

Strategic Improvement Plan 2022-2026

Glenwood Public School 4529



School vision and context

School vision statement

Glenwood Public School is a community where everyone feels known, valued and cared for.

Known- Learning through collaborative practice

Valued- High learning expectations fostered by student goals

Cared for- Student wellbeing is at the centre of our positive and safe school environment.

School context

Glenwood Public School (enrolments 225, 61% students from a non-English speaking background, 9 Aboriginal and/or Torres Strait Islander students) is located in the suburb of Glenfield, bordering the Liverpool and Campbelltown Local Government Areas (LGAs). The school currently has 10 mainstream classrooms.

Glenwood Public School has a strong focus on knowing the whole student and using data driven conversations, through whole school structured processes, to deliver learning environments that cater for students needs and growth. The school has committed staff that work collegially to support students' learning through embedded and explicit systems that promote collaboration, professional dialogue and effective practice.

Glenwood Public School is a Positive Behaviour for Learning (PBL) school placing students at the centre of decision-making. Student wellbeing is a high priority and is embedded within the school's welfare scaffold.

As part of Glenwood Public School's drive to have continual growth towards excellence as a school, the school have recently completed External Validation (EV). This key component of the School Excellence cycle has been used to inform the school's improvement journey in learning, teaching and leading. Through analysis of all data collected and feedback from the EV process, Glenwood Public School has identified: Student Growth and Attainment; Collaborative Practice; Wellbeing and Engagement as the three Strategic Directions from 2022 to 2025.

Glenwood Public School has a small but very hardworking Parents and Citizens Federation coupled with a wider community committed to supporting the school. The school experiences very positive relationships with all school stakeholders. Through these relationships, community input into data collection for the situational analysis formed an important component of the reflection, feedback and evaluation process. This has informed initiatives for the school's future, focused on continuing to engage with the community to become active partners within student learning. Community feedback was also collected during Parent and Citizens Federation meetings to further inform and enrich the new school plan.

Strategic Direction 1: Student growth and attainment

Purpose

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students and is committed to the pursuit of excellence through enhanced explicit teaching and differentiation.

Improvement measures

Reading growth

Achieve by year: 2023

Increase the percentage of students achieving growth in reading to above the 2022 PLAN annual and on-demand assessments (Yrs K-2).

Increase the percentage of students achieving growth in reading to above the 2022 Check-in assessment data (Yrs 3-6).

Numeracy growth

Achieve by year: 2023

Increase the percentage of students achieving growth in numeracy to above the 2022 PLAN annual and on-demand assessments (Yrs K-2).

Increase the percentage of students achieving growth in numeracy to above the 2022 Check-in assessment data (Yrs 3-6).

Achieve by year: 2024

Increase the percentage of students achieving improved outcomes in Reading and Numeracy through internal measures compared to 2023 data.

Initiatives

Explicit Teaching

Embed a learning culture that challenges the learning community to create, receive feedback and achieve their learning goals.

- Challenge all our students by using differentiated explicit teaching and feedback.
- Embed Learning Intention Success Criteria (LISC) so all teachers can clearly explain to students why they are learning something, how it connects to what they already know, what they are expected to do, how to do it and what it looks like when they have succeeded.
- High Impact Professional Learning (HIPL) in feedback to enable specific feedback based on the success criteria and give students opportunities to reflect on and apply the feedback to improve their work.
- Utilise learning support and School Learning Support Officers (SLSOs) to support students and teachers collaboratively to ensure differentiated learning opportunities.

Data Driven Practices

Enhance strategies and processes for data analysis and reflection to ensure responsive curriculum delivery focused on student achievement.

- High Impact Professional Learning (HIPL) in data literacy, data analysis and data use in teaching for all staff.
- Review and adapt assessment practice to ensure reliable formative and summative assessment tasks are used to analyse student progress, evaluate growth over time and report student achievement.
- Assessments are developed/sourced and used regularly across stages/year levels/ subject areas or the whole school to help promote consistent and comparable judgement of student learning, monitor student learning progress, and identify skill gaps for improvement and extension for high potential and

Success criteria for this strategic direction

- All students articulate, understand and achieve their literacy and numeracy goals.
- All teachers provide specific feedback based on the success criteria and give students opportunities to reflect on and apply the feedback to improve their work.
- Teaching and learning programs are dynamic and differentiated, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.
- Learning and support teacher teams are collaborative, build the capabilities of all teachers and are an integral component of whole-school approaches to language, literacy and numeracy programs.
- Students' learning and courses of study are monitored longitudinally (for example, K-2, K-6; 7-12) to ensure continued challenge and maximum learning.
- The school has established a centralised system with systematic and reliable assessment information.
- The school has processes in place to support teachers' consistent, evidence-based judgement and moderation of assessments.
- Teachers use a range of data from different types of assessment to plan, modify and deliver lessons to meet students' learning strengths and needs and to monitor and evaluate the effectiveness of lessons.

