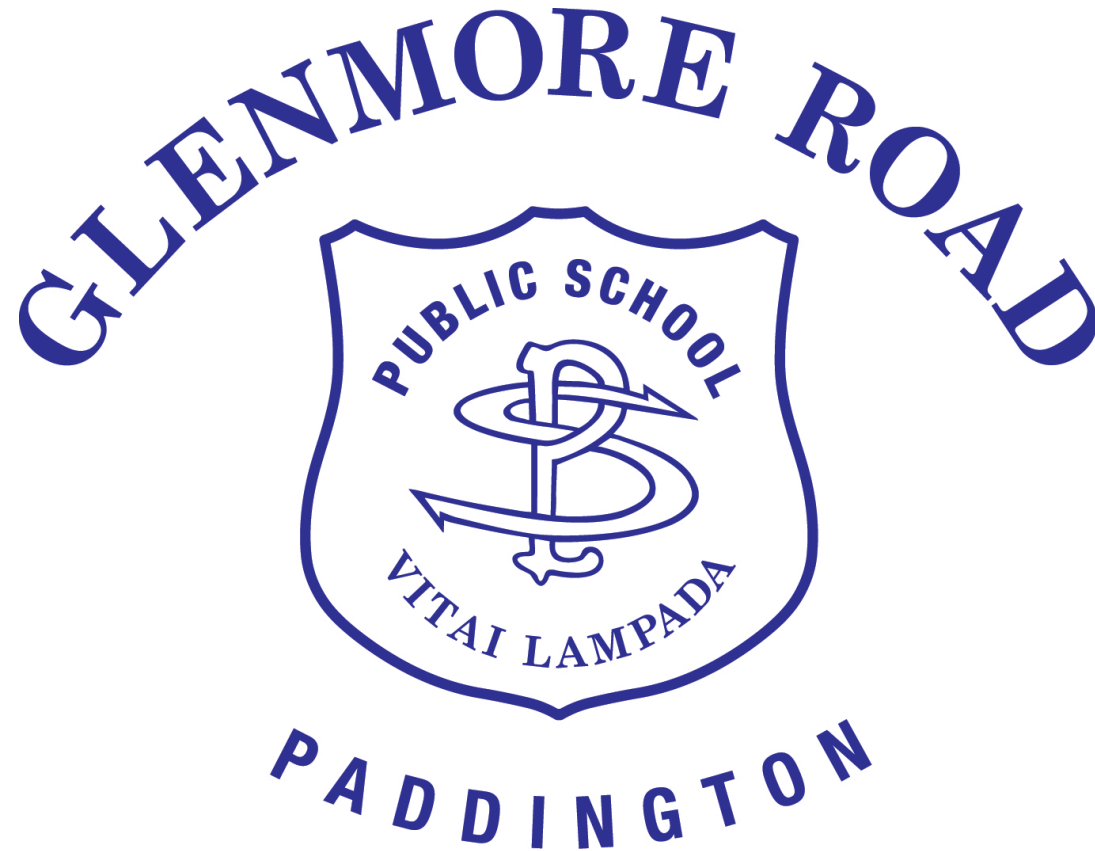


Strategic Improvement Plan 2021-2024

Glenmore Road Public School 2009



School vision and context

School vision statement

Our school motto, vitai lampada or the torch of life, succinctly embodies our school vision.

At Glenmore Road Public School we strive to academically engage and challenge students in a learning environment that is friendly, tolerant and respectful. The school has a culture where students, staff and parents have shared values in taking responsibility for, and reflecting on, one's learning through determining high level goals.

School context

Glenmore Road Public School is an inner Sydney school with student enrolment numbers of approximately 400 students.

The philosophy of our school is to provide quality education in a nurturing, welcoming and inclusive environment, that promotes fairness and where respectful relationships are valued and students feel safe and happy. The welfare and social success of all students is prioritised and strongly supported by maintaining a focus on the enhancement of a positive school culture.

Our school is the hub of the community we serve, with committed teachers providing differentiated programs to develop skills in critical thinking, problem solving, communication, collaboration and technology and enabling all students to reach their full potential educationally, socially and emotionally.

The school benefits from active partnerships with its community, a supportive and engaged parent body and a professional and dedicated staff. All facets of the school community are integral in the school's ability to continue to access, develop and maintain quality 21st century learning experiences for our students..

In addition, Glenmore Road Public School promotes student participation and access to sporting endeavours, the performing arts and extracurricular programs.

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success, we will further develop and deliver consistent high quality teaching practice where learning is visible to students and responsive to the learning needs of all students.

