

Strategic Improvement Plan 2021-2025

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. 24% of the student population identify as being of Aboriginal or Torres Strait Islander descent and 4% are from language backgrounds other than English.

Students at the school continue to perform above statistically similar schools in Years 3 and 5 and consistently 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, guided 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 concerns 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.

After review of the schools Strategic Directions, Glendale East Public School will focus on two areas for this Strategic Improvement Plan. The three directions initially targeted have been amalgamated into two. This will enable a more narrow and deeper focus on the core strategies. The previous third direction which focused on teaching quality will now form part of the processes and practices that will enable success in strategic directions one and two.

The school has a Family Occupational Employment Index (FOEI) ranking above 117 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

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

Student cohorts in 2024 demonstrate an increase by at least 1% in Reading Check-in-data scores compared to 2022 and 2023 cohorts.

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

Student cohorts in 2024 demonstrate an increase by at least 1% in Numeracy Check-in-data scores compared to 2022 and 2023 cohorts.

Initiatives

Excellence in Teaching, Learning and Leading

Ensure effective classroom practice in Reading and Numeracy 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 Numeracy
- 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 and Numeracy Progressions.

Success criteria for this strategic direction

- Teachers understand and explicitly teach Literacy and Numeracy through the curriculum to students across all achievement levels
- All teachers analyse, interpret and extrapolate relevant data and collaboratively use this to inform planning, identify interventions and modify teaching practice
- Teachers use their professional judgement effectively on when and how to apply a range of formative and summative assessment strategies to gather data that informs teaching decisions, enables ongoing monitoring and assessment of student progress and achievement and facilitates reflective analysis of teaching effectiveness
- The school leadership team sustains a culture of effective, evidence-informed teaching and ongoing improvement, ensuring every student is engaged and achieves measurable learning progress
- Teachers directly engage with parents/caregivers to improve understanding of student learning and strengthen student outcomes

Evaluation plan for this strategic direction

The school will conduct a continuous and rigorous review of the effectiveness the initiatives have had which positively impacted Student Growth and Attainment through the implementation of Excellence in Teaching, Learning and Leading initiatives.

Probing questions will be analysed through a variety of data sources, which will be triangulated to determine the impact on teacher and student development and inform the next steps to be taken for continued strategic improvement.

Data sources utilised will include: Reading and Numeracy Check In assessment data, NAPLAN, PLAN2, SCOUT Value Added

Strategic Direction 2: 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

Attendance

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

Achieve by year: 2027

Achieve an increase of 1.1% in the attendance rate, from 89.87% in 2023 to 91.1% in 2027

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.

- Design and develop the School Behaviour Support and Management Plan and 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 opportunities for student voice and agency to improve the attendance and wellbeing practices across the school.

Success criteria for this strategic direction

Attendance

- The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, which is evident through strong partnerships with parents/carers supporting student learning and wellbeing.
- There is a high expectation culture of high attendance rates for all students. Teachers, students, parents/caregivers work together to support consistent and systematic processes that ensures student absences do not impact learning outcomes.
- Staff are equipped and supported with the knowledge and skills to understand the diverse wellbeing needs of students.
- There is an embedded school-wide and data-informed approach to support student wellbeing.
- Student voice and agency is used to inform and refine wellbeing practices and processes which are responsive and proactive in meeting emerging needs.

Evaluation plan for this strategic direction

The school will conduct a continuous and rigorous review of the effectiveness the initiatives have had which positively impacted attendance and student wellbeing through the implementation of engagement activities.

Probing questions will be analysed through a variety of data sources, which will be triangulated to determine the impact on teacher and student development and inform the next steps to be taken for continued strategic improvement.

Data sources utilised will include: Tell Them From Me survey data, Attendance data analysed fortnightly, event participation, Resilience Project data collection.