

# Strategic Improvement Plan 2022-2026

## Glenroi Heights Public School 4020



# School vision and context

## School vision statement

At Glenroi Heights Public School we provide a supportive learning environment where all students feel a sense of success and belonging. We foster individual growth and inclusivity where students take pride in their learning and their school. Glenroi Heights Public School fosters a collaborative and respectful setting where all staff constantly strive to improve their practice to support our students and each other. Community connectedness is an important part of our school culture and we seek the voice of students, parents, community partners and our local AECG to ensure we are working together to create positive future stories for our students.

## School context

Glenroi Heights Public School is situated in the city of Orange, New South Wales on the land of the Wiradjuri Nation. The school provides a dynamic, focused curriculum to meet the diverse needs of our students. The school population fluctuates between 220 and 240 students, 58% identify as Aboriginal. We have ten mainstream classes and five classes to support students with special needs. We strive to embed an integrated and inclusive setting for all students, and we promote quality teaching and learning across all key learning areas. The school culture is built on the values of Strong Smart and Proud learners who are Respect, Responsibility, Cooperation and Safety.

We strive to ensure our community is connected to all aspects of school life. We work closely with government agencies in a strength-based approach to support our families. Our school includes the services of a SACC (Schools as Community Centre) facilitator, a Live Better Pre-School and a strong transition to school program. We embed partnerships with students, parents, community partners and Aboriginal Education Consultative Group (AECG) members to develop continuous improvement in teaching and learning programs.

Glenroi Heights Public school provides a holistic approach to student learning and wellbeing promoting student attendance and engagement, building confidence in self and community. Learning and support focus' on building strong high expectation community partnerships to improve the learning and wellbeing outcomes of our students and families.

At our school, we value collaborative planning to enhance high quality teaching and learning programs, analysis of student data to inform practice and evidenced based practices. Collaborative planning is embedded in our school to build teacher capabilities in effectively differentiating teaching and learning for all students. Our staff are driven for excellence and thrive in a positive team culture of continuous improvement. Providing students with opportunities and skills to get ready for the future

Through our situation analysis we identified areas of focus to build upon. Data driven practices to personalise student learning outcomes and maximise growth and improving whole school student attendance. Evaluation identified key areas of improvement, these include explicit teaching with effective regular feedback to staff and students directly improving teaching and learning, student and staff capacity building and leadership opportunities.

We will regularly monitor the progress of our School Improvement Plan to determine areas of need and success at a class, school and community level. We will continue to involve the whole school community to ensure a collaborative and authentic planning process.

# Strategic Direction 1: Student growth and attainment

## Purpose

To enhance student outcomes in reading and numeracy through consistent explicit teaching and learning programs informed by evidence-based strategies, regular data analysis to and reflective feedback on practice to students and staff.

## Improvement measures

### Reading growth

Achieve by year: 2023

Increase the mean scaled score of Years 3 and 5 students from 2022 to 2023 in the Reading Check-in assessment.

### Numeracy growth

Achieve by year: 2023

Increase the mean scaled score of Years 3 and 5 students from 2022 to 2023 in the Numeracy Check-in assessment.

## Initiatives

### Effective Classroom Practice

Improve effective classroom practice through a focus on High Impact Professional Learning, explicit teaching practice, teacher collaboration, formative and summative assessment and feedback.

- Expertly use student assessment data and feedback to reflect on teaching effectiveness and provide individualised, explicit, differentiated and responsive learning opportunities.
- Embed and use high impact professional learning structures to build teacher capabilities and collective pedagogical practice.
- Use Assistant Principal Curriculum Instruction positions to work with teachers using data to monitor and assess student progress and design future learning on a whole class, group and individual level.
- Review and adapt practice to ensure reliable formative and summative assessment tasks are used to analyse student progress, evaluate growth over time and report student achievement.
- Professional learning will include observation, coaching, mentoring, co-planning and co-teaching to improve teaching practice in every classroom.

### Effective Collaboration

Teachers working together to achieve common goals through the sharing of evidence-informed practices, knowledge and problem solving. Effective collaborative practice improves teacher quality.

- All staff actively participate in high impact professional learning that focuses on continuous student improvement.
- Embed and use high impact professional learning structures to build teacher capabilities and collective pedagogical practice.
- All staff initiate and engage in ongoing professional dialogue in the context of mutual trust, collective growth and collective efficacy.

