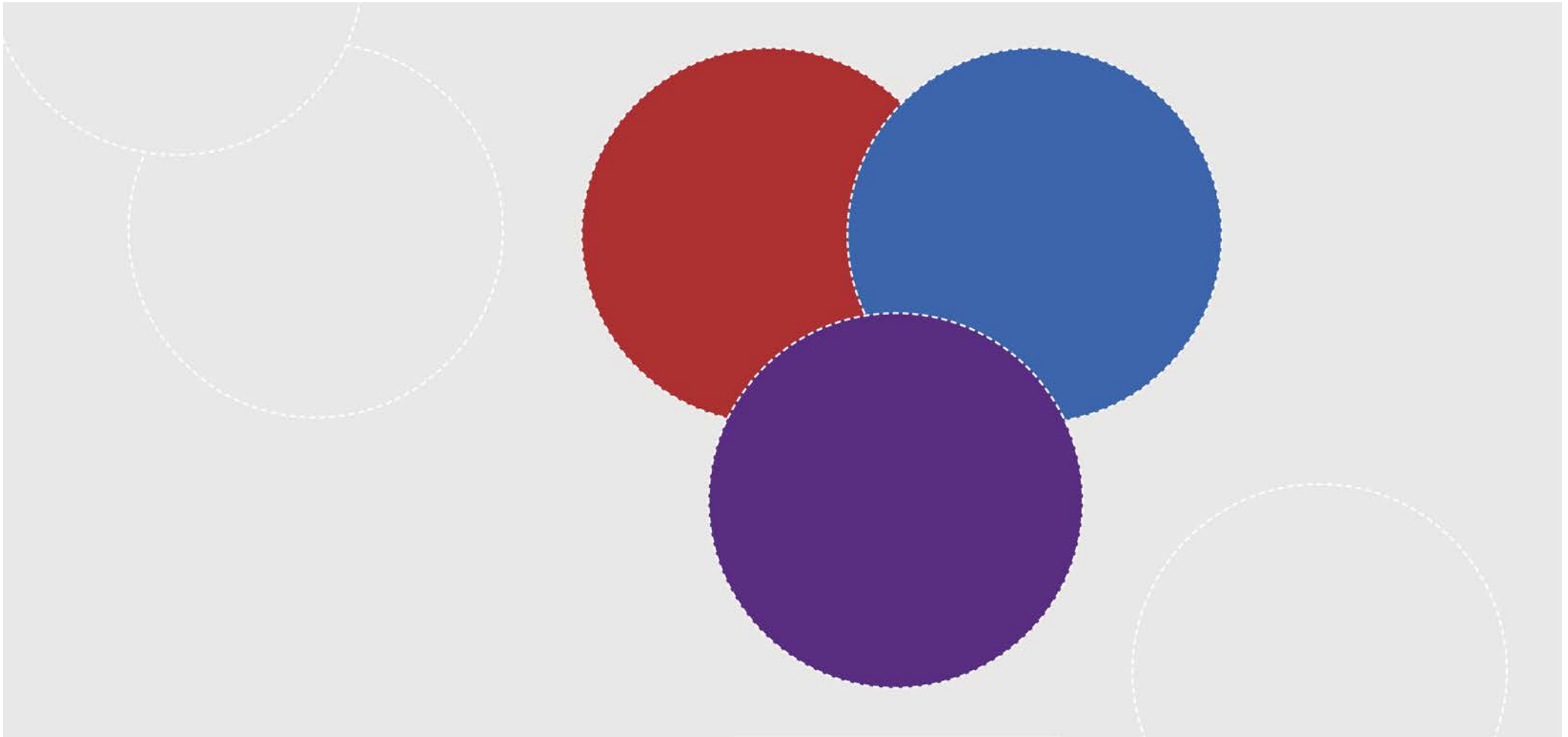


School plan 2015 – 2017

Glenbrook Public School



School background 2015 - 2017

School Vision Statement

Our school aims to create a happy, challenging and caring environment in which all students can realise their full potential academically, socially, personally and physically.

This will be achieved through:

Creating a school climate notable for its high expectations and encouragement of achievement and personal excellence;

Ensuring that programs enhance our students' welfare, self-confidence, self-esteem, resilience and self-discipline;

Encouraging a positive partnership between the school and its community that supports our students and the school;

Ensuring C21st learning which provides a wide range of experiences and encourages enjoyment of, and active involvement in, schooling, supporting lifelong learning;

Developing responsible and respectful students that have capacity to build positive relationships to support each other, exercise judgement in matters of morality, ethics and social justice; and

Ensuring that teachers are provided opportunities to develop their professional capacities to confidently and competently implement quality learning experiences for all students in a collaborative and supportive environment.

School Context

Glenbrook Public is situated on the village side of Glenbrook, the gateway to the Blue Mountains. Property prices compare higher than most other areas of the Blue Mountains.

Parent occupation includes a number of qualified professional and tradespeople. Many parents also commute each day to their work-place outside the Blue Mountains.

Student families of Glenbrook are from a variety of cultural backgrounds although predominantly are Anglo-Saxon. The community also reflects a middle class socio economic background.

