

School plan 2015 – 2017

Glendore Public School 4620

Respectful, caring and learning for success





School vision statement

Vision: Glendore Public School is creating a culture in which all members of our school community are supported in a safe and happy learning environment. We believe that student successes in learning should be acknowledged and celebrated. We believe that supportive and cooperative relationships between parents, staff and students should be fostered.

Our vision is underpinned by our school core values—

Honesty, Confidence, Persistence, Organisation, Excellence, Respect, Getting Along, Emotional Resilience, Tolerance and Responsibility.

(These are based on the NSW DEC core values and the Glendore Public School's 11 Steps for Success, based on the You Can Do It Education initiative.)

Our moral purpose, and vision for our learners and leaders of the future, is to —

Collaboratively provide learning opportunities where all learners are nurtured in order to achieve their personal best, ready for a new tomorrow.

This is closely aligned to the *Melbourne Declaration of Educational Goals for Young Australians (2008)* "Schools play a vital role in promoting the intellectual, physical, social, emotional, moral, spiritual and aesthetic development and well-being of young Australians... schools share this responsibility with students, parents, carers, families, the community, business and other education and training providers..."

"Glendore Public School —
Respectful, Caring and Learning for Success."

School context

Glendore Public School, built in 1997, is located in the suburb of Maryland, in the city of Newcastle. The school is held in high regard, providing excellent educational programs for the children of the Maryland and Fletcher communities. The school enrolment is currently 450+ and has shown significant growth since the school opened. It has close links with Callaghan College Wallsend Campus (CCWC) and the Callaghan Educational Pathways (CEP) community of schools.

The School focuses upon improving student outcomes in literacy and numeracy, using the Australian Curriculum. Staff are trained in Focus on Reading and Count Me In Too Online. The majority of Kindergarten to Year 2 teachers are trained in the Language, Learning and Literacy (L3) initiative, with the final group of teachers being trained in 2015. The school is wirelessly connected with laptops and iPads in every classroom. Staff have skills in supporting the 21st Century learners in the use of Apps, blogs and a variety of software programs. Staff are current in many other practices that cater for the wellbeing of child. This includes training in a multitude of Health Care practices such as: CPR, Anaphylaxis and Emergency Care, as well as having two Seasons for Growth (a grief and loss initiative) facilitators.

Glendore Public School engages students in a broad range of activities and initiatives including; creative and performing arts, technology, culture, sports and leadership. In 2014 the school conducted a number of programs to promote excellence and creativity through opportunities to participate in enrichment and extension programs, including; the Premier's Reading Challenge and Spelling Bee, Aboriginal dance, Junior and Senior dance groups, an Aboriginal Yarning Circle, Sportlink, PSSA sport, Sporting Gala Days, lunchtime interest groups and the School Parliament.

Glendore Public School is a proud partner of the Muloombinah Aboriginal Education Consultative Group (AECG) and is a member of the Dare to Lead alliance of schools. The school has a strong commitment to enhance learning outcomes for Aboriginal and Torres Strait Islander students by identifying and building upon personal, academic and cultural goals. The staff at Glendore Public School work in partnership with the school community to close the gap for the elders of the future.

School planning process

The evaluation was led by the School Principal and included a variety of data from a range of stakeholders including: students, teaching and non-teaching staff and parents/carers. Stakeholders were also identified as Aboriginal and/or Torres Strait Islander, where appropriate. Muloobinbah, the local AECG, were invited to assist with the development of the plan. The Principal regularly attended AECG meetings, consulting with the Muloobinbah executive and providing them with copies of the plan during its development.

In developing the school plan 2015 – 2017 the following internal and external data was collected by the school self-evaluation team for analysis-

Surveys were conducted with

1. Students Year 3-6 surveyed. 257 students surveyed to identify preferred means of learning in Mathematics
2. 22 teaching staff completing the Learning Bar Focus On Learning, Tell Them From Me survey tool to identify teacher satisfaction
3. 20 teaching staff completing an LMG designed survey used to identify strengths and weaknesses of Mathematics teaching and learning across the school
4. 37 parents/carers completing a school designed survey tool to identify what the community valued to support student learning.

