

Target year: 2022

To increase the number of students achieving in the top two bands in NAPLAN reading in 2022 by 7.34% above the baseline.

Target year: 2023

Percentage of students achieving expected growth in NAPLAN reading will increase by a minimum of 4.61% from baseline data.

Target year: 2022

To increase the number of students achieving in the top two bands in NAPLAN numeracy in 2022 by 6.1% above the baseline.

Target year: 2023

Percentage of students achieving expected growth in NAPLAN numeracy will increase by a minimum of 5.54% from baseline data.

Target year: 2024

School self assessment of the School Excellence Framework elements of 'Curriculum' indicates improvement from Sustaining and Growing to Excelling.

Initiatives

Literacy

Ensure effective classroom practice in reading and writing through a focus on explicit teaching, formative assessment and use of the National Literacy Progressions.

- Implement ongoing professional learning to continually build teacher capacity to deliver evidenced based practices in reading and writing
- Ensure effective strategies and processes for data collection, analysis and reflection are used for responsive curriculum delivery.
- Build teacher capacity in implementing the National Literacy Progressions.

Numeracy

Ensure effective classroom practice in numeracy through a focus on explicit teaching, formative assessment and use of the National Numeracy Progressions.

- Implement ongoing professional learning to continually build teacher capacity to deliver evidenced based practices in numeracy.
- Ensure effective strategies and processes for data collection, analysis and reflection are used for responsive curriculum delivery.
- Build staff capacity in implementing the National Numeracy Progressions.

Success criteria for this strategic direction

- An integrated approach to quality teaching, curriculum planning and delivery, and assessment promotes learning excellence and responsiveness in meeting the needs of all students. (SEF- Curriculum)
- The school has identified what growth is expected for each student and students are achieving higher than expected growth on internal school progress and achievement data. (SEF-Student Performance Measures)
- All teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies. (SEF- Effective Classroom Practice)
- Student assessment data is regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions. (SEF- Data Skills and Use)
- The school analyses student progress and achievement data and a range of other contextual information. Teachers respond to trends in student achievement, at individual, group and whole school levels. (SEF- Assessment)
- Professional learning is aligned with the school plan, and its impact on the quality of teaching and student learning outcomes is evaluated. There are explicit systems for collaboration and feedback to sustain quality teaching practice. (SEF- Learning and Development)
- The principal and school leadership team model instructional leadership and support a culture of high expectations and community engagement, resulting in sustained and measurable whole school improvement. (SEF- Educational Leadership)
- To maintain Value Added data in Scout for Years K-3 and Years 3-5 as 'Excelling'. To increase Value Added data in Scout for Years 5-7 from 'Delivering' to 'Sustaining and Growing'.
- Aboriginal and Torres Strait Islander students are expected to meet or exceed set targets in both Literacy and Numeracy.

Success criteria for this strategic direction

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes in literacy and numeracy?

Data:

Data sources will include:

- NAPLAN
- Check-in Assessment
- SCOUT Value Added
- PLAN2

Analysis:

Analysis of the data will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

Implications:

The findings of the analysis will inform:

- future directions and budget allocations

Strategic Direction 2: Teaching Quality

Purpose

For students to be exposed to a range of evidence-based pedagogical and future focused practices. To continue to develop students critical and creative thinking and collaborative reasoning.

Improvement measures

Target year: 2024

School self assessment of the School Excellence Framework elements of 'Effective Classroom Practice' indicates improvement from Sustaining and Growing to Excelling.

Target year: 2024

School self assessment of the School Excellence Framework elements of 'Assessment' indicates improvement from Sustaining and Growing to Excelling.

Target year: 2024

School self assessment of the School Excellence Framework elements of 'Learning and Development' indicates improvement from Sustaining and Growing to Excelling.

Initiatives

Pedagogical Practices

School-wide pedagogical practices are consistent with the Australian Professional Standards for Teachers, syllabus and curriculum requirements that are supportive of student learning, including:

- Embedded principles of evidence-based teaching and learning in all classrooms;
- Teacher efficacy is established and consistent across the school in the implementation of visible learning strategies;
- Staff engage in professional learning opportunities as a whole staff, individually and in peer coaching structures;
- Teachers are provided with tailored mentoring and coaching support to ensure the ongoing development and improvement of all teachers, led by expert teachers;
- Student feedback is elicited by teachers and informs their teaching;
- Student work is continually reviewed to ensure students have an explicit understanding of how to improve;
- Teacher's Professional Development Plans are aligned to the Australian Professional Standards.

