

Strategic Improvement Plan 2021-2024

Glendore Public School 4620



School vision and context

School vision statement

We live and learn together in a respectful, caring, learning environment, **Where Everyone Can Succeed.**

School context

Glendore Public School, established 1997, is located on Awabakal Land in the western foothills of Newcastle. The school provides excellent educational programs for students in the rapidly-growing Fletcher and Maryland communities. The school's enrolment is above 650 and has grown exponentially over the past 5 years (+200 students). It has close links with Callaghan College Wallsend Campus (CCWC) and the Callaghan Educational Pathways (CEP) community of schools. The school is planning for growth of another 150-200 students by the end of the 2021-2024 and 2023-2026 School Improvement Plans.

In a relatively young school, a culture of *Positives and Possibilities* underpins the School's Vision: Where Everyone Can Succeed. This was developed through: active consultation with the entire staff; active listening to every child to embed Student Voice, and through purposeful engagement with a highly-committed and engaged community. In 2020, the School was recognised with an 'Excellence Award' in the Australian Education Awards for Australian Government Primary School of the Year.

All staff strategically focus on improving student outcomes in literacy and numeracy. Research-based teaching practices are a feature of the multiple professional learning communities across the school. All staff utilise high impact practises including Explicit Instruction and Formative Assessment, to instructionally reflect on methodologies to support futures focused and independent learners. Glendore Public School's staff are passionate about supporting Student Wellbeing and enable this through a variety of philosophies and programs, including Choice Theory and the Happier Schools Project.

The school engages students in a broad range of initiatives across; creative and performing arts, technology, culture, sports and leadership. These programs promote experience, enrichment, extension and opportunity: Aboriginal Cultural Groups, Children's University, Choir, Coding, Dance, Drama, Leader Link, Musical Theatre, PSSA, Positive Peer Play, Robotics, Solar Challenge, School Sport, STEM, Student Parliament and Visual Arts.

Glendore Public School, a proud partner of the Muloobinbah LAECG has a strong commitment to enhance learning outcomes for its Aboriginal and Torres Strait Islander students of 25 First Nations. The School identifies and builds upon personal, academic and cultural goals to exceed the Premier's Priorities. Students from fifty world nations are supported by the school's Aboriginal Education Officer, Defence School Mentor, specialist English as Additional Language/Dialect staff and a whole-school wellbeing team to enable individual and collective success.

In 2020, the School undertook an in-depth Situational Analysis. As a result and over 2021-2024, the School has a commitment to continuous improvement in these three Strategic Directions:

1. **To deliver Excellence in Student Growth and Attainment**
2. **To deliver Excellence in Pedagogy and Practice**
3. **To deliver Excellence in Leadership and Wellbeing**

Strategic Direction 1: Student growth and attainment

Purpose

Delivering high levels of student expectation, growth and achievement in literacy and numeracy, through school-wide practice that embeds: data-driven formative assessment, peer/teacher evaluation and self-reflection.

Improvement measures

Target year: 2022

- A minimum of 45.2% (System Target) of Year 3 and 5 students achieve in the top two bands in NAPLAN Numeracy (Baseline 38.5%, Upper-Bound 50.2%)

Target year: 2022

- A minimum of 34.1% (System Target) of Year 3 and 5 students achieve in the top two bands in NAPLAN Reading (Baseline 29.1%, Upper-Bound 39.1%).

Target year: 2023

- A minimum of 64.4% (System Target) of Year 3 and 5 students achieve expected growth NAPLAN Numeracy (Baseline 51.5%, Upper-Bound 65.0%).

Target year: 2023

- A minimum of 65.3% (System Target) of Year 3 and 5 students achieve expected growth NAPLAN Reading (Baseline 58.7%, Upper-Bound 66.0%).

Target year: 2024

- Increase % of Aboriginal students maintaining cultural identity and achieving in top 2 NAPLAN bands (Reading/Numeracy) to be above system targets, match peers and exceed state averages.

Initiatives

Reading Growth and Attainment

Embed sustainable, whole-school processes for syllabus implementation, data collection and analysis.

Utilise data regularly to inform:

- Teaching strategies that support student learning.
- Analyse strategies used to support student learning.
- Resourcing of impactful Reading professional learning.

Syllabus implementation will include data-driven, whole-school approaches, with a focus on:

- Phonemics, Fluency, Vocabulary and Comprehension,
- Differentiated delivery that supports adjustments, growth and extension.
- Alignment to the Callaghan Education Pathways Reading and State Literacy initiatives.