Focus groups were conducted with

1. Eight Aboriginal and eight non-Indigenous students interviewed by the Dare to Lead snapshot team to identify strengths and weaknesses within the school around Aboriginal and Torres Strait Islander education
2. Seven Aboriginal and non-Indigenous parents involved in the above process
3. Three Aboriginal teachers and eight non-Indigenous staff members involved in the above process.

Analysis of policies, programs, plans, budgets, student assessment information and professional learning plans. Analysis of student achievement data including Best Start, NAPLAN, Reading levels, PLAN data and stage assessments.



STRATEGIC DIRECTION 1

Excellence

A consistently high standard of educational practices across the school in teaching and leadership

STRATEGIC DIRECTION 2

Equity

A learning culture where all students are catered for regardless of background, disability or ability

STRATEGIC DIRECTION 3

Engagement

A community that works in partnership with the school to improve educational opportunities for all students.

Purpose:

To enhance student outcomes by improving teacher quality through professional learning opportunities, aligned with the Australian Professional Standards.

Purpose:

To actively engage all students in meaningful learning experiences through the use of personalised and differentiated learning opportunities, instilling the values of the school and ensuring they are confident learners.

Purpose:

The wider community are used to support student learning outcomes.

Strategic Direction 1: Excellence

A consistently high standard of educational practices across the school in teaching and leadership

Purpose

To enhance student outcomes by improving teacher quality through professional learning opportunities, aligned with the Australian Professional Standards.

Improvement Measures

90% or more of students reach Cluster 4 (Level 5-8) at the end of Kinder, Cluster 6 (level 16-18) at the end of Year 1 and Cluster 8 (instructional 26 or more) at the end of Year 2.

The number of students achieving expected growth increases by 10% in NAPLAN Reading and Numeracy for the same cohort from Years 3-5 and Years 5-7.

School Executive facilitate feedback opportunities, formally and informally, throughout the year to provide explicit feedback to help improve teaching practice, aligned to the goals within the school plan and complying with the Australian Teacher Performance and Development Framework (ATPDF), from 50% in 2014 to 100% in 2017.

All teachers (100%) Professional Learning is aligned to the Australian Professional Standards, from 37% in 2014 to 100% in 2017.

People

How do we develop capabilities of our people to bring about transformation?

Students:

Engage students in being a quality literacy and numeracy learner in the classroom and home environments.

Staff:

Develop staff teaching capabilities to deliver and monitor high quality educational practices, by providing professional learning opportunities in the teaching, learning and assessment of literacy, numeracy and the Australian Curriculums.

Engage all staff in the use of the Australian Professional Standards for Teachers to improve teacher quality for Graduate, Proficient, Highly Accomplished and Lead teachers.

Develop leadership capabilities for staff by providing targeted teachers with opportunities to take lead facilitator roles in driving curriculum initiatives through professional learning support.

Parents:

Parents/carers, as partners in the learning process, will have opportunities to develop their knowledge and skills of school initiatives, including literacy, numeracy, and the Australian Curriculums to build community educational capacities.

Parents/carers will be supported to engage with their child's learning both at home and at school by the provision of knowledge and resources.

Leaders:

Aspiring and current school leaders will be given opportunities to facilitate key initiatives, develop their leadership and management capabilities.

Processes

How do we do it and how do we know?

Literacy taught explicitly

- Build staff capacity to teach literacy explicitly through professional learning in Language Learning and Literacy K-2 and Focus On Reading (FOR) Phase 2 K-6.
- Continue to provide teachers, trained as FOR facilitators, with opportunities to lead the school and wider learning community.

Mathematics taught explicitly

- Build staff capacity to teach mathematics explicitly through professional learning in Targeting Early Numeracy (TEN) or Taking Off with Numeracy (TOWN).
- Train targeted teachers as facilitators in TEN and TOWN to lead the school and wider learning community in mathematics professional learning.

Teachers participate in professional learning guided by the Australian Teacher Performance and Development Framework (ATPDF)

- Build staff capacity to engage with the Australian Professional Standards (APS), to ensure they meet the ATPDF
- Beginning teachers supported through the Great Teaching Inspired Learning Initiative.
- Goals for the Performance and Development Plans (PDPs) plans are developed by all staff to build on existing strengths, further develop skills and knowledge and to support careers aspirations.