Improvement measures

Target year: 2022

- Increase the percentage of students achieving in the top 2 NAPLAN reading bands from 78.1% (baseline) to be above the school's target in reading of 83.9%

Target year: 2022

- Increase the proportion of students achieving in the top 2 NAPLAN numeracy bands from 66.8% (baseline) to the school's target of 73.6%

Target year: 2023

- Increase the percentage of students achieving expected growth in NAPLAN reading to be above the school's target of 73.1%

Target year: 2023

- Increase the percentage of students achieving expected growth in NAPLAN numeracy to be above the school's target of 60.3%

Target year: 2024

- Improvement in quality instruction as measured by the School Excellence Framework Learning Domain: Curriculum element from Delivering to Excelling in all themes.

Initiatives

Collaborative Practices

Embed whole school processes that promote a culture of collaborative planning and learning within and across stages; that clearly articulate curriculum priorities that move students forward in their learning.

Strengthen and profile whole school processes that prioritise collaboration in assessment and analysis of data within and across school grades and stages.

Develop a distributive leadership model that drives school improvement practices and processes, ensuring sustainable systems are in place for curriculum programming, delivery, assessment and effective reporting to parents.

Explore different school organisational structures within metropolitan Sydney and consult with the school community to determine a school structure that meets varying enrolment patterns and promotes collaboration.

Quality Learning

Utilise Instructional Leaders to implement systems, practices and processes that ensure the consistent tracking of student achievement in all classrooms using platforms such as PLAN2 and Learning Progressions.

Build teacher capacity to analyse student data to ensure effective strategies and processes for data analysis are used for responsive curriculum delivery.

Engage and challenge students to know what they are learning, why they are learning it and where to next for improvement in their Literacy and Numeracy skills.

Embed student self reflection practice that is teacher guided for all students to set and update achievable learning goals.

Use school based and external data to inform curriculum differentiation, reflective of the individual learning needs of students in literacy and numeracy. The learning program is adjusted to provide meaningful, challenging learning at

Success criteria for this strategic direction

Teachers collaboratively develop teaching programs as a grade/stage team, with a shared common understanding of learning priorities. Differentiated learning programs are directed by, and responsive to, student assessment data as an integral part of classroom instruction.

Consistent teacher judgement of student achievement is developed, moderated by grade/stage partners and documented in an assessment plan.

The leadership team maintain a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so students make measurable learning progress. (SEF Leading Domain: Educational Leadership->Technology)

Teachers provide students with explicit, timely formative feedback that directs learners to understand, reflect & articulate their learning goals in the classroom & conferences.

Evaluation plan for this strategic direction

Question: To what extent have we achieved our purpose and demonstrate improvement of student outcomes in reading and literacy?

Data: Data analysis will review the effectiveness and progress of initiatives and include:

- Document analysis, e.g. class programs
- Internal assessment, e.g. Learning Progressions
- External assessment, e.g. NAPLAN
- Focus group and interviews
- Staff, student and parent surveys including TTFM
- Learning Support Team data
- Classroom observations

Analysis: Initiative implementation monitoring will be tracked and progress towards improvement measures will

Strategic Direction 1: Student growth and attainment

Initiatives

each students skill level.

Evaluation plan for this strategic direction

be reviewed across each year.

Implications: Analysis findings will inform future directions and will be regularly reported in the school newsletter, School Council, P&C meetings and the Annual Report.

Strategic Direction 2: Positive learning culture

Purpose

In order to provide future focused curriculum and quality practices that enable high levels of engagement and challenge, we will build a learning culture focused on deep knowledge and understanding and the provision of quality, relevant learning for all students and staff.

Improvement measures

Target year: 2024

School resources element in the School Excellence Framework Leading domain is Excelling in the Technology theme.

Target year: 2024

School leaders co-teach with colleagues and use collegial observations to develop quality pedagogy and instruction.

Initiatives

Embedding Information Communications Technology (ICT)

Establish ICT as a semester based RFF program K-6. Explore, develop and trial a program that incorporates foundational ICT knowledge, skills and STEM learning outcomes.

Identify, expand and maintain resources available to ensure quality delivery of ICT and STEM K-6.

Prioritise ongoing professional learning of staff and team teaching to support classroom teachers in the consolidation and further development of their ICT skills to deliver quality learning programs.

Establish and embed a culture of shared ownership between staff to enhance and value future focused teaching practices, digital fluency and STEM skills in all students and staff..

Quality Teaching

Investigate Quality Teaching (QT) models, such as Quality Teaching Rounds (QTR) and Inquiry Based Learning, that will enhance staff capacity to provide quality learning experiences and drive ongoing improvement in school wide teaching practices.

Initiate implementation of one QT model, with all teachers engaging in professional learning targeted to build capacity and meet the needs of students and the achievement of teacher professional learning goals. Teachers also evaluate, share and discuss learning from targeted professional development with other staff.

