GLENVALE SCHOOL

STRATEGIC PLAN

2018
2020

GLENVALE SCHOOL

Glenvale's School Plan (2015-2017 School Plan) is nearing completion.

On assuming my position at the school we did however enhance the focus of our 'Big Three' guiding principles. Student Centred Learning, Quality Resourcing and Quality Relationships.

Essentially these three areas will continue to be reviewed and the practices, processes and products for each will be built on and enhanced as we move into the development of the next three year plan (2018-2020).

I also wish to assure you that all stakeholders will be consulted, have input and be essential to providing feedback and support as we collaboratively develop our explicit improvement agenda for Glenvale.

The next phase of our collective journey is about working smarter and strengthening what is working well. This was part of the initial development day activities that occured in Term 1 with all teaching and support staff to get everyone's input into what is working well, what our opportunities are and where we can ensure quick wins.

CLARITY OF LEADERSHIP AND PURPOSE IS ESSENTIAL TO THE SUCCESSFUL MANAGEMENT AND LEADERSHIP OR A SCHOOL OR ANY ORGANISATION.

IN ORDER TO GIVE CLEAR DIRECTION OF WHERE WE GO NEXT AND TO EXPAND ON OUR 'BIG THREE' I WOULD LIKE YOU TO CONSIDER THE FOLLOWING ENHANCEMENT TO OUR EXISITING THREE OVERARCHING GOALS.

OUR BIG 3

The Big Three for Glenvale for the next three years build on and extend the previous school goals.

Based on the world leading research of Dr Lyn Sharratt of the University of Ontario our big three focus on the key questions posed by Dr Sharratt which teachers should be able to discuss in relation to each of their students:

What are they learning?
How are they doing?
How do you know?
How can they improve?
Where do you go for help?

These are powerful yet simple questions that I hope and expect every teacher to be able to answer about their students.

Measurable,
Targeted and
Strategic.

MEASURABLE STUDENT ACHIEVEMENT

TARGETED TEACHING AND RESOURCING

STRATEGIC COLLABORATIVE PARTNERSHIPS

Our aim as educators is, and always will be, to provide quality individual learning plans aligned to the Australian Curriculum and to provide reports to parents which describe student achievement

The evidence from research shows that five factors are critical to successfully enhance the performance of a school:

Strong leadership that raises expectations

Effective teaching with an emphasis on professional collaboration

Measurement and development effective learning behaviours and outcomes

Positive school culture

Engaging parents and the community

The common thread of all five factors is behavioural – and often cultural – change.

FIVE FACTORS CRITICAL TO SUCCESSFUL SCHOOLS

EXCELLENCE IN LEARNING

In our schools, young people will develop foundation skills in literacy and numeracy, strong content knowledge and the ability to learn, adapt and be responsible citizens.

The journey to excellence for students in NSW public schools begins during the first important weeks of Kindergarten. Every child brings a different set of experiences, knowledge and skills to school with them, and understanding these is essential to planning their individual learning paths.

From the earliest school days and throughout their time at school, teachers use information about individual students' capabilities and needs to plan for students' learning so as to engage them in rich learning experiences, developing the vital skills for flourishing – now and in future years.

By sharing information about learning development, teachers work in partnership with parents as active participants in their children's education.

At the other end of schooling, teachers and schools support students to make successful transitions to future learning and employment, with the skills to make informed contributions as citizens and leaders.

EXCELLENCE IN TEACHING

In our schools, teachers demonstrate personal responsibility for improving their teaching practice in order to improve student learning.

Student learning is underpinned in excellent schools by high quality teaching. Teaching in these schools is distinguished by universally high levels of professionalism and commitment.

Lessons and learning opportunities are engaging and teaching strategies are evidence-based. Individually and collaboratively, teachers evaluate the effectiveness of their teaching practices, including sophisticated analysis of student engagement, learning growth and outcomes, to plan for the ongoing learning of each student in their care.

Teachers take shared responsibility for student improvement and contribute to a transparent learning culture, including through the observation of each other's practices.

EXCELLENCE IN LEADING

In our schools, school leaders enable a self-sustaining and self improving community that will continue to support the highest levels of learning as a lasting legacy of their contributions.

Strong, strategic and effective leadership is the cornerstone of school excellence. Excellent leaders have a commitment to fostering a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success.

