

School plan 2018-2020

Glossodia Public School 2021



School background 2018–2020

School vision statement

At Glossodia Public School we are committed to providing a well-balanced quality education. Our quality teaching and leadership programs empower students to be aspirational, successful, resilient lifelong learners who have the capacity to succeed in a dynamic 21st century society.

Glossodia Public School endeavours to inspire lifelong learners through a nurturing, innovative and inclusive environment.

Our vision is underpinned by our core values of being safe, responsible and respectful learners.

School context

Glossodia Public School is located in the village of Glossodia in a semi-rural area of the Hawkesbury district. On average, two hundred and forty students were enrolled at Glossodia Public School in 2017.

The school has modern buildings on a ten acre site, providing a pleasant, welcoming and aesthetically pleasing learning environment. The school community is very supportive, participating in many aspects of school life.

Glossodia Public School has a strong focus on quality teaching and learning. The well-resourced classroom environment supports productive learning with ample access to advanced technology. A strong emphasis is placed on activities and programs that will enable students to cope with the transition to high school, participate in future vocations and become valued members of their community. We promote our school motto of An Example to All in all aspects of day to day school life.

The school has aimed to develop an overall environment that is attractive, safe and happy – that instils educational confidence. Glossodia prides itself on the amount of community involvement in the school. This involvement not only includes the educational sphere, but the real feeling of community ownership as well.

School planning process

During 2017 an extensive evaluation took place with parents, staff and students involved. All stakeholders were given the opportunity to provide feedback in a number of areas. Evaluation and data collection has included:

- Analysing NAPLAN data for 2017 and the trend data over the past 5 years
- Collecting data from benchmarking from 2017 to develop targets and direction
- Surveying parents and staff to find what they believe is working well and what needs improving
- Conducting a series of SWOT analysis with parents and staff to gather information and views on our school
- Collecting information on individual students to be able to develop programs and learning plans in areas of need
- Collection of student data through a variety of means including PLAN data, Best Start data, benchmarking results, NAPLAN results, L3 target and observations.

Consultation has been achieved through:

- Staff meetings to discuss and write the vision statement
- Publishing the vision statement in the school newsletter providing the opportunity for feedback
- Discussion in P & C meeting

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Strong Classroom Practice

Purpose:

In schools that excel, all teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence – based teaching strategies.

(School Excellence Framework 2)

STRATEGIC DIRECTION 2

Strong School Culture

Purpose:

In schools that excel, the school culture is strongly focused on learning, the building of educational aspiration and ongoing performance improvement throughout the school community.

(School Excellence Framework 2)

STRATEGIC DIRECTION 3

Strong Leadership and School
Systems

Purpose:

In schools that excel, administrative systems, structures and processes underpin ongoing school improvement and professional effectiveness of all school members.

(School Excellence Framework 2)

Strategic Direction 1: Strong Classroom Practice

Purpose	People	Processes	Practices and Products
<p>In schools that excel, all teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence – based teaching strategies.</p> <p>(School Excellence Framework 2)</p>	<p>Leaders</p> <p>LEADERS:</p> <p>Principal and curriculum leaders have enhanced visibility into school performance and improved decision-making based on evidence.</p>	<p>A Hawkesbury network of schools will undertake training in Visible Learning, focused on teaching strategies that give the most impact to student learning, including learning intentions, success criteria and feedback. (1.2.3, 3.2.3, 5.2.3, 7.4.2)</p>	<p>Practices</p> <p>Students</p> <p>Students can articulate where they are in their learning and what their next learning steps will be. There is evidence of student ownership for their learning</p> <p>Students regularly reflect and evaluate the achievements of their own learning.</p> <p>Students are actively engaged in learning (3.2.2)</p> <p>Teachers</p> <p>Teachers will produce differentiated programs catering for individual student need as identified by school assessment data (1.5.2)</p> <p>Teachers embed formative assessment strategies into their teaching and learning programs. (5.1.2)</p>
Improvement Measures	Staff	Evaluation Plan	Products
<ul style="list-style-type: none"> Both internal and external school data shows an improvement in learning achievement for all students. The school can demonstrate progress in achieving Premier's Priorities for Education – an increased proportion of students in the top 2 NAPLAN bands for Years 3 and 5. 	<p>STAFF:</p> <p>Staff deepen their understanding of the impact of their own teaching methods. They develop a collaborative, evaluative approach to their practice. They will be better skilled to provide individualised instruction, according to student need.</p> <p>Students</p> <p>Students are responsible for their own learning and can articulate where they are in their learning and what their next learning steps will be.</p> <p>Parents/Carers</p> <p>Parents develop an awareness and understanding of effective classroom practice, with a mindset shift from what teachers are teaching to what their child is learning.</p> <p>Community Partners</p> <p>A group of committed schools will develop strong collegial support for the implementation of effective classroom practices.</p>	<p>To explore Future Focused Learning focusing on flexible learning spaces, teaching and learning programs and environments to incorporate 21st century learning skills, including Creative and Critical Thinking, collaboration, ICT and communication. (3.3.2)</p> <p>'Tell Them From Me' survey data.</p> <p>Surveys and data embedded in the Visible Learning Program</p> <p>Internal and external school academic data</p>	<p>Improvement in measurements of student engagement in the 'Tell Them From Me' Survey and yearly parent surveys.</p> <p>The school can demonstrate progress in achieving Premier's Priorities for Education– an increased proportion of students in the top 2 NAPLAN bands for Yrs 3 and 5.</p> <p>Internal and external data shows improvement in student learning outcomes.</p>