Evaluation plan for this strategic direction

To what extent have we ensured Learning Intention Success Criteria (LISC) is embedded throughout the school?

To what extent have we enhanced differentiation to show commitment to excellence?

How well have we supported teachers in embedding

Strategic Direction 1: Student growth and attainment

Initiatives

gifted students.

Evaluation plan for this strategic direction

feedback into classroom practice?

How well have we enhanced strategies and processes around data-driven practices?

The school will use the following data sources :

- NSW DoE Best Start Kindergarten
- NSW DoE Phonics Screening
- NSW DoE Phonological Awareness Diagnostic
- NSW DoE Check-in assessments
- Essential Assessment for Numeracy
- Essential Assessment for Literacy
- Literacy Learning Progressions
- Numeracy Learning Progressions
- NSW DoE Interview for Student Reasoning (IfSR) for Additive Strategies
- Tell Them From Me Surveys
- Check-in assessments
- Reading Data Wall

We will use a combination of school data sources, including teacher surveys, observations, class teacher programs, teacher interviews, and pre and post-classroom observations.

The evaluation plan will involve the following:

- Regular review and analysis through professional discussions of these data sources to clarify whether we are on track.

This analysis will then inform future directions.

Strategic Direction 2: Collaborative practice

Purpose

Collaborative targeted professional learning provides educators with the opportunity for professional discourse, interaction, practice, reflection and analysis. This supports the notion of knowing our students and improving their learning outcomes through enhanced collegiality and informed data practices.

Improvement measures

Collaboration

Achieve by year: 2026

Internal measures and TTFM data indicate that teachers feel collaboration has improved teaching.

Curriculum Reform

Achieve by year: 2026

Internal data and TTFM indicate growth from 2022 in explicit teaching using the new curriculum.

Initiatives

Instructional Leadership

The leadership team continues to focus on distributed instructional leadership to build a culture of effective, evidence-based teaching and ongoing improvement.

- Assistant Principal, Curriculum and Instruction (AP,C&I) and Deputy Principal (DP) will use the Gradual Release of Responsibility Instructional Framework to support teachers and leaders.
- The Assistant Principal, Curriculum and Instruction and Deputy Principal to develop an action plan for Literacy and Numeracy each term to support and drive pedagogical change.
- Collaborative Practices (TEAM Time/Curriculum Time, Exec Time) are used to support professional discourse, interaction, practice, reflection and analysis.
- The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, and the modelling of effective practice.
- Opportunities are given to potential leaders to build leadership capacity within the school.

Curriculum Reform

Collaboration and instructional leadership support the implementation of the curriculum. Ensure we explore all aspects of the new syllabus. Teach, assess and report using the new syllabus and ensure we embed sustainable practices and systems.

- **Phase 1** - 2022 Whole school High Impact Professional Learning (HIPL) on curriculum implementation and research.
 - **Phase 2 - K-2** -2022 Focused engagement
- 2023 Enact

- 2024 Enact/ Embed

Success criteria for this strategic direction

- All teachers will improve understanding and explicitly teach literacy and numeracy to students of all levels of achievement.
- Teachers and leaders feel collaborative professional learning has improved their teaching and leadership capacity.
- All teachers feel confident about enacting the new curriculum to improve student outcomes.
- All programs show evidence of the new curriculum.
- Leadership evaluation and reflection show ongoing improvement and growth.
- All programs show evidence of new program policy expectations and include actions on feedback.

Evaluation plan for this strategic direction

To what extent have we enhanced leadership capacity to improve teacher quality?

Has embedding collaborative practices supported professional discourse?

Are K-6 all teaching and assessing using the new curriculum?

Has High Impact Professional Learning (HIPL) supported teachers in enacting the new curriculum?

The school will use the following data sources :

- Teacher surveys
- Observations
- Teacher Interviews
- Pre and Post classroom observations
- work samples
- Assistant Principal, Curriculum and Instruction Action Plans
- The completion rate for Micro-Learning for the New Syllabi

Strategic Direction 2: Collaborative practice

Initiatives

- 2025 Embed
 - **Phase 3 3-6** - 2022 Engage
 - 2023 Focused engagement
 - 2024 Enact
 - 2025 Enact/Embed
 - 2026 Embed
 - Collaborative Practices (TEAM Time/Curriculum Time, Executive Time) are used to support professional discourse, interaction, practice, reflection and analysis.
 - Assistant Principal, Curriculum and Instruction and Deputy Principal will use the Gradual Release of Responsibility Instructional Framework to support teachers and leaders.
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Evaluation plan for this strategic direction

- Tell Them From me (TTFM) surveys
- TEAM Time agenda and evaluation

The evaluation plan will involve the following:

- Regular review and analysis through professional discussions of these data sources to clarify whether the school is on track.

