

# Strategic Improvement Plan 2021-2024

## Glenwood Public School 4529



# School vision and context

## School vision statement

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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

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Glenwood Public School (enrolment 228, 61% students from a non-English speaking background, 11 Aboriginal and/or Torres Strait Islander students) is located in the suburb of Glenfield, bordering the Liverpool and Campbelltown City Councils. The school currently has 10 mainstream classrooms.

Glenwood Public School has a strong technology focus, utilising Science Technology Engineering Art and Mathematics (STEAM) to enhance student learning and foster critical thinking. Our school was a recent New South Wales Premier's Awards finalist for the collaborative STEAM initiative undertaken with The University of Sydney and a local school community partner.

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.

Glenwood Public School has a hard working and committed staff that work collegially to support students' learning. Through embedded and explicit systems that promote collaboration, professional dialogue and effective practice, staff develop and deliver high-quality learning programs for students.

As part of our drive to have continual growth towards excellence as a school, we have recently completed a situational analysis. This key component of the School Excellence cycle is used to inform our school's improvement journey in learning, teaching and leading. Through analysis of all data collected, we will have Student Growth and Attainment, Collaborative Practice, and, Wellbeing and Engagement as our three main strategic directions from 2021 to 2024.

Glenwood Public School has a small but very hardworking Parents and Citizens Federation coupled with a wider community committed to supporting the school. Our school experiences very positive relationships with all school stakeholders. Through these relationships, we were able to gain community input into data collected for our situational analysis with initiatives for the 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 and will be an ongoing process with this interactive, adaptive school plan.

# Strategic Direction 1: Student growth and attainment

## Purpose

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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

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### Target year: 2022

Uplift of 10.3% of students achieve top 2 bands in NAPLAN Reading.

### Target year: 2022

Uplift of 8% of students achieve top 2 bands in NAPLAN Numeracy.

### Target year: 2023

Uplift of 12.4% of students achieve Expected Growth in NAPLAN Reading.

### Target year: 2023

Uplift of 5.9% of students achieve Expected Growth in NAPLAN Numeracy.

### Target year: 2024

Internal Measures indicate a greater percentage of students achieving improved outcomes in Reading.

## Initiatives

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### Explicit Teaching

Utilise explicit teaching to 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.

### Differentiation Through High Expectations

Hold high expectations of and challenge our students, know our students well, value them as learners, and understand how to support their learning through differentiated instruction and individualised feedback.

## Success criteria for this strategic direction

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- Teachers expertly apply a range of informative and summative assessment strategies to inform teaching and learning and identify high potential.
- All teachers will improve understanding and explicitly teach literacy and numeracy to students of all levels of achievement
- The whole school community demonstrate aspirational expectations of learning progress achievements for all students.
- LST teams build the capabilities of all teachers and are an integral component of whole-school approaches to literacy and numeracy programs.
- All students articulate, understand and achieve their literacy and numeracy goals.
- All teachers routinely review learning with each student ensuring all students are challenged and have a clear understanding of how to improve.

## Evaluation plan for this strategic direction

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To what extent have we enhanced explicit teaching to build aspirational expectations of learning for our community? To what extent have we enhanced differentiation to show commitment to excellence? How well have we supported teachers to embed feedback into classroom practice?

The school will use the following data sources :

### External

- NAPLAN data
- Scout data
- TTFM surveys
- People Matter Survey
- PLAN2

### Internal

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

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- Student work samples
- Teacher programs
- TTFM

The evaluation plan will involve:

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

This analysis will then inform future directions.

# Strategic Direction 2: Collaborative Practice

## Purpose

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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

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### Target year: 2024

Internal measures indicate an improvement in staff capacity to collaborate to improve teacher quality.

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### Target year: 2024

Internal measures indicate an improvement in staff capacity to analyse and use data to inform teaching.

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## Initiatives

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### Collaborative Practices

Frequent and ongoing effective collaborative practices to improve quality teaching

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### Data Analysis

Collect and analyse data to support teachers understanding of which students are progressing at an appropriate level in response to the teaching approaches in their classroom, and how they could best adjust their practice to drive improvement for students in their class.

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## Success criteria for this strategic direction

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- School uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice.
- Teaching and non-teaching staff proactively seek to collaboratively improve their performance.
- The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement.
- School has established a centralised system that has systematic and reliable assessment information.
- Teachers use data effectively to evaluate student understanding of lesson content.
- Learning goals for students are informed by analysis of internal and external student progress and achievement data.
- Assessments are developed/sourced and used regularly across stages/year levels to promote consistent teacher judgement.

## Evaluation plan for this strategic direction

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To what extent have we enhanced collaborative practices to improve teacher quality?

How well have we supported teachers to collect and analyse data?

The school will use the following data sources :

### External

- NAPLAN data
- Scout data
- TTFM surveys
- People Matter
- PLAN2

### Evaluation plan for this strategic direction

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#### Internal

- Student work samples
- Teacher programs
- TTFM

The evaluation plan will involve:

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

This analysis will then inform future directions.

# Strategic Direction 3: Wellbeing and Engagement

## Purpose

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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

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### Target year: 2022

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

### Target year: 2024

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

### Target year: 2022

Uplift of 5.5% of current student attendance data.

### Target year: 2024

Internal measures indicate a greater percentage of parents engaged with their child's learning.

### Target year: 2024

Increased percentage of students identifying positive well-being outcomes through internal measures.

## Initiatives

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### Caring For Our Students

Focus on student wellbeing that encompasses all cognitive, social, physical and spiritual through supporting wellbeing practices that promote social, emotional, behavioural and intellectual engagement.

### Engaging Our Community

Identify parents as major players in their child's learning and develop the capacity in parents and carers by equipping them with the tools necessary to use and engage with the language of learning.

Build a culturally inclusive and responsive learning environment that supports all stakeholders.

## Success criteria for this strategic direction

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- School approach to attendance that ensures teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact learning outcomes.
- All students can identify a staff member to whom they can confidently turn for advice and assistance at school.
- All classrooms are practising mindfulness to strengthen brain areas related to attention.
- Students reports contain information about individual student learning progress and achievement.
- Parents are informed participants in the learning process - able to converse with teachers about their child's learning.
- The school is recognised as responsive and culturally inclusive.
- Relationships are established with the AECG to ensure every ATSI child can achieve their potential through education.

## Evaluation plan for this strategic direction

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

Do parents feel they are partners in their child learning?

How well have we supported teachers to embed wellbeing within their classrooms?

The school will use the following data sources :

### External

- NAPLAN data
- Scout data
- TTFM surveys

## Evaluation plan for this strategic direction

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- People Matter

### Internal

- Social Media Data
- Teacher programs
- Community Survey

The evaluation plan will involve:

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

This analysis will then inform future directions.