Evaluation Plan:

Monitor a variety of assessment data to analyse student performance in Literacy and Numeracy K-6 Performance and Development Plans (PDPs) in place for all staff, based on APS Tell Them From Me survey for teachers.

Products and Practices

What is achieved and how do we know?

Products:

90% or more of students reach Cluster 4 (Level 5-8) at the end of Kinder, Cluster 6 (level 16-18) at the end of Year 1 and Cluster 8 (instructional 26 or more) at the end of Year 2.

The number of students achieving expected growth increases by 10% in NAPLAN Reading and Numeracy for the same cohort from Years 3-5 and Years 5-7.

School Executive facilitate feedback opportunities, formally and informally, throughout the year to provide explicit feedback to help improve teaching practice, aligned to the goals within the school plan and complying with the Australian Teacher Performance and Development Framework (ATPDF), from 50% in 2014 to 100% in 2017 - Learning Bar Focus On Learning, Tell Them From Me survey.

All teachers (100%) Professional Learning is aligned to the Australian Professional Standards, from 37% in 2014 to 100% in 2017.

Practices:

Differentiated Literacy and Mathematics lessons and assessments to improve student achievement, as evidenced in programs, class work samples and data.

Early career teachers mentored by an experienced classroom teacher, based on school induction process.

School Executive facilitate feedback opportunities, formally and informally, throughout the year.

Teachers participate in Professional Learning, linked to the Australian Professional Standards (APS), that addresses the students' needs, School Plan goals, mandatory training requirements, career aspirations.

Strategic Direction 2: Equity A learning culture where all students are catered for regardless of background, disability or ability

Purpose

To actively engage all students in meaningful learning experiences through the use of personalised and differentiated learning opportunities, instilling the values of the school and ensuring they are confident learners.

Improvement Measures

All Aboriginal students have a PLP with greater than 80% of Aboriginal parents/carers actively engaged in the PLP process by attending three way interviews, an increase from 72% in 2014, matching the broader population.

All students (100%) participate in cultural learning with an Aboriginal teacher or community member, an increase from 23% in 2014.

ATSI student participation in culturally specific activities increases from 46% in 2014 to 75% by 2017.

100% of teachers explicitly reflect on differentiation strategies (Standard 1, focus 1.5) in their teaching programs, an increase from 66 % in their TARS/EARS performance review in 2014.

People

How do we develop capabilities of our people to bring about transformation?

Students:

Aboriginal and Torres Strait Islander students all have the opportunity to engage with an Aboriginal adult on a weekly basis, either in the classroom or on the playground.

Students requiring learning adjustments and support engaged in appropriate learning activities, matched to their prior learning and understandings.

Staff:

Build the capabilities of teachers and support staff in recognising, respecting and responding to students with ability, disability and additional learning and support needs.

Parents:

Build and strengthen their knowledge of external health and wellbeing support services, and advisory bodies (AECG).

Engaged in the collaborative decision making for the provision of differentiated, personalised learning and support, as well as extension.

Community Partners/Interagencies:

Build upon and strengthen relationships with interagencies to support students and their families, including Aboriginal and Torres Strait Islander families, people with disabilities, as well as the emotional and physical well-being of the student.

Leaders:

Current and aspirational leaders will be given opportunities to manage and lead key projects around Aboriginal education and the Disability Standards to improve outcomes for students, build parent/carer relationships and to improve staff capabilities.

Processes

How do we do it and how will we know?

Support Aboriginal and Torres Strait Islander Education

- All students will participate in teaching and learning activities that are culturally specific, with an Aboriginal community member on a term by term basis.
- Aboriginal and Torres Strait Islander students will be given opportunities to participate with other Aboriginal students in activities specifically for ATSI students.
- All staff will engage incorporate Aboriginal Education in their teaching and learning programs throughout the year.

Support students who have additional needs, including disability or ability

- Students will actively engage with specialist teachers and support personnel who provide differentiated instruction to show growth by the end of each program.
- Staff will develop individualised learning programs, group support initiatives and class support initiatives to cater for students with abilities, learning disabilities (diagnosed and undiagnosed) and English and Additional Language Dialects (EALD).