The school community has a high expectation which is met by a strong focus on quality education and programs that cater for all students providing challenge, success and engagement. The school performs above state average in areas of Literacy and Numeracy in NAPLAN.

The school leadership team reflects on current practice focusing on delivering professional learning activities to support improved program delivery in teaching and learning.

Glenbrook Public is also fortunate to host an Opportunity Class with a new intake occurring every second year.

School Planning Process

The Strategic Management Plan has been developed as a result of consultation between members of the Glenbrook school community. The local community of schools have also met to discuss common threads that relate into the plan and involve local schools including Blaxland High School.

Our parents were consulted through a survey that was presented second semester 2014. Parents at P&C were also consulted and asked for areas they see the school needs to focus on in the future. Survey responses from parents noted strongly that they value the importance of having their children being able to critically think. They also saw the importance of students having good positive relationships with each other and being challenged in their learning, engaged and happy as learners.

During consultation with teachers and executives at meetings and informal discussions with executives, similar areas were also found that parents had mentioned during the survey. Teachers also reviewed the school Vision Statements in light incorporating C21st learning with changes made to this area.

Three committees have been formed to drive the three strategic areas. Further consultation has occurred with the committee coordinators to develop the implementation plan for 2015 and also the process to monitor and evaluate the school success to achieve goals.



Purpose

To develop a high performing and dynamic learning school community and across our community of schools (K-12) that is based on delivery of quality education and consistent high standards and shared professional practices.

To create 21st century students who are independent and collaborative learners, deep and logical thinkers, with the ability to obtain and evaluate information in a disciplined way.

They will have opportunities to be creative, innovative and resourceful.



Purpose

To ensure all students across our Community of Schools are actively and purposefully engaged in their learning and all aspects of school life K-12.

To create a safe and respectful school that supports the core business of learning, engaging the school community and working collaboratively with them in decision making to embed a system of values and cultural excellence.



Purpose

To develop high quality 21st century leaders with the knowledge and skills to inspire others in innovative and creative practices for 21st century learning, meeting the diverse needs of our learners. Teachers will have opportunities to engage in appropriate individual, team and shared professional learning activities. They will have a deep understanding of the National Standards for teachers, with staff achieving leadership at all levels.

Strategic direction 1: Learning

PURPOSE

To develop a high performing and dynamic learning school community and across our community of schools (K-12) that is based on delivery of quality education and consistent high standards and shared professional practices.

To create 21st century students who are independent and collaborative learners, deep and logical thinkers, with the ability to obtain and evaluate information in a disciplined way.

They will have opportunities to be creative, innovative and resourceful.

IMPROVEMENT MEASURE/S

Over 90% of students achieving cluster level benchmarks, in literacy and numeracy using PLAN.

100% of students from Year 3 and 5 exhibit positive growth in all aspects of the value added component of NAPLAN

PEOPLE

Students:

Students become active participants in their learning by articulating their goals and achievement.

Students develop their ability to reflect on their learning, set goals and take steps towards addressing their own learning needs.

Staff

Who cater for individuals developing learning goals and providing positive feedback for growth in learning.

Teachers who have a repertoire of C21st learning practices that are embedded into curriculum areas

Professionals who are enjoying teaching C21st pedagogy as students engage and achieve in learning.

Parents

Awareness and knowledge of school approach to C21st learning practices and how this relates to the Australian Curriculum.

Commitment from parents that education is important and requires the development of the 'whole child'

Leaders

Stage teams develop learning overview (K to 6) with assessment schedule related to PLAN

Stage teams examining student work samples to develop a consistent approach with high expectations.

PROCESSES

Students:

Having a clear understanding of their achievements through guided positive feedback from teachers, forming personal learning goals.

Staff

Establishing school teams to investigate and implement aspects of 'How 2 learn', 8 ways of learning and critical thinking skills.

Using PLAN to measure and monitor learning through developing a 'wall chart' approach that ensure resources are directed to support individuals

Sharing effective strategies that engage students in learning through a deeper understanding of personal achievement and progress.

Mentoring and professional learning, strengthening the implementation of differentiated programs that meet the needs of all students.

Evaluation plan

Maintaining and increasing the number of students achieving higher NAPLAN bands.

Reviewing and monitoring teaching programs and practices

Whole school data showing an increased level of engagement in student learning.

Students' achievement is reflected through progress measured using PLAN.

PRODUCT AND PRACTICES

Product

Over 90% of students achieving cluster level benchmarks, in literacy and numeracy using PLAN.

100% of students from Year 3 and 5 exhibit positive growth in all aspects of the value added component of NAPLAN

Students identifying the importance of learning and understand 'what is good learning'. This will be reflected in student learning journals and work samples

Practices

Students having an impact on their own learning from receiving positive feedback on progress. This will be shown by the use of Rubrics that show positive comments from teachers to support learning improvements with students reflecting with 'I can' statements.

Application into teaching repertoire of the critical and creative thinking learning continuum and elements of learning. This will be evident in the practice of embedding in school curriculum scope & sequences as well as in teaching programs

Learning cards going home showing personal goal setting.

strategic direction 2: Engagement

PURPOSE

To ensure all students across our Community of Schools are actively and purposefully engaged in their learning and all aspects of school life K-12.