Future Focused Learning

Innovative learning structures will be facilitated across the school curriculum including;

- Establishment of High Potential and Gifted Education (HPGE) accelerated programs to cater for different learning needs for identified students;
- Development and integration of the Science Technology, Engineering and Mathematics (STEM) curriculum for whole school participation and;
- School wide development for consistency in student

Success criteria for this strategic direction

Pedagogical Practices

- 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. (SEF- Data skills and use)
- consistent school-wide practices for assessment are used to monitor, plan and report on student learning across the curriculum. Formative assessment is integrated into teaching practice in every classroom, confirming that students learn what is taught. (SEF- Assessment)
- an integrated approach to quality teaching, curriculum planning and delivery, and assessment promotes learning excellence and responsiveness in meeting the needs of all students. (SEF - Curriculum)
- Teachers will engage in Professional Learning and demonstrate personal responsibility for maintaining and developing their professional standards. (SEF - Professional Standards)
- resources are strategically used to achieve improved student outcomes and high quality service delivery. (SEF - School Resources)
- All teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies. (SEF - Effective Classroom Practice)
- 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. (SEF - Effective Classroom Practice)
- School to attain the level of Excelling in the Teaching domain of Learning and Developing as measured against the School Excellence Framework.
- School to attain the level of Excelling in the Teaching domain of Effective Classroom Practice as measured

Initiatives

learning experiences using Future Focused Learning Modes.

Success criteria for this strategic direction

against the School Excellence Framework.

- School to attain Sustaining and Growing in the teaching domain of Professional Standards as measured by the School Excellence Framework.

Future Focused Learning

- 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. (SEF - Learning and Development)
- Technology that supports learning is available and expertly integrated into lessons by teachers. The school takes on a creative approach to use of the physical environment to ensure that it optimises learning, within the constraints of the school design and setting. (SEF - School Resources)

Evaluation plan for this strategic direction

Question

Can we demonstrate an impact and improvement of Future Focused learning and pedagogical practices from teacher and student progress and achievement?

Data:

- Tell Them From Me - Student engagement
- Staff Survey - improved understanding and engagement
- NAPLAN data
- Observations
- Resource Allocation Analysis
- Classroom teachers make improvements to physical room layouts to implement the principles of Future Focused Learning zones in daily routines and learning

Evaluation plan for this strategic direction

- Development of school based resources to support STEM teaching and learning as driven by staff commitment to continuing the teaching of this area

Analysis:

- School Excellence Framework evaluations
- Strategic Direction Team self reflection and annual review

Implications:

The findings of the analysis will inform:

- future directions and budget allocations

Strategic Direction 3: Engagement

Purpose

Every child will feel a sense of belonging where they will connect, succeed and thrive. They will be known, valued and cared for in an inclusive and supported community through a focus on whole school wellbeing and attendance.

Improvement measures

Target year: 2022

The percentage of students attending greater than 90% of the time increases by 8% from the baseline.

Target year: 2022

Tell Them From Me Data reporting 'Positive Sense of Belonging, Advocacy and Positive Behaviour at School' improves on the 2021 progress measure and is trending towards the system negotiated target with a 5% increase from the baseline.

Target year: 2024

School Excellence Framework Self Assessment element 'A planned approach to wellbeing' and 'Individual Learning Needs' indicates improvements and is self assessed at excellent level.

Initiatives

Attendance

Student attendance is monitored through the implementation of innovative and supportive attendance strategies including:

- Developing a shared commitment between parents, teachers and students in supporting a positive and proactive approach to daily school attendance.
- Consistent and systematic processes are implemented to increase consistency of student attendance.

Positive Whole School Wellbeing

Trusting, respectful relationships are developed, enhanced and maintained through the implementation of a cohesive and responsive wellbeing approach.

- Review and refine wellbeing policy to streamline school support practices
- Collection, monitoring and evaluation of student wellbeing data to inform and support decision making
- Clear communication processes are innovative and provide parents/carers an opportunity to offer suggestions;
- Continual implementation of innovative events and opportunities to improve student progress
- Providing innovative leadership roles for students

Success criteria for this strategic direction

Attendance

- Attendance data is regularly analysed and is used to inform planning.
- Whole of school and personalised attendance approaches are improving regular attendance rates for all students, including those at risks.
- Whole of school attendance systems are sustained with clearly defined roles and responsibilities for all staff.
- Parents and the broader school community actively engage with the school to ensure high levels of attendance.
- Attendance data is regularly analysed and is used to inform planning. Whole of school and personalised attendance approaches are improving regular attendance rates for all students, including those at risk (SEF - Learning Culture)

Wellbeing

- There is a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn. (SEF - Wellbeing)
- The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning (SEF - Wellbeing)
- There is a consistent language across the school. Staff and students can articulate where to access support if required.
- Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for learning across the whole school (SEF-Wellbeing.)
- Internal and external School Excellence Framework

Success criteria for this strategic direction

evaluations indicate a movement from Sustaining and Growing to Excelling in the following elements: Leading (Community Engagement)

Evaluation plan for this strategic direction

Question:

Are school wide connections strong with all partnerships to support student wellbeing, attendance and learning progress?

Data

Wellbeing Framework Self-Assessment tool.

Tell Them From Me and People Matter survey data analysis

Attendance data analysed fortnightly

Event participation

SENTRAL Incident numbers

Suspension data

Learning and Support team analysis of data

Analysis

Analysis of the data will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

SEF evaluations are built in to the schools evaluation cycle

SD Teams evaluate school plan progress and achievement using SPaRO every 5 weeks.

Implications

Evaluation plan for this strategic direction

The findings of the analysis will inform:

- future directions and budget allocations