School plan 2015 – 2017

Glenfield Public School 2001

QUALITY LEARNING

QUALITY TEACHING

COMMUNITY ENGAGEMENT
## School background 2015 - 2017

### School vision statement
Inspire and empower resilient, self-motivated students who are creative, critical thinkers contributing and engaging with an ever-changing global community.

### School context
Glenfield Public School is situated on Dharawal land in the Campbelltown City Council area and serves a multicultural school community of 328 enrolments with 43 different nationalities.

The school is over a hundred years old and many generations of families have attended the school over this time. Student enrolments are increasing with the continuing development of a new housing estate. The school has grown from 10 to almost 14 classes in four years.

The student body is well represented through the Student Representative Council, school and sport house captains, vice captains, a school ambassador and class captains.

The school’s P & C consists of a small group of dedicated parents who are actively involved in school activities and decision-making processes.

The learning environment within Glenfield Public School continues to be an area of focus. As such, the enhancement of engaging classrooms is underpinned by quality teaching principles and a variety of technology to support student learning in the 21st century.

### School planning process
This school plan forms the core of educational programs to address strategic directions across a three year period. The plan is designed to be ongoing and flexible in responding to emerging school needs and contribute to the achievement of long term strategic directions.

It has been cooperatively developed to reflect DEC priorities relating to Creating Futures Together, identified school needs and the recommendations of all teachers, in consultation with the parent body through forums and surveys.

Professional learning and consultation with the school community has supported both the understanding and development of the school vision, strategic directions and its implementation measures.
**Purpose:**

Ensure all students display a passion for learning and are engaged in meaningful and challenging learning experiences to enable them to become productive 21st century citizens, within a culture of high expectations.

**Purpose:**

Create a school culture that embraces an integrated, innovative approach to curriculum delivery, which leads to relevant, differentiated learning experiences through quality teaching.

**Purpose:**

Build deeper relationships and positive partnerships between teachers, parents, organisations and other schools to create a shared vision and collaboratively develop and implement successful initiatives that will positively impact on student learning and well-being.
### Strategic Direction 1: Quality Learning

#### Purpose
Ensure all students display a passion for learning and are engaged in meaningful and challenging learning experiences to enable them to become productive 21st century citizens, within a culture of high expectations.

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<td><strong>How do we develop the capabilities of our people to bring about transformation?</strong></td>
<td><strong>How do we do it and how will we know?</strong></td>
<td><strong>What is achieved and how do we measure?</strong></td>
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<td><strong>Students:</strong> <em>Explicitly teach 21st century learning and goal setting skills linked to self-evaluation and feedback.</em></td>
<td><em>Explicit lessons to teach the 21st century skill set.</em></td>
<td><em>All students are actively engaged in their learning and are able to articulate and utilise the 21st century skill set.</em></td>
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<td><strong>Staff:</strong> <em>Develop staff understanding of 21st century learning skills and current educational pedagogies through professional learning.</em></td>
<td><em>Develop goal setting skills for students.</em></td>
<td><em>At least 65% of students are critical and creative thinkers who use effective communication skills to be collaborative in all areas of their daily life.</em></td>
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<td><em>Provide opportunities for staff to investigate innovative classroom practices through peer observation and visits to other schools.</em></td>
<td><em>Internal professional learning for staff on the 21st century skill sets by engaging in peer observation sessions and team teaching.</em></td>
<td><em>Teaching programs are authentic, relevant and meaningful and are reflective of current educational pedagogies.</em></td>
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<td><em>Professional learning opportunities to develop effective assessment for learning practices that support the interaction between teachers and students to develop learning goals.</em></td>
<td><em>Professional learning on current educational pedagogies.</em></td>
<td><em>Students reflect on their learning and strategies they use. They set goals that challenge themselves to deepen their knowledge and understanding.</em></td>
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<td><strong>Parent/Carers:</strong> <em>Develop a shared understanding of innovative classroom practices to enable them to have a voice in student learning.</em></td>
<td><em>Developing student voice in learning.</em></td>
<td><strong>What are our newly embedded practices and how are they integrated and in sync with our purpose?</strong></td>
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<td><strong>Community Partners:</strong> <em>Encourage community support whole school learning programs through the sharing of expertise and funded support.</em></td>
<td><em>Teacher professional learning on effective summative and formative assessment practices that drive teaching and learning.</em></td>
<td><em>Teaching and learning programs include student inquiry methods.</em></td>
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<td><strong>Leaders:</strong> <em>Effective allocation of resources to facilitate a culture of change and support to develop innovative, quality teaching practices.</em></td>
<td><em>21st century learning skills are integral in teaching and learning programs as evidenced through peer observation.</em></td>
<td><em>Programs are collaboratively designed between teachers and also teachers and students.</em></td>
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#### Improvement Measures

*All students are actively engaged in their learning and are able to articulate and utilise the 21st century skill set.*

*At least 65% of students are critical and creative thinkers who use effective communication skills to be collaborative in all areas of their daily life.*

*Positive feedback from students, teachers and parents relative to improved student learning and engagement.*

**Evaluation Plan**

*21st century learning skills are integral in teaching and learning programs as evidenced through peer observation.*

*Students are confident in setting personal goals.*

*Students, teachers and parents collaborate and contribute to teaching and learning programs.*

*Teaching and learning programs reflect a variety of assessment strategies to assess, support and enhance student learning.*

*Collegial discussion and collaborative planning support teaching and learning.*

*Teaching and learning programs include student inquiry methods.*

*Programs are collaboratively designed between teachers and also teachers and students.*

*A culture where students intrinsically understand or know the direction of their learning and set their own future directions.*
Strategic Direction 2: Quality Teaching

**Purpose**
Create a school culture that embraces an integrated, innovative approach to curriculum delivery, which leads to relevant, differentiated learning experiences through quality teaching.