To create a safe and respectful school that supports the core business of learning, engaging the school community and working collaboratively with them in decision making to embed a system of values and cultural excellence.

IMPROVEMENT MEASURE/S

Over 90% of students show high level satisfaction and engagement in school using School Life survey

Over 90% of Students are engaged with the input and the output of their learning reflected through comments in student learning journals and completion of set tasks at individual levels

PEOPLE

Students:

Students are provided the skills to demonstrate C21st learning fluencies across all KLAs.

Students interact with each other using Positive Relationship and other skills being taught.

Staff

Commitment to school student welfare philosophy.

Upskilling all teachers in the use of GROW, resilience program, circle time and Positive Relationships programs.

Parents

Understanding and agreed partnership in student welfare practices with consultative approach continued.

Leaders

Student welfare leaders up skill teachers on developing a reflective behaviour and engagement report.

PROCESSES

Students:

Understanding and use of a range of skills to enhance one self and positive relationships.

Commitment to using strategies in order to develop positive relationships and solve problems both personal and social.

Staff

Student welfare team to review what currently occurs, investigate other strategies including positive relationships, self-worth and resilience.

Learning committee to explore student engagement in the learning process

Understanding and applying strategies and approaches to benefit students and learning

Leaders

Ensure that the philosophies behind school approach are embedded into practice and curriculum

Evaluation plan

Student referrals to the student welfare coordinator and LST will be monitored with program success reviewed.

Whole school data will show an increasing level of student engagement across all aspects of school life

PRODUCT AND PRACTICES

Product

Over 90% of students show high level satisfaction and engagement in school using School Life survey

Over 90% of students are engaged with the input and the output of their learning reflected through comments in student learning journals and completion of set tasks at individual levels

Students interact with each other showing positive relationships towards each other with skills to solve issues. This will be evident through student welfare reports from teachers and executives.

Students show resilience to take risk and succeed confidently.

Practices

School student welfare programs focusing on positive relationships become entrenched in school practices and curriculum/ scope and sequences. Demonstrated through minimal bullying referrals and student welfare reports.

The use of CIRCLE Time as a means to solve problems. This will be evident through video presentation and interview of students and demonstrated in classroom programs.

The use of 'bucket filling' as entrenched school practice as intrinsic reward for citizenship. This will be evident through envelope system used with 90% increase in all classes.

Strategic direction 3: Inspired Teaching

PURPOSE

To develop high quality 21st century leaders with the knowledge and skills to inspire others in innovative and creative practices for 21st century learning, meeting the diverse needs of our learners. Teachers will have opportunities to engage in appropriate individual, team and shared professional learning activities. They will have a deep understanding of the National Standards for teachers, with staff achieving leadership at all levels.

IMPROVEMENT MEASURE/S

NAPLAN results indicate an increase in Year 3 writing from current 67% in the top 3 bands to over 70% by 2016.

Over 90% of students achieving cluster level benchmarks, in literacy and numeracy using PLAN.

PEOPLE

Students:

Develop, incorporate and embed new learning strategies to gain deeper understanding, towards engagement, learning and wellbeing.

Staff

Teachers are applying the teaching standards into their teaching practice

Teachers at all levels leading aspects of the process through sharing strategies and working to develop whole school approach to learning

Parents

Inclusive ownership of the school approach to 21st Century learning.

Designing a multi-faceted communication strategy to enhance awareness of school approach to learning, achievement in directional goals and common commitment of our COS.

Leaders

Supporting and directing a culture of professional development through a range of strategies that focuses on feedback, self-evaluation and sharing professional practice.

PROCESSES

Students:

Engaged in learning that caters for individuals and provides required challenge.

Staff

Learning committee examining resources available through BOSTE to incorporate into school approach.

Developed understanding and application of teaching standards through reflective tools and professional learning.

Sharing, including observations of effective strategies used in classroom that reflects teaching standards

Leaders

Executive working with stage teams to complete learning overview for Australian Curriculum to include assessment schedule

Executives working with teaching teams to monitor and support professional development through teaching standards.

Evaluation plan

Maintaining and increasing the number of students achieving higher NAPLAN bands.

Monitoring of teaching programs and practices for alignment of learning cycle.

Regular monitoring student levels of achievement through PLAN data.

PRODUCT AND PRACTICES

Product

NAPLAN results indicate an increase in Year 3 writing from current 67% (top 3 bands) to over 70% by 2016

Over 90% of students achieving cluster level benchmarks, in literacy and numeracy using PLAN

Teacher Professional Learning Plans are developed and implemented

All teachers are successfully accredited in 2017

Teaching and learning is outcome driven with alignment between learning outcomes, assessment, pedagogy and reporting.

Practices

Teachers learn through observing quality practices from each other.

Teachers working collaboratively to develop and share quality teaching strategies and in planning programs and effective teaching

Teaching standards, reflecting Quality Teaching model are used as a reflection tool to guide and shape teaching and assessment practice.

School Framework document becomes the basis of measuring improvement through data and self-assessment.