Students benefit from the school's planned and proactive engagement with parents and the broader community.

Leaders in excellent schools ensure that operational issues, such as resource allocation and accountability requirements, serve the overarching strategic vision of the school community.

1

Our key goals in relation to assessment and reporting will deliver the following:

Student reports contain detailed information about individual student learning achievement and areas for growth, which provide the basis for discussion with parents.

Teachers set transparent criteria for student assessment and have in place principles of consistent assessment and moderation.

Assessment data to monitor achievements and gaps in student learning are used extensively to inform planning for particular student groups and individual students.

Practices are embedded for parents to be engaged and understand the learning progress of their children and how to effectively support them to learn.

The school has developed explicit processes to collect, analyse and report internal and external student and school performance data.

LEARNING CULTURE

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve.

The school engages in strong collaborations between parents, students and the community that inform and support continuity of learning for all students at transition points, including highly mobile students and students with atypical enrolment.

WELLBEING

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.

Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.

The school is organised so that all students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfil their potential.

MEASURABLE STUDENT ACHIEVEMENT

1
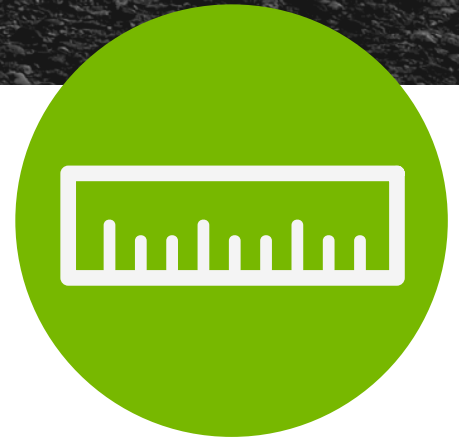
CURRICULUM

Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.

Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning. Teachers involve students and parents in planning to support learning, and share expected outcomes.

ASSESSMENT

The school analyses student progress and achievement data and a range of other contextual information. Teachers respond to trends in student achievement, at individual, group and whole school levels.

The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement.

The school has processes in place to support teachers' consistent, evidence based judgement and moderation of assessments.

Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers.

REPORTING

The school uses a centralised system for analysing and reporting data on student and school performance, including academic growth, non-academic and cross-curriculum data. The school uses data to inform collective decisions about student learning, aligned with improvement measures in the school plan.

Student reports are personalised and comprehensive, providing detailed, clear and specific information about student learning, growth, next steps and improvement measures, as well as relevant contextual and/or comparative data.

STUDENT PERFORMANCE MEASURES

The school has identified what growth is expected for each student and students are achieving higher than expected growth on internal school progress and achievement data.

Student individual learning plans are showing expected growth on internal school progress and achievement data.

2

EFFECTIVE CLASSROOM PRACTICE

A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.

All classrooms and other learning environments are well managed within a consistent, school-wide approach. Well planned teaching is taking place, so that all students can engage in productive learning, with minimal disruption. Teachers model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning.

Accommodations and adjustments are made to suit needs as they arise. Lesson planning references student information including progress and achievement data, curriculum requirements, and student feedback, and provides continuous improvement for all students, across the full range of abilities.

Our aim is to ensure that effective teaching practice is embedded and supported through targeted professional learning and high level support with resourcing aligned to support teacher practice and student learning.

Our key goals will be

Teachers regularly review and revise teaching and learning programs. Teachers routinely review previous content and preview the learning planned for students in class.

All classrooms are well managed, with well-planned teaching taking place, so that students can engage in learning productively, with minimal disruption.

Teachers demonstrate a sophisticated understanding and use of student assessment and data literacy concepts (eg. Value added, growth, improvement, statistical significance).

Teachers clearly understand and utilise assessment for learning, assessment as learning and assessment of learning in determining teaching directions, school performance levels and effectiveness.

Teachers take responsibility for changes in practice required to achieve improved school performance and are using data on a regular basis to monitor the effectiveness of their own efforts.

The school leadership team builds the collective capacity of the staff and school community to use data to inform strategic school improvement efforts.

TARGETED TEACHING AND RESOURCING

2

PROFESSIONAL STANDARDS

Teachers engage in professional discussion and collaborate to improve teaching and learning in their classes, year groups, stages, faculties, or for particular student groups. This includes negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and practice.

