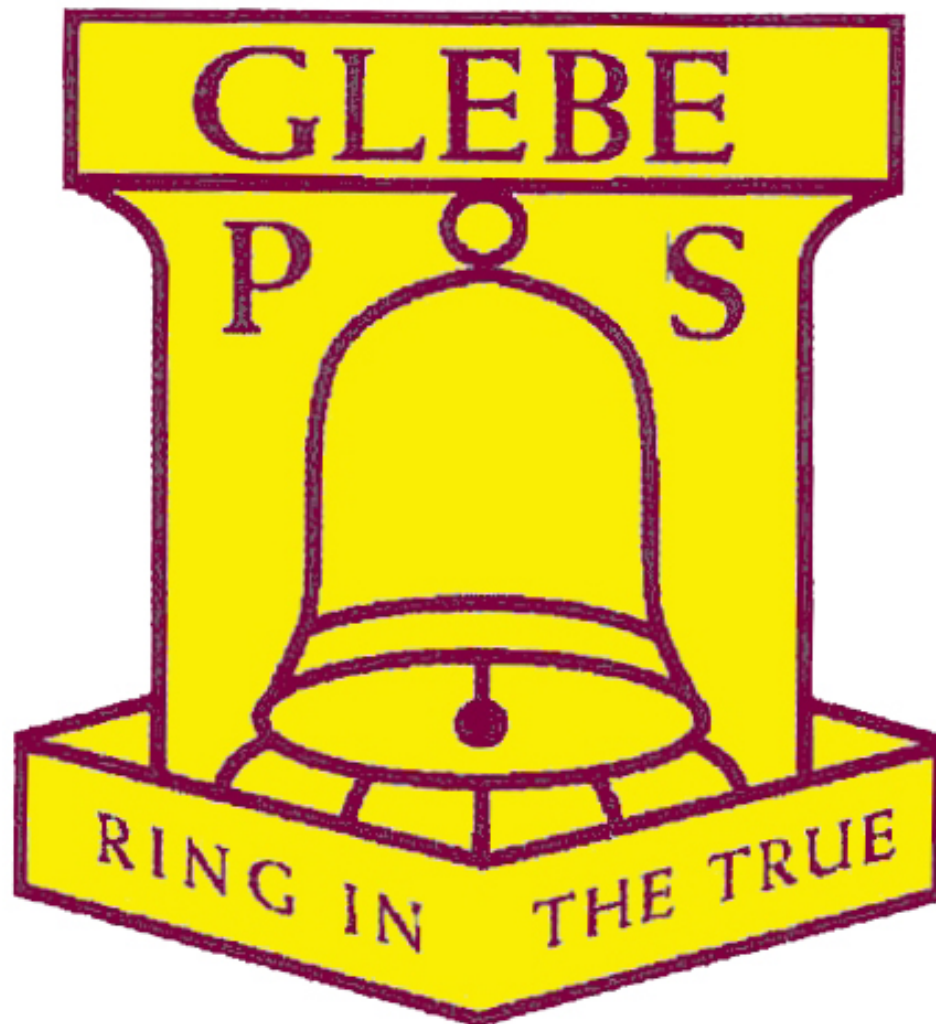


Strategic Improvement Plan 2021-2024

Glebe Public School 7419



School vision and context

School vision statement

At Glebe Public School, our vision is to ensure that all students are supported to achieve their full potential in a respectful, caring, and inclusive environment that is student-centered and caters to the needs of the whole child. High standards and the expectation that every student, every teacher, and every leader will be challenged to continually improve is fundamental to our commitment to teaching, learning, and leadership.

Through an environment of positive social and emotional wellbeing, we strive for all students to have a successful school experience that caters to their individual academic, creative, physical, and social, skills, abilities and talents. Our teaching, learning, and leadership practices are founded on the expectation that all students will attain academic excellence and be active participants in their learning journey to reach their full potential..

The success of Glebe Public School is underpinned through positive partnerships with parents, carers, and our local and wider communities, and our commitment to ensure that every student is known, valued, and cared for.

School context

Glebe Public School is located on Cadigal land in Inner City Sydney and has an enrolment of approximately 300 students. 18% of our students identify as Aboriginal, and 41% are from a language background other than English. Our school is recognised for its inclusivity and reflects the diversity of our community. This provides a dynamic and rewarding learning environment that benefits everyone and is underpinned by the expectation that every student will achieve their personal best through having their individual needs met.

The school site has a Schools as Community Center (SaCC) 'Treehouse', which provides community support to families in early childhood. An active Out of School Hours (OOSH), 'Centipede', provides before and after school care to our students.