Numeracy Growth and Attainment

Embed sustainable, whole-school processes for syllabus implementation, data collection and data analysis.

Utilise data regularly to inform:

- Teaching strategies that support student learning.
- Analyse strategies used to support student learning.
- Resourcing of impactful Numeracy professional learning.

Syllabus implementation will include data-driven, whole-school approaches, with a focus on:

- Working Mathematically , Number and Algebra, Measurement and Geometry, Statistics and Probability
- Differentiated delivery that supports adjustments, growth and extension.

Success criteria for this strategic direction

- Whole-school assessment processes inform curriculum planning, teaching and delivery, promoting excellence in achievement for all students. **SEF: Curriculum, Assessment**
- Systemic, evidence-based lesson delivery and explicit teaching strategies support student development and growth. **SEF: Effective Classroom Practice**
- School-wide assessment data informs student attainment, teaching strategy effectiveness and future school directions. **SEF: Data Skills and Use, Reporting**
- Explicit professional learning systems for shared expertise, collaboration, innovation and feedback sustain quality teaching practice. **SEF: Learning and Development**
- School/Leaders support a culture of high expectations, resulting in sustained and measurable whole school improvement. **SEF: Educational Leadership, Student Performance Measures**

Evaluation plan for this strategic direction

- **Question:** Have there been demonstrated impacts on student Reading & Numeracy outcomes?
- **Data:** Best Start (K), DoE Phonics Assessment (1), PAT: Reading and Numeracy (1-6), NAPLAN (3/5), Scout, Check-In Assessments (3-6), National Progression (incl. EAL/D) Mapping, Essential Assessment: pre/mid/post assessments, Five-weekly PLC data meetings, Student work samples, CTJ/PDJ analyses, and LaST and C-19 ILSP data
- **Analysis:** will include annual reviews of improvement measures and embedded term-by-term analyses.
- **Implications:** The findings of the analysis will inform future actions and reporting on progress measures via the Annual Report, newsletters and website.

Strategic Direction 1: Student growth and attainment

Initiatives

- Alignment to the Callaghan Education Pathways Numeracy and State Numeracy initiatives.

Strategic Direction 2: Excellence in 'Pedagogy and Practice'

Purpose

Delivering quality systems that nurture and enhance the capacity of a rapidly growing staff through: induction, mentoring and grade-based/whole-school professional learning communities..

Improvement measures

Target year: 2024

- Whole school curriculum documentation is aligned to and exceeds NSW Education Standards Authority (NESA) Registration and NSW DoE Curriculum Program Monitoring (CPM) requirements.

Target year: 2024

- Delivery of all **School Excellence Framework: Teaching** Measures at *Excelling*: Effective Classroom Practice, Data Skills and Use, Professional Standards, and Learning and Development.

Initiatives

Quality Systems for Induction and Mentoring

Embed sustainable, whole-school processes to support new members of a rapidly growing staff.

Embedding State/School policies, programs and systems to:

- Analyse and refine strategies that support student learning.
- Support staff to understand and meet school and system expectations.
- Deliver explicit Early-Career/New-to-Site induction and professional learning.

Embedding High Impact Professional Learning will:

- Maximise potential of new teaching to positively support and develop students;
- Underpin the capacity of staff in student-facing and community-facing roles.
- be explicitly observable through mentoring, coaching, observation, feedforward and learning communities.

Quality Systems for Professional Learning and Development

Drive research-based professional learning to empower all staff.

Embedding State/School policies and programs to:

- Extend formative assessment and explicit instruction.
- Ensure 'What Works Best'-High Impact Practices are delivered and refined by all staff.
- Ensure resourcing of impactful professional learning.

Embedding High Impact Professional Learning will:

- Empower collaboration via PLC's, TLC's, QTR's.

