<table>
<thead>
<tr>
<th>School vision statement</th>
<th>School context</th>
<th>School planning process</th>
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<tbody>
<tr>
<td>Innovative practices that embrace change.</td>
<td>Our school is one where we pride ourselves on the excellence of learning; a school where children can work towards and achieve their potential. With a strong emphasis on the development of the basics, success has come to children in becoming effective readers, writers and mathematicians. However, we hold most pride in ourselves for the creation of a supportive and caring atmosphere throughout our school, an atmosphere where children can grow in an environment conducive for learning.</td>
<td>Consultation for our 2015 began in September 2014. Staff initially reviewed our previous school plan and drew out information to inform future planning. Staff undertook the Tell Them From Me “Focus on Learning” teacher survey in October. In November a random selection of parents were surveyed by students and the P&amp;C was also consulted.</td>
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<tr>
<td>Glenwood Public School (established in 1981) features quality programs which focus on improving student educational outcomes in a safe, healthy, productive, enjoyable and balanced learning environment. Particular emphasis is placed on: developing student Literacy and Numeracy skills; catering for the talents, interests and needs of all students; implementing positive student welfare programs. We are located on the outskirts of Sydney South West and our student population come from a wide range of backgrounds, both socio economically and culturally. As a school we have developed many networks with other school and educators both locally and internationally. Our staff are well equipped to teach students of the 21st century and have created learning spaces that suit the students learning needs. Students have a strong voice at Glenwood.</td>
<td>Data was gathered and analysed through the review of PLAN data, SMART data and the Tell Them From Me “Focus on Learning” teacher survey. Brainstorming for a school vision produced some amazing results that quickly informed our direction. Students were invited to discuss their thoughts on the vision and direction they thought the school needed to take. School executive worked on developing the 5Ps and the improvement measures.</td>
<td></td>
</tr>
</tbody>
</table>
Purpose: To empower learners with student voice and leadership skills.

To provide students with a learning environment that supports 21st century student directed learning.

STRATEGIC DIRECTION 1
Successful, empowered, engaged learners

Purpose: To engage teachers in professional learning networks that promotes collegial dialogue and reflective practices through the achievement of personal and collegial professional goals.

To develop effective tracking of student performance to support high level student differentiation.

STRATEGIC DIRECTION 2
Dynamic, high performing staff in a collaborative culture

Purpose: To ensure parents are informed partners of our education journey.

To develop reciprocal community relations across the school and wider community.

STRATEGIC DIRECTION 3
Strong, positive, respectful community partnerships
### Strategic Direction 1: Successful, engaged, empowered learners

<table>
<thead>
<tr>
<th>Purpose</th>
<th>People</th>
<th>Processes</th>
<th>Products and Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Why do we need this particular strategic direction and why is it important?</strong></td>
<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>
</tr>
<tr>
<td>To empower learners with student voice and leadership skills.</td>
<td><strong>Students:</strong> Implement Innovation in Learning and Student Voice projects to develop 21st century fluencies and student empowerment mindsets and capabilities.</td>
<td>- <strong>Innovation in Learning Project</strong>&lt;br&gt;Flexible learning spaces and extra curricular learning opportunities that facilitate 21st century fluencies and encourage creative and critical thinking:&lt;br&gt;- Walls that teach, learning goals, bump it up walls, student evidence&lt;br&gt;- SOLE, Genius Hour, PBL, Discovery Time, 6Ds&lt;br&gt;- Kidsmeet,</td>
<td><strong>Product:</strong>&lt;br&gt;- Project based learning implemented in every learning space</td>
</tr>
<tr>
<td>To provide students with a learning environment that supports 21st century student directed learning.</td>
<td><strong>Staff:</strong> Staff participates in professional learning within and across school networks to develop knowledge and skills in 21st century fluencies and student empowerment.</td>
<td>- <strong>Student Voice Project</strong>&lt;br&gt;Students are given increased opportunities for input into whole school decision making:&lt;br&gt;- Increased responsibilities for SRC and school student leaders&lt;br&gt;- Regular informal conversations opportunities with principal</td>
<td><strong>Product:</strong>&lt;br&gt;- Increased extra curricular learning opportunities for student development</td>
</tr>
<tr>
<td><strong>Improvement Measures</strong></td>
<td><strong>Parents/Carers:</strong> Provide parents with opportunities to learn about 21st century fluencies and flexible learning spaces.</td>
<td><strong>Evaluation Plan</strong>&lt;br&gt;Regularly monitor project based learning and extra curricular activity development with a focus on walls that teach, learning goals, bump it up walls, student evidence.</td>
<td><strong>What are our newly embedded practices and how are they integrated and in sync with our purpose?</strong></td>
</tr>
<tr>
<td>- Project based learning implemented in every learning space</td>
<td><strong>Leaders:</strong> Source opportunities for staff to network within and across schools to develop knowledge and mindsets in 21st century fluencies and student empowerment.</td>
<td><strong>Practice:</strong>&lt;br&gt;- Inclusive and positive interactions evident in developing, monitoring and reflecting on individual learning goals</td>
<td><strong>Practice:</strong>&lt;br&gt;- Student voice in leadership activities leads to whole school change.</td>
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Planning template – V2.0
### Strategic Direction 2: Dynamic, high performing staff in a collaborative culture