Our school culture is firmly focused on individualised learning, the ongoing building of high expectations, strong home-school relationships, and sustained student and staff performance improvement. Through working in collaboration with all stakeholders, we work together to promote school excellence at all levels and ensure that every student, every member of staff, and every community member is known, valued, and cared for.

Extracurricular opportunities in sport, culture, creative and performing arts, languages, and technology enable our students to excel in a wide range of experiences. Strong community partnerships and alliances with local organisations and community groups provide additional opportunities for our students, and position the school as a collaborative community hub.

Our school staff are a dedicated team who strive for excellence. Through a collective commitment to nurture, guide, inspire and challenge all students, our daily practices provide a holistic educational journey.

Our situational analysis identified specific areas for improvement in student growth and attainment, wellbeing and engagement, and teaching and leading. These areas for improvement will be addressed throughout the 2021-2024 Strategic Improvement Plan.

Our work with individual students is responsive and closely monitored. Specialist literacy and numeracy staff are employed to target specific student cohorts, and pre and post-assessments are embedded to evaluate the progress and effectiveness of this support. By closely monitoring individual student performance, through comprehensive data analysis, responsive measures are embedded to ensure that each student reaches their full potential and targeted interventions are provided to ensure continued growth.

A strategic and planned approach to develop whole-school wellbeing that supports all students so they can connect, succeed, thrive, and learn is achieved through the implementation of whole-school programs, processes, and procedures. Positive Behaviour for Learning (PBL) supports students, staff, and the community to understand the desired behaviours through a positive, safe and supportive learning culture. A focus on promoting student resilience and social-emotional wellbeing is undertaken through the school-wide implementation of the Bounce Back! program. Streamlined learning and support processes ensure that appropriate interventions are undertaken and meet all learners' specific needs.

School vision and context

School vision statement

School context

In teaching and leading, tailored professional development is undertaken to support staff in delivering high quality differentiated instruction for students of all ability levels, including those identified as high performing and gifted. A sustained focus on identifying, understanding, and implementing the most effective explicit teaching methods is a priority, with the highest priority given to evidence-based teaching practices and strategies. Under the guidance of the school leadership team, staff are supported through collaborative planning, individual coaching and mentoring, and feedback that sustains quality teaching practice and development. An embedded whole school focus on data analysis, data-informed teaching, and data used for planning, programming and assessing underpins curriculum delivery.

As a school and community, we are committed to ensuring that the individual needs of students and the contextual needs of the school drive whole school improvement on our journey of excellence.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in literacy and numeracy and to build strong foundations for academic success, we will further develop and refine data driven practices and evidenced-based teaching models that are responsive to the learning needs of individual students.

Improvement measures

Target year: 2022

A minimum of 63.6% of students in Years 3 and 5 achieve in the top two bands in NAPLAN reading.

Target year: 2022

A minimum of 51.9% of students in Years 3 and 5 achieve in the top two bands in NAPLAN numeracy.

Target year: 2023

A minimum of 82.9% of students achieve expected growth in NAPLAN reading.

Target year: 2023

A minimum of 90.3% of students achieve expected growth in NAPLAN numeracy.

Target year: 2024

At least 80% of students will have achieved or exceeded stage appropriate learning indicators within the sub-element of creating texts in the Literacy Progressions.

Target year: 2024

At least 80% of students will have achieved or exceeded stage appropriate learning indicators within the sub-element of number patterns and algebraic thinking in the Numeracy Progressions.

Initiatives

Data Informed Practices

Effective strategies and processes for data collection, analysis, and reflection are used for responsive curriculum delivery and evaluation. This will be achieved through:

- Dedicated time to collect and use data effectively through consistent whole school processes.
- Systematic data analysis to monitor student learning and progress and plan for informed teaching and learning.
- Embedding high quality diagnostic, formative, and summative assessment tasks to analyse student progress, evaluate growth over time, and report on student achievement.
- Professional Learning on student assessment data to personalise learning and differentiate teaching for all students, as well as track progress and growth.

Personalised Learning

Systematic analysis of literacy and numeracy data to personalise learning and differentiate learning and track progress and growth for all students. This will be achieved through:

- Professional learning that builds teachers' understanding of effective strategies in teaching, monitoring and assessing students' knowledge and skills in literacy and numeracy.
- The implementation of curriculum and evidence-based teaching practices effectively develop students' knowledge, understanding and skills in literacy and numeracy.
- Personalised Learning and Support Plans (PLaSPs) for all targeted students that require support for intervention and extension.
- Personalised Learning Pathways for all Aboriginal students.