**People**

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

**Students:**
- Develop student understanding of links between all Key Learning Areas and the impact this has on their learning.
- Explicit teaching of effective use of Information and Communication Technologies as an integrated part of their learning.

**Staff:**
- Teacher skills in cross-curricula integration of all Key Learning Areas through professional learning.
- Professional learning in assessment practices and use of PLAN data to support differentiated student learning.

**Parent/Carers:**
- Raise awareness and support parent understanding of curriculum and different learning styles.

**Community Partners:**
- Develop community understanding of curriculum and its connectedness to the real world through shared dialogue between the community and the school.

**Leaders:**
- Undertake professional learning to be leading learners in the integration of curriculum and encourage professional dialogue and collaboration among the broader school community.

**Processes**

*How do we do it and how will we know?*

**Students:**
- Teacher professional learning in assessment practices to drive differentiated teaching and learning programs and to support independent student learning.
- Teacher professional learning in cross-curriculum integration.
- Information and Communication Technologies are integrated into teaching and learning programs and seen as an important learning tool by the broader school community.
- PLAN data is regularly monitored and updated and used to gauge student learning needs.

**Evaluation Plan**
- Teaching and learning programs reflect cross-curriculum integration learning.
- Students and parents make connections between all curriculum-learning areas.
- Students and teachers are engaged in their learning.

**Products and Practices**

*What is achieved and how do we measure?*
- Programs reflect cross-curriculum integration to support students in making deep, meaningful connections with their learning.
- At least 60% of students meet grade PLAN benchmarks as effective assessment practices are utilised to develop informed teaching and learning programs.
- Information and Communication Technologies are embedded in curriculum delivery.

*What are our newly embedded practices and how are they integrated and in sync with our purpose?*
- Consultation and collaboration between all stakeholders when planning teaching and learning experiences utilising effective assessment practices and innovative pedagogies in line with curriculum requirements.
- All staff utilise assessments to inform PLAN data and they are used to create differentiated learning experiences.
- Teaching and learning programs reflect meaningful cross-curriculum integration that incorporates real life learning experiences.

**Improvement Measures**

- Programs reflect cross-curriculum integration to support students in making deep, meaningful connections with their learning.
- At least 60% of students meet grade PLAN benchmarks as effective assessment practices are utilised to develop informed teaching and learning programs.
- Increase in student and teacher satisfaction as a result of collaboration in the teaching and learning process.
### Strategic Direction 3: Community Engagement

#### Purpose
Build deeper relationships and positive partnerships between teachers, parents, organisations and other schools to create a shared vision and collaboratively develop and implement successful initiatives that will positively impact on student learning and well-being.

#### People

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

**Students:**
*Develop student skills in effective communication so as to share their learning reflections and goals with their parent and carers.*

**Staff:**
*Teacher skills in effective communication and relationship building are developed through professional learning and opportunities to engage with the broader community through the Community Café.*

**Parent/Carers:**
*Provision of a variety of learning opportunities and cultural sharing experiences to develop parent/carer confidence in the role they can play and the voice they can have in student learning.*

**Community Partners:**
*Community partners understand the role they play in contributing to the success of the school and are encouraged to share their expertise and resources.*

**Leaders:**
*Provide opportunities and a variety of communication platforms for information sharing and interactions between students, teachers, parents and the community so as consultative decision making is supported, valued and respected.*

#### Processes

**How do we do it and how will we know?**

*Education process for parents on Facebook/Twitter usage.*

*Professional learning for staff on the purpose and procedures in developing effective communication and building relationships between the school and its community.*

*Three way interviews that incorporate student reflections and goals.*

*Establishment of a Community Café.*

*Parent and community learning programs to develop understanding of the curriculum and student outcomes and how this information can be used to support their child and the school.*

#### Products and Practices

**What is achieved and how do we measure?**

*An increase of at least 10% in attendance (each year) at the Community Café that is supportive of parent learning, cultural sharing, friendships, communications and linkages with support agencies and the outside community.*

*At least 50% of families utilise Social Media that supports an accessible communication platform for information sharing between all school community members.*

*Community input is valued, useful and assists in the well being of students as parents are active participants of the school.*

**What are our newly embedded practices and how are they integrated and in sync with our purpose?**

*Protocols and processes are in place for consultative decision making with the community.*

*Regular surveys and parent forums to parents to monitor the changing needs of our community.*

*Dissemination of information about the school, its practices and learning as well as parent support programs using social media.*

#### Improvement Measures

*An increase of at least 10% in attendance (each year) at the Community café that is supportive of parent learning, cultural sharing, friendships, communications and linkages with support agencies and the outside community.

*At least 50% of families utilise Social Media that supports an accessible communication platform for information sharing between all school community members.

*Increase in parent and school community satisfaction relative to effective communication.*