Evaluation Plan:

Analysis of attendance records for PLP meeting and ATSI interest activities
Analysis of timetable and number of students accessing additional support.

Products and Practices

What is achieved and how do we know?

Product:

- All Aboriginal students have a PLP with greater than 80% of Aboriginal parents/carers actively engaged in the PLP process by attending three way interviews, an increase from 72% in 2014, matching the broader population.
- All students (100%) participate in cultural learning with an Aboriginal teacher or community member, an increase from 23% in 2014.
- ATSI student participation in culturally specific activities increases from 46% to 75%.

Practices:

- Students, staff and community and focused on incorporating Aboriginal Education initiatives throughout the school that educate Aboriginal and non-Aboriginal students.

Product:

- 100% of teachers explicitly reflect on differentiation strategies (Standard 1, focus 1.5) in their teaching programs, an increase from 66 % in their TARS performance review in 2014.

Practices:

- Each student who has access to additional support will have a learning plan that is developed in consultation with the class teacher and communicated with the parent.

Strategic Direction 3: Engagement

A community that works in partnership with the school to improve educational opportunities for all students.

Purpose

The wider community are used to support student learning outcomes.

Improvement Measures

Monitor student lunchtime extra-curricular activities offered so all are run to full capacity (100%), an increase from 75% in 2014.

Teachers engage parents in their child's learning and keep them informed about their progress, an increase from 82% in 2014 to 100% in 2017 - Learning Bar Focus On Learning survey.

Parents/carers actively engaged in the three way interviews, an increase from 80% in 2014 to 90% by 2017.

80% of parents/carers access school provided Numeracy resources to support learning at home, increasing each year from 16% in 2014.

90% of future Kinder parents attend transition evening, an increase from 70 % in 2014.

People

How do we develop capabilities of our people to bring about transformation?

Students:

Engage in programs to improve educational, cultural, physical and social capabilities with a variety of community and external service providers.

Staff:

Develop staff relationships with parents and carers to improve models of positive and high level regular communication and consultation.

Develop staff capacity to build strong relationships with interagencies and other educational service providers to improve learning opportunities for the students.

Parents/Carers:

Parental participation in community learning session to build capabilities to support their children in learning at home.

Provide resources for parents to assist their children with learning at home.

Community Partners/Interagencies

Strengthen learning alliances within and beyond the school to support school initiatives including creative arts, transition, sporting programs, community services and other initiatives.

Leaders:

Current and aspirational leaders will be given opportunities to liaise with, and engage the services of, interagencies and other educational service providers to broaden learning opportunities for the students.

Processes

How do we do it and how will we know?

External support providers provide expert support and educational programs

- Students will participate in a range of in class and lunchtime extra-curricular activities.

Parents and carers engage in their child/ren's learning

- Promote communication processes and opportunities which support active and frequent collaboration between home and school.
- Parents invited to participate in a range of in-school activities with their children.
- Parents assist their children with their learning at home.

Transition programs

- Promote Transition from Preschools to Glendore PS.
- Transition from Glendore PS to CCWC.
- Transition for Defence students to and from Glendore PS.

Evaluation Plan:

Annual School Report Survey tools used to measure parent and student satisfaction with communication between home and school with 1 in 7 families telephone interviewed Regular monitoring of parent attendance at School information sessions throughout the year.

Monitoring of parent attendance data at school open days and information sessions Tell Them From Me Surveys for Year 4-6 students, parents and staff.

Products and Practices

What is achieved and how do we know?

Product:

All (100%) of student lunchtime extra-curricular activities offered are run to full capacity, an increase from 75% in 2014.

Practices:

All students are given opportunities to engage in learning activities with expert support and educational programs throughout the year.

Product:

Parents/carers actively engaged in the three way interviews, an increase from 80% in 2014 to 90% by 2017.

80% of parents/carers access school provided Numeracy resources to support learning at home, increasing each year from 16% in 2014.

Practices:

Teaching and learning resources are shared between home and school to ensure a continuity of learning between the two environments.

Product:

90% of future Kinder parents attend transition evening, an increase from 70 % in 2014.

Practices:

Transition to school programs encourage two way, reciprocated communication between school, parents and the other educational setting.