Teachers actively evaluate, share and discuss learning from targeted professional development with other staff in their school to improve whole school practice.

The school identifies expertise within its staff and draws on this to further develop its professional learning community. Areas for development in teacher expertise are identified and addressed. Teachers are supported to trial innovative or evidence based, future-focused practices.

The staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning. Teachers collaborate with staff in other schools to share and embed good practice.

LEARNING AND DEVELOPMENT

Teachers' Professional Development Plans are supported by a coordinated whole school approach to developing professional practice, informed by research. Whole school analysis of the teaching staff identifies strengths and gaps, with planning in place to build capabilities and source teachers with particular expertise to improve student learning outcomes.

All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data.

DATA SKILLS AND USE

All teachers have a sound understanding of student assessment and data concepts (e.g. causality, bias). They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice.

Teachers clearly understand, develop and apply a full range of assessment strategies – assessment for learning, assessment as learning and assessment of learning – in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness.

Strategies implemented reflect research on best practice and include ongoing monitoring of success.

STRATEGIC, COLLABORATIVE PARTNERSHIPS

3

Our Aim is to ensure that existing partnerships are enhanced and that new and supportive partnerships are fostered.

Collaborative partnerships are purposeful, aligned to and support the school plan and directly benefit students and their learning and wellbeing.

Staff have purposeful leadership roles based on professional expertise.

The school community is committed to the school's strategic directions and practices to achieve educational priorities.

The school is recognised as excellent and responsive by its community as a result of its effective engagement with members of the local community such as parents, families, local media and business organisations.

The school leadership team makes deliberate and strategic use of its partnerships and relationships to access resources for the purpose of enriching the school's standing within the local community and improving student outcomes.

The school uses evidence-based strategy and innovative thinking in designing a school plan that delivers ongoing improvements in student outcomes.

The school successfully fosters collaboration with key stakeholders in the development of the school vision, strategic directions and annual plans.

Practices and processes are responsive to school community feedback.

EDUCATIONAL LEADERSHIP

The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease.

The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning.

The school demonstrates a high performance culture, with a clear focus on student progress and achievement and high quality service delivery. All students are taught by high performing teachers, and the leadership team supports the recognition of this through the teacher accreditation process.

The school regularly solicits and addresses feedback on school performance from students, staff, parents and the broader school community

The leadership team develops processes to collaboratively review teaching practices to affirm quality and to challenge and address underperformance.

3

SCHOOL PLANNING IMPLEMENTATION AND REPORTING

The leadership team actively supports change that leads to improvement, creating opportunities where feedback about the impact of change can be shared and monitored.

The school uses research, evidencebased strategies and innovative thinking in designing and implementing a school plan that successfully delivers ongoing, measured improvement in student progress and achievement.

The leadership team embeds clear processes, with accompanying timelines and milestones, to direct school activity towards effective implementation of the school plan. Staff understand what they need to do to help address the school plan's strategic directions and meet the school's improvement measures.

The school collects and analyses learning and wellbeing data to monitor the achievement of milestones and review, self-assess and report performance annually.

The school plan aligns to student and system priorities and ensures responsiveness to emerging needs. Staff, students, parents and the broader school community are welcomed and engaged, where possible, in the development of the vision, values and priorities of the school.

SCHOOL RESOURCES

The leadership team takes a creative approach to use of the physical environment to ensure that it optimises learning, within the constraints of the school design and setting.

Technology that supports learning is available and expertly integrated into lessons by teachers. Administrative staff are expert users of available technology and systems.

MANAGEMENT PRACTICES AND PROCESSES

The school evaluates its administrative systems and processes, ensuring that they are delivering anticipated benefits to the school community, and makes changes when required. The leadership team collects information about the school's administrative practices in order to ensure their effectiveness.

The leadership team measures school community (parent and student) satisfaction and shares its analysis and actions in response to the findings with its community.

MEASURABLE STUDENT ACHIEVEMENT

MILESTONES

2018

Ongoing consultation and review of Individual Learning Plans, SMART Goals and Review of Reporting and Assessment on student achievement.

Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning.

2019

The school analyses student progress and achievement data and a range of other contextual information. The school uses data to inform collective decisions about student learning, aligned with improvement measures in the school plan.

The school has identified what growth is expected for each student and students are achieving higher than expected growth on internal school progress and achievement data.

2020

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