#### Purpose

**Why do we need this particular strategic direction and why is it important?**

To engage teachers in professional learning networks that promote collegial dialogue and reflective practices through the achievement of personal and collegial professional goals.

To develop effective tracking of student performance to support high level student differentiation.

#### People

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

**Students**: Students able to act on timely feedback in relation to individual goals and teacher expectations.

**Staff**: Assessment is varied in order to inform teaching and learning and to provide timely feedback matched to students.

**Parents/Carers**: Understanding the value of formative assessment and teaching according to individual student needs.

**Leaders**: Model quality formative assessment practices and growth mindset.

#### Processes

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

- **Assessment for Learning Project**
  The ongoing delivery of new syllabus documents is enhanced through the inclusion of formative assessment:
  - Walls that teach
  - LISC
  - **21st Century Fluency Project**
    Engagement in professional learning to continually update knowledge and practice targeted to personal professional needs and school priorities:
    - Performance development framework
    - Quality teaching framework
    - Instructional rounds and walkthroughs
    - Ian Jukes

- **Student Tracking Project**
  Ongoing entering and monitoring of PLAN data supported by professional learning, networks and the development of timelines.

**Evaluation Plan**

Regularly monitor PLAN data, student learning goals and opportunities for instructional rounds, observations, lesson studies and the creation of and participation in networks.

#### Products and Practices

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

**Product:**
- Increased opportunities for participation in instructional rounds, observations, lesson studies and other networks within and across schools.

**Product:**
- All students achieving their individual learning goals, which are based on all syllabus documents, including general capabilities and the literacy and numeracy continuums.

**Product:**
- Data collected, stored and tracked in order to inform teaching and learning in a timely and efficient manner.

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

**Practice:**
- Timely, effective and appropriate feedback to students about their achievement relative to their learning goals.

**Practice:**
- Data from internal and external student assessments used for evaluating learning and teaching, identifying interventions and modifying teaching practices.

**Practice:**
- Regular profession dialogue, critiquing research and evaluating practice across professional learning networks consistent with personal and school professional learning goals.
# Strategic Direction 3: Strong, positive, respectful community partnerships

## Purpose

**Why do we need this particular strategic direction and why is it important?**

To ensure parents are informed partners of our education journey.

To develop reciprocal community relations across the school and wider community.

## People

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

**Students:** Home school partnership and continuity of learning is evident to students.

**Staff:** Continually maintaining ongoing learning links between home and school.

**Parents/Carers:** Empowered to participate in their child’s learning journey.

**Leaders:** Recognise and celebrate quality home school partnerships.

## Processes

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

- **Collaboration Fluency Project**
  
  Parents and community members are given increased opportunities to develop an understanding of 21st century learning through ongoing learning and information sessions:
  
  - Twitter, Edmodo, blogs
  - Best Start, Plan
  - Literacy, Numeracy
  - Formative assessment
  - Project based learning
  - Quality teaching framework

## Products and Practices

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

**Product:**

- Multiple opportunities for families/community members to participate in school wide training programs to enhance home school partnerships

**Practice:**

- Parents and community members actively participating in online, two way communications, such as twitter, Edmodo and class blogs.

## Improvement Measures

- Multiple opportunities for families/community members to participate in school wide training programs to enhance home school partnerships