Success criteria for this strategic direction

- Teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, the highest priority being evidence-based teaching strategies **SEF: Effective Classroom Practice**
- The School utilises student assessment data school-wide to identify student achievements and progress. This is used to reflect on teaching effectiveness and inform future school directions. **SEF: Data Skill/Use**
- All staff demonstrate personal responsibility for maintaining and developing their professional standards. Professional Standards are a reference point for whole school reflection and improvement. **SEF: Professional Standards**
- Professional learning is aligned with the School Improvement Plan; impact on teaching/student learning outcomes is evaluated; and explicit systems for collaboration and feedback sustain quality teaching practice. **SEF: Learning and Development**

Evaluation plan for this strategic direction

- **Question:** Have there been quality improvements in Teaching Practices for all experience levels of staff?
- **Data:** Comparisons of School/External Performance Data, Essential Assessment Online: pre/mid/post semesterly assessments, Five-weekly PLC data meetings, Student work samples, CTJ/PDJ analyses, and LaST and C-19 ILSP data. Self/group/school reflections against the HIPL, SEF, AITSL and NESA rubrics
- **Analysis:** will include annual reviews of improvement measures and termly analyses of initiatives.
- **Implications:** The findings of the analysis will inform future actions and reporting on progress measures via the Annual Report, newsletters and website.

Strategic Direction 2: Excellence in 'Pedagogy and Practice'

Initiatives

- Be evident in CEP, Pre-Sch Links, State Literacy/Numeracy PL partnerships.
 - Support learning: Wellbeing, HP&G and DSE polices.
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Strategic Direction 3: 'Excellence in Leadership and Wellbeing'

Purpose

Enabling students and staff to connect, thrive and succeed by increasing opportunities for potential and aspiration, and support for resilience and wellbeing.

Improvement measures

Target year: 2022

- A minimum of 83.9% (System Target) of all students will attend school more than 90% of the time (Baseline 74.5%, Upper-Bound 85.0%).

Target year: 2022

- A minimum of 85.3% (System Target) of Year 4-6 students will report in Tell Them From Me (TTFM) positive Wellbeing measures (Baseline 85.3%, Upper-Bound 90.3%).

Target year: 2024

- Delivery of all **School Excellence Framework Measures at *Excelling*: Leading: Educational Leadership, School Planning, Implementation and Reporting, School Resources, and Management Practices and Processes; and Learning: Learning Culture and Wellbeing.**

Initiatives

Staff Leadership and Wellbeing

Develop the potential of all staff.

Embedding State/School policies, programs and systems will:

- Provide high level support to collegial wellbeing.
- Focus on continuous improvement and teaming.
- Increase leadership opportunities at all levels.

Embedding of School Leadership Institute/Glasser/Walking Together strategies will:

- Embed a common Positive Psychology: Glasser Framework to enhance resilience and recognition.
- Support staff to eliminate achievement gaps for Aboriginal, EALD and Non-Aboriginal/EALD Students.
- Underpin a strong foundation for achievement and success across the curriculum.

Student Aspiration and Wellbeing

Develop the potential of all students.

Embedding State/School policies, programs and systems will:

- Enhance attendance and opportunities for recognition and success.
- Deliver substantive gains for Aboriginal and EALD students in line with peers.
- Increase student leadership in formal and informal activities.

Embedding of Happier Schools/SEL/Walking Together strategies will support:

- High expectations/continuous improvement for all.
- Students individually and collectively.

Success criteria for this strategic direction

- The school leadership team's actions result in sustained and measurable improvement. **SEF: Educational Leadership**
- The SIP/Vision are at the core of continuous improvement. **SEF: School Planning, Implementation and Reporting**
- Resources strategically deliver improved student outcomes and high quality service delivery. **SEF: School Resources**
- The school's administrative systems, structures and processes underpin ongoing school improvement and the professional effectiveness of all school members. **SEF: Management Practices and Processes**
- School culture strongly focus on learning, building of aspiration and performance improvement. **SEF: Learning Culture:**
- A strategic approach to whole school processes support all to connect, succeed, thrive and learn. **SEF: Wellbeing**

Evaluation plan for this strategic direction

- **Question:** Have there been demonstrated improvements to Student and Staff Wellbeing and Leadership?
- **Data:** Attendance Data (K-6), Tell Them From Me (4-6), Scout, Five-weekly PLC data meetings, Student work samples, JEACG/BroSpeak/Sista Speak/Mission Australia data, Leadership Recognition, Representation in Commendations data/School Celebration activities.
- **Analysis:** will include annual reviews of improvement measures and embedded term-by-term analysis of initiatives.
- **Implications:** The findings of the analysis will inform future actions and reporting on progress measures via the Annual Report, newsletters and website.

Strategic Direction 3: 'Excellence in Leadership and Wellbeing'

Initiatives

- SEL (Social Emotional Learning) skill development.