This analysis will inform future directions.

Strategic Direction 3: Wellbeing and engagement

Purpose

There is a school-wide, collective responsibility for student engagement, 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.

Improvement measures

Achieve by year: 2022

Increased percentage of students that identify positive social-emotional outcomes in the TTFM student survey from 2021.

Achieve by year: 2024

Uplift of parents completing the TTFM survey, with an increase in parent perception that the school supports learning and two-way communication.

Attendance >90%

Achieve by year: 2023

Uplift of 5.5% of current student attendance data.

Achieve by year: 2024

Increase the percentage of the community indicating satisfaction and engagement through internal measures compared to 2023 baseline data.

Achieve by year: 2024

Increase the percentage of students identifying positive wellbeing outcomes through internal measures compared to 2023 baseline data.

Initiatives

Educating The Whole Child

Continue to support wellbeing practices that promote social, emotional, behavioural and intellectual engagement. Concurrently, strengthen students' social and emotional capacity to improve engagement and learning.

- Development of whole school incentives, culture and processes to drive student attendance.
- Build upon uplift in positive student relationships by applying and delivering additional Smiling Minds program components to further support student wellbeing.
- Further embed Positive Behaviour for Learning (PBL) through the ongoing refinement and delivery of PBL expectations, engagement, values and delivery.

Partners In Student Learning

Strengthen reciprocal positive relationships with parents and community as major stakeholders in their child's learning by empowering and ensuring parents are involved and engaged in decisions regarding their child's learning.

- Inclusive teaching practices are implemented by high-impact professional learning on English as an Additional Language or Dialect progressions.
- Build a culturally inclusive and responsive learning environment that supports all stakeholders.
- Maximise Aboriginal and/or Torres Strait Islander student learning through individualised and differentiated learning to ensure the achievements of Aboriginal and/or Torres Strait Islander students match or better the outcomes of all students.
- Commitment to creating an inclusive workplace plan (Reconciliation Action Plan) where the histories, values and cultures of our Aboriginal and/or Torres Strait Islander students are recognised and valued.
- Reporting to the community will reflect how students have demonstrated achievement against the new

Success criteria for this strategic direction

- School attendance reward system ensures teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact learning outcomes.
- Smiling Minds evaluation techniques show student growth in all areas of student wellbeing.
- All classrooms are practising mindfulness to strengthen brain areas related to attention.
- Parents are informed participants in the learning process and can converse with teachers about their child's learning.
- Differentiation based on effective EAL/D pedagogy is found in all classroom teachers' programs.
- The school ensures all of our community that require translation services or notes are provided with these services.
- Ensure the Inclusive, Engaging and Respectful (IER) Schools Policy is implemented within the school.
- The committee has created a Reconciliation Action Plan.
- All Aboriginal and/or Torres Strait Islander students have a Personalised Learning Pathway that is reviewed and communicated regularly.
- Increase community participation in events that celebrate and acknowledge Aboriginal cultural events and significant dates that build the knowledge and understanding of all students about Aboriginal histories and cultures.
- Consistent relationships are established with the AECG to ensure every ATSI child can achieve their potential through education.
- Increased Parents & Citizens Federation (P&C) involvement in whole-school decision-making.

Evaluation plan for this strategic direction

To what extent have we embedded attendance processes through community engagement?

Strategic Direction 3: Wellbeing and engagement

Initiatives

curriculum outcomes across the relevant stages.

Evaluation plan for this strategic direction

To what extent have we maximised Aboriginal and/or Torres Strait Islander student and EAL/D student learning?

Do parents feel they are partners in their child's learning?

How well have we supported teachers in embedding wellbeing within their classrooms?

The school will utilise the following data sources :

- Teacher surveys
- Observations
- Teacher Interviews
- Check-In Data
- Tell Them From Me (TTFM) surveys
- Parent and community surveys
- Social Media Data
- Teacher Programs
- Personalised Learning Pathways (PLPs)
- Action Plans

The evaluation plan will involve the following:

- Regular review and analysis through professional discussions of these data sources to clarify whether we are on track.

This analysis will then inform future directions.