Construct explicit systems such as school leaders team teaching with staff and "Walk Through" collegial observations; that facilitate professional dialogue, classroom observation, modelling of effective practice and provision of specific and timely feedback, while accessing and drawing on staff expertise.

Success criteria for this strategic direction

Technology that supports learning is available and expertly integrated into lessons by teachers. Teachers and students are expert users of available technology systems. (SEF Leading Domain: School Resources->Technology).

The school uses staff expertise to further develop its professional learning community. Areas for development in teacher expertise such as ICT & Quality Teaching are identified and addressed. Teachers are supported to trial innovative or future-focused practices. (SEF Teaching Domain: Learning & Development->Expertise & Innovation).

Teachers capacity is built to ensure every student experiences high quality teaching. The leadership team participates in capacity development programs and implement principles of evaluative thinking, continually monitor the impact of programs and approach used by teachers and improved practice as required. (SEF Teaching Domain: Professional Standards->Improvement of Practice).

Evaluation plan for this strategic direction

Question: To what extent have we achieved our purpose and can demonstrate improvement of teacher and student capacity by engagement in relevant learning.

Data: Data analysis will review the effectiveness and progress of initiatives and include:

- Document analysis, e.g. class programs and observations, teacher Performance and Development Plans
- Internal assessments, e.g. checklists of student skills
- Focus groups and interviews, e.g. change of practice examples
- Staff, student and parent surveys including TTFM

Analysis: Initiative implementation monitoring will be tracked and progress towards improvement measures

Strategic Direction 2: Positive learning culture

Evaluation plan for this strategic direction

reviewed across each year.

Implications: Analysis findings will inform future directions and will be reported at School Council and P&C meetings and reported in the Annual Report & school newsletter.

Strategic Direction 3: Responsible, respectful global citizens

Purpose

To create a school environment where students, teachers and families work together to promote the value of positive wellbeing and its capacity to maximise academic and social growth; allowing students to be active global citizens who are connected to their local community.

Improvement measures

Target year: 2022

Increase the percentage of students attending school, on average, more than 9 days per fortnight to the system negotiated target of 91.8%.

Target year: 2024

Wellbeing element in the School Excellence Framework Learning domain is Excelling in the themes of caring for students, a planned approach to wellbeing, individual learning needs and behaviour.

Target year: 2024

Increase the proportion of students, staff and parents reporting satisfaction with school sustainability practices.

Increase the percentage of students engaged in promoting environmental and sustainability practices at school and home.

Target year: 2022

Increase the number of students reporting positive Wellbeing in the Tell Them From Me surveys to 92.5%.

Initiatives

Wellbeing

Embed whole school wellbeing programs that support all students to connect, succeed, thrive and learn to their full potential.

Leaders provide clear processes and procedures to support a consistent approach to wellbeing and future-focused curriculum delivery, prioritising the implementation of preferred programs K-6.

Enhance the culture of value wellbeing across the school community, using strategies such as workshops and presentations to strengthen education and positive connections in and across the school community.

Review the effectiveness of programs and respond to teacher, student and parent evaluation data to ensure quality curriculum delivery. Maintain clear and open communication channels to ensure parents are kept informed as learning partners supportive of wellbeing initiatives K-6.

Explore Propose Act for Sustainability

Review environmental education and sustainability practices currently in place and school resources available to enhance education in sustainability.

Collaborate with parents, students and staff to identify key priorities to build a school culture committed to sustainability and improving our natural environment and practices.

Work in partnership with staff, parents and students to develop, sustain and grow environmental and sustainability projects and related learning experiences.

Value and build a profile of environmental education and sustainability delivered in an integrated way by 'Learning across the curriculum'.

Success criteria for this strategic direction

Wellbeing programs are valued by staff, parents and students. The school implements whole school programs across all settings, resulting in measurable improvements in student wellbeing and engagement to support learning.

Staff, students and parents work in partnership to sustain and grow environmental and sustainability projects.

Sustainability practices are embedded across the school.

Evaluation plan for this strategic direction

Question: To what extent have we achieved our purpose and can demonstrate improvement of student outcomes in *Wellbeing and Local to Global connectedness*.

Data: Data analysis will review the effectiveness and progress of initiatives and include:

- Document analysis, e.g. class programs
- Welfare systems
- Focus groups and interviews,
- Staff, student and parent surveys including TTFM
- School Council/P&C input and support

Analysis: Initiative implementation monitoring will be tracked and progress towards improvement measures reviewed across each year.

Implications: Analysis findings will inform future directions and will be regularly reported in the school newsletter, School Council and P&C meetings and the Annual Report.