## Success criteria for this strategic direction

Assessment and feedback is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers. (SEF - Learning; Assessment)

All teachers have a sound understanding of student assessment and data concepts and use this to inform planning, identify targeted learning programs and modify teaching practice.

All students articulate, understand and achieve their literacy and numeracy learning goals. Students receive and act on timely feedback linked to learning intentions and success criteria.

A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating expected growth. (SEF - Teaching; Effective Classroom Practice)

Collaborative planning structures promote and support collective teacher efficacy. Teachers recognise and share their own expertise while also accepting the advice and feedback of others.

## Evaluation plan for this strategic direction

### Question

To what extent have we achieved our purpose and demonstrated impact and improvement of student using the reading and numeracy strategies?

### Data

Plan 2; Scout; NAPLAN, PAT, student work samples; intervention data; Personalised Learning Plans.

### Analysis

# Strategic Direction 1: Student growth and attainment

## Initiatives

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- Teachers and leaders translate professional learning into classroom practice, learning new strategies, applying them into the classroom and reflecting on their impact.

## Evaluation plan for this strategic direction

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Analysis will be conducted by staff during planning and monitoring of the reading and numeracy strategies to track student growth.

### Implications

The findings of the analysis will inform future directions and "Where to next?"

Annual reporting on school progress measures at the end of each year.

## Strategic Direction 2: Wellbeing and Inclusion

### Purpose

To nurture connected, confident and self-motivated learners who have an enhanced engagement in community and school life. Student learning and wellbeing outcomes are informed through strong collaboration with students, parents and teachers promoting skill building and personal success.

### Improvement measures

#### Attendance (>90%)

Achieve by year: 2023

Increased (uplift) percentage of students attending school more than 90% of the time by 7.2% or above.

#### Wellbeing

Achieve by year: 2023

TTFM wellbeing data (advocacy, belonging, expectations) improves to be at or above the lower bound system-negotiated target.

### Initiatives

#### Engagement and Connection

Improve student outcomes through a multi-faceted approach, connecting attendance, student engagement and participation, parental education, outside support agencies and personalised learning.

- Consistent school wide approach to delivering a high expectations culture.
- Targeted programs for individual students and cohorts are implemented in collaboration with students and parents to improve agency and self-determination.
- Collaborative partnerships which provide opportunities for students and families to actively participate in activities to prepare students to be engaged citizens in the wider community.
- The school collects, analyses and uses data including valid and reliable student, parent and staff surveys/ feedback to monitor and refine the whole school approach to wellbeing and engagement, to improve learning.

#### Student Agency

To nurture connected, confident and self-motivated learners to improve student learning and well-being outcomes informed through strong collaboration with students, parents and teachers promoting student voice, skill building and personal success.

- Learning and wellbeing team target positive social and emotional support with consistency across the school.
- Students access Connections groups, culturally responsive classrooms and extra-curricular activities to foster connections with peers and community.
- Students develop the skills to reflect on and positively shape their learning, including contributing to the learning of other students and to the school community more broadly.
- Structures are developed to capture and respond to

### Success criteria for this strategic direction

Teaching and learning environments actively recognise, respect and respond to student voice, diversity and cultural background.

Students, teachers and staff, and members of the wider school community have a shared understanding of the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes.

There is 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. (SEF Learning; Wellbeing)

The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning. (SEF Learning; Wellbeing)

Positive, respectful relationships are evident and widespread among students, staff and parents/carers to promote student wellbeing and attendance to ensure optimum conditions for student learning across the whole school. (SEF Learning; Wellbeing)

### Evaluation plan for this strategic direction

#### Question

To what extent have we achieved our purpose and demonstrate impact and improvement of student engagement and attendance?

#### Data

Attendance data; TTFM data; school developed student surveys; Sentral data; parent engagement; Plan 2; Scout and NAPLAN.

#### Analysis

## Strategic Direction 2: Wellbeing and Inclusion

### Initiatives

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- student voice.
  - Opportunities for students across the school to develop their leadership skills, confidence in identity and ability to learn and to be responsible citizens.
  - Well-developed and evidence-based approaches, programs and assessment processes identify, regularly monitor and review individual student learning needs.
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### Evaluation plan for this strategic direction

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Analysis will be conducted by staff during planning and monitoring of the attendance and wellbeing strategies to track student engagement and attendance. Analysis of student surveys and TTFM will be conducted by the student Leadership team and Junior AECG team

#### Implications

The findings of the analysis will inform future directions and "Where to next?"

Annual reporting on school progress measures at the end of each year.