Success criteria for this strategic direction

- Staff analyse, interpret, and extrapolate data and collaboratively use this to inform planning, identify interventions and modify teaching practices (SEF: Data Skills and Use)
- All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement. (SEF: Professional Standards)
- There is a school-wide, collective responsibility for quality teaching, curriculum planning, delivery, and assessment that promotes a learning culture that is shared by students, staff and parents. (SEF: Learning Culture, Curriculum, Educational Leadership)
- Teachers differentiate, monitor and review curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge. (SEF: Curriculum)
- The school analyses summative assessment data to identify learning progress of individual students and student cohorts. (SEF: Assessment)
- Teachers provide explicit, specific and timely formative feedback related to defined success criteria that supports improved student learning. (SEF: Effective Classroom Practice)
- The leadership team deploys teaching and non-teaching staff to make best use of available expertise to meet the needs of the students. (SEF: School Resources)

Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions.

- NAPLAN data
- SCOUT - value added data

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

- Check in assessments
- Literacy and Numeracy PLAN 2 data
- Student learning plans
- Teaching programs
- Collaborative meeting notes
- Teacher surveys
- Student work samples

The evaluation plan will involve:

- Regular review of these data sources to provide clarity of achievement against the intended improvement measures.
- Student progress checked and monitored against progressions and syllabus standards using PLAN 2.
- Regular professional discussion around the School Excellence Framework. (SEF - elements and themes)
- Scheduled leadership check ins at stage meetings.

Strategic Direction 2: Positive Wellbeing, Engagement and Partnerships

Purpose

In order to foster positive student wellbeing and enable a safe and supportive learning environment where students can connect, succeed and thrive, we will embed whole school programs, processes, and procedures that cater to building the academic, social, emotional, and behavioural wellbeing of all students.

Improvement measures

Target year: 2022

Increase the percentage of students attending >90% (on average more than nine days per fortnight) of the time to be above the target of 79.8%.

Target year: 2024

Wellbeing and learning support plans are embedded practice and achieved for all students who require them.

Target year: 2024

All seven essential features of the Positive Behaviour for Learning (PBL) framework are explicitly embedded within whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

Target year: 2024

Tell Them from Me Wellbeing data (advocacy, belonging, expectations) is at or above 91%.

Initiatives

Positive Wellbeing

Embed a whole-school approach to positive wellbeing where there is a collective responsibility for student learning and success. This will be achieved through:

- Embedding the Wellbeing Framework for Schools into school culture through staff professional learning and the review of current wellbeing strategies and processes across the school.
- Implementing the whole-school Positive Behaviour for Learning (PBL) framework to ensure monitoring, analysis and evaluation of positive student behaviour.
- Differentiated social and emotional learning (SEL) mapped across the school and taught by classroom teachers, to allow students to connect, succeed, thrive and learn.

Positive Engagement

Embed a whole-school approach to positive engagement (students, staff and families) where there are strategic and collaborative practices, tailored to the specific needs of the school. This will be achieved through:

- Consistent and systematic processes for tracking, monitoring, and analysis of attendance data by teachers and the school leadership team to promote regular attendance and decrease partial absences and ensure absences do not impact on student learning.
- Embedding differentiated and targeted support for wellbeing and engagement into learning and support processes ensuring strategies are regularly reviewed.
- Embed processes for reporting to parents and carers about their child's learning and how to support their progress.

Positive Partnerships

Success criteria for this strategic direction

- The school community demonstrates aspirational expectations of learning progress and achievement for all students and is committed to the pursuit of excellence. (SEF: Learning Culture)
- The school collects and analyses information to inform and support students' successful transitions and collaborates with parents of students whose continuity of learning is at risk. (SEF: Learning Culture)
- Attendance is regularly monitored and analysed and 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 Culture)
- The school implements evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning. (SEF: Wellbeing)
- Expectations of behaviour are co-developed with students, staff and the community and are designed to ensure effective conditions for learning. (SEF: Wellbeing)
- Parents are presented with clear information on what and how their children are learning and receive regular information in accessible formats about how to support their children's progress. (SEF: Reporting)
- A school-wide approach to effective and positive classroom management is evident and support is provided to teachers where needed. (SEF: Effective Classroom Practice)
- The leadership team actively supports change that leads to improvement, creating opportunities where feedback about the impact of change can be shared and monitored. (SEF: School Planning, Implementation and Reporting)
- The leadership team measures school community (parent and student) satisfaction and shares its analysis and actions in response to the findings with its community. (SEF: Management Practices and Processes)

Strategic Direction 2: Positive Wellbeing, Engagement and Partnerships

Initiatives

Positive partnerships are built with students, staff, families, community and other organisations to support and develop connections between students and the wider school community. This will be achieved through:

- Develop and enhance involvement with parents and carers, the local and wider community, and local schools to enhance teaching and learning.
 - Key transition points (pre-school and high school) are enhanced and positive links are formed.
 - Opportunities are provided to promote active student voice and student leadership across the school. Students actively participate in decision-making at school on aspects which shape their educational experiences.
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Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions.