Strategic Direction 2: Strong School Culture

Purpose

In schools that excel, the school culture is strongly focused on learning, the building of educational aspiration and ongoing performance improvement throughout the school community.

(School Excellence Framework 2)

Improvement Measures

- All staff, teaching and non-teaching will have deep, professional learning goals.

All students will have individual learning goals for the classroom

People

Leaders

Demonstrate exemplary practice and high expectations, and lead colleagues to encourage students to pursue challenging goals in all aspects of their education. (3.1.4)

Staff

Staff will believe that all students can make progress, will create an environment that is safe to take risks and find strategies that will meet the needs of all students. (4.1.2)

Students

Students will be willing to take risks in their learning and develop resilience and persistence in challenges. They will understand that the only person they can change is themselves.

Parents/Carers

Parents and carers will support and encourage the aspirations of their children.

Community Partners

The wider learning community will also encourage the positive growth mindset established at GPS as students transition between schools (from Year 6 to HHS and Preschool to Kindergarten)

Processes

Investigate and understand Growth Mindset (as against Fixed Mindset) through school professional learning sessions.

Review student wellbeing procedures, including the new anti-bullying resources, updated PBL and to develop enhanced teaching and learning programs (4.3.3, 4.3.2)

Embed the importance of ongoing professional learning and professional learning goals into school culture and staff aspirations.

Evaluation Plan

Tell Them From Me Survey

School survey (SWOT)

Staff PDPs

Classroom and playground observations

Sentral data

Attendance Data

External and Internal data

Practices and Products

Practices

All members of the school community will demonstrate a growth mindset concerning academic, social, emotional and behavioural contexts.

Students will demonstrate high level resilience in social and emotional areas.

Staff will be aspirational and driven to self-improvement in their role as an educator. All staff will have evidence to demonstrate their progress and plans to map out their own development in line with the Performance and Development Framework.

People accept responsibility for their own actions and responses and seek to make changes within themselves.

Products

All staff, teaching and non-teaching, will have deep, professional learning goals. (6.1.3, 6.2.2, 6.3.2, 6.4.2)

All students will have individual learning goals for the classroom.

(3.1.3, 3.1.2)

Strategic Direction 3: Strong Leadership and School Systems

Purpose

In schools that excel, administrative systems, structures and processes underpin ongoing school improvement and professional effectiveness of all school members.

(School Excellence Framework 2)

Improvement Measures

- GPS self-evaluation will accurately reflect the findings of External Validation
- GPS will be compliant in all audit style evaluations including NESA, WHS and Finance

People

Leaders

Leaders will initiate, develop and implement relevant policies and processes to support colleagues' compliance with and understanding of existing and new legislative, administrative, organisational and professional responsibilities. (7.3.4,

7.3.2)

Staff

Understand the implications of and comply with relevant legislative, administrative, organisational and professional requirements, policies and processes. (7.2.2)

Processes

Ensure curriculum compliance with scope and sequence documents informing programs and assessment strategies, and evidenced by student work samples as required by NESA and DoE policy.

Continue to develop systems and confidence in the use of LMBR, including SAP, ebs4 and Synergy and Sentral.

Develop and implement effective systems for Staff Induction, the use of Beginning Teacher Funding Support, Teacher Accreditation and the use of QTSS funding, to ensure equity and maximised impact.

Ensure all areas of school systems are audit compliant. Develop effective methods of school self-evaluation against the School Excellence Framework.

Evaluation Plan

School surveys and observations

Confident use of systems

Staff reflections

Development of written school procedures

Practices and Products

Practices

School and departmental systems will be used with ease and confidence

All staff will feel fully supported in their roles and provided with opportunities for aspirational growth.

Products

GPS self-evaluation will accurately reflect the findings of External Validation.

GPS will be compliant in all audit style evaluations including NESA, WHS and Finance.