- Self-assessment using student Wellbeing Framework
- Attendance rates (SCOUT)
- Parent and student survey data (Tell Them From Me)
- School based satisfaction surveys
- Positive and negative incident teaching data (Sentral)
- Extra-curricular participation data
- Wellbeing plans
- Learning and Support Processes
- Student voice and leadership data
- Tiered Fidelity Inventory (PBL)
- PBL Self-Assessment Survey
- Benchmarks of Quality (PBL)

The evaluation plan will involve:

- Regular review of these data sources to provide clarity of achievement against the intended improvement measures.
- Regular professional discussion around the School Excellence Framework.
- Regular professional discussion around the Wellbeing Framework for Schools.

Strategic Direction 3: Excellence in Teaching and Leading

Purpose

In order to develop school-wide excellence in teaching and leading through a culture of continual growth and improvement, we will develop coaching and mentoring practices, collective teacher efficacy, collaborative learning environments, and effective feedback that builds the capacity of all staff in order to maximise student learning outcomes.

Improvement measures

Target year: 2022

Teachers actively evaluate, share and discuss learning from targeted professional development with other staff in their school to improve whole school practice.

Target year: 2022

Through the practice of instructional leadership, staff are mentored in explicit systems of collaboration and feedback to embed quality teaching practices and ensure the ongoing development of all staff and aspiring leaders.

Initiatives

Collaboration

Embed a culture of school-wide collaboration focusing on curriculum provision, evidence-based teaching practices, and a high expectations framework that effectively develops all students knowledge, understanding and skills.

This will be achieved through:

- Teachers undertake regular professional learning opportunities to share and gain expertise in evidence based teaching practices.
- Teachers work collaboratively to plan, develop and refine high quality teaching and learning programs that are implemented consistently, and explicitly describe expected student progression and assessment measures.
- The leadership team leads collaborative whole school assessment and moderation processes to analyse student progress and achievement data and identify skill gaps for improvement and areas for extension.

Capacity Building and Leadership

The school will build capacity through the establishment of a community of learners within and across the school which is focused on knowledge sharing and continuous improvement for all.

This will be achieved through:

- The leadership team providing whole school distributed and instructional leadership processes to provide tailored coaching and mentoring opportunities to improve teaching and develop aspiring leaders.
- Supporting all staff through a whole school approach to developing professional practice through professional development plans and the maintaining of professional standards.

Success criteria for this strategic direction

- The school's curriculum provision and evidence-based teaching practices provide high expectations framework, within which all students effectively develop their knowledge, understanding and skills.
- Teaching and learning programs describe expected student progression in knowledge, understanding and skill and the assessment that measures them. (SEF: Curriculum)
- Teachers are skilled at explicit teaching techniques to identify students' learning needs, and use a range of explicit strategies to explain and break down knowledge. (SEF: Effective Classroom Practice)
- Assessments are developed/sourced and used regularly across stages and the whole school to promote consistent and comparable judgements and identify skill gaps for improvement and areas for extension. (SEF: Data Skills and Use)
- Teachers' Professional Development Plans are supported by a coordinated whole school approach to developing professional practice, informed by research. (SEF: Professional Standards)
- Whole school mentoring and coaching ensures the ongoing development and improvement of all teachers. (SEF: Learning and Development)
- Staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning. (SEF: Learning and Development)
- The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning. (SEF: Educational leadership, High expectations culture)
- The school is recognised for its impact on learning progress, its effective practices and continuous improvement. (SEF: School Planning, Implementation and Reporting)
- The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes

Strategic Direction 3: Excellence in Teaching and Leading

Initiatives

- Models of effective educational leadership to sustain a culture of evidence-based teaching practices and ongoing improvement.
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Success criteria for this strategic direction

- measurable learning progress and gaps in student achievement decrease. (SEF: Educational leadership, Instructional leadership)
- 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. (SEF: Educational leadership, Community engagement)

Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions.

- Evaluation of collaboratively developed teaching and learning programs
- Tell Them From Me teacher survey data
- Meeting schedules, minutes and agendas
- Monitoring student growth through whole school assessment schedule
- Regular surveys of coaching and mentoring processes
- Monitoring of professional accreditation and mandatory expectations.

The evaluation plan will involve:

- Regular review of these data sources to provide clarity of achievement against the intended improvement measures.
- Regular professional discussion around the School Excellence Framework.