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|  | **GPLA Plan** 2015 – 2017 | | | |
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| Planning template | | Glenmore Park Learning Alliance | | |

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| School background 2015 - 2017 | | | | | | | | | | | | | | | | | | |
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| **SCHOOL VISION STATEMENT** | | | |  | **SCHOOL CONTEXT** | | | | | | |  | **SCHOOL PLANNING PROCESS** | | | | | |
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| Enter your school’s vision statement, which outlines the ethos and collective purpose of your school community. | | | |  | The Glenmore Park Learning Alliance comprises of 7 schools:   * Emu Heights PS * Emu Plains PS * Glenmore Park PS * Leonay PS * Regentville PS * Surveyors Creek PS * Warragamba PS * Glenmore Park HS   (Insert a brief statement of the history) | | | | | | |  | Enter details of the consultation process that your school community has followed to identify your three key strategic directions, key improvement measures and a 5P planning page for each strategic direction, including the purpose, people, processes, practices and products. | | | | | |
| Alliance strategic directions 2015 - 2017 | | | | | | | | | | | | | | | | | | |
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| This page identifies the 3 strategic directions and the purpose of each one. Each strategic direction will:   * + define the key improvements which combine for the school to achieve excellence   + represent a high level and future-focused educational priority which is evidence based and data informed   + be a succinct statement that drives the development of the school’s educational and organisational leadership culture   + make explicit links to the dimension of the school excellence framework. | | | | | | | | | | | | | | L:\10. Design\10.1 Job Bag\WIP_2014\12566_School Planning Template 2015-2017\5.0 LINKS\12566_School_Planning_Icon_v2_Small.png | | | | |
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| Being clear about the purpose of each strategic direction is crucial since a successful organisation is typically one in which individuals in the organisation can say why they do what they do.  Articulating the purpose for each strategic direction enables the school to communicate why these have been identified as most important to achieving school excellence and contributing to sustained improvement in student learning.  Identifying the difference each strategic direction will make and why will help members of the community to understand the ways in which they are able to contribute. Statements should be self-evident and succinct (25-40 words). | | | |  | Being clear about the purpose of each strategic direction is crucial since a successful organisation is typically one in which individuals in the organisation can say why they do what they do.  Articulating the purpose for each strategic direction enables the school to communicate why these have been identified as most important to achieving school excellence and contributing to sustained improvement in student learning.  Identifying the difference each strategic direction will make and why will help members of the community to understand the ways in which they are able to contribute. Statements should be self-evident and succinct (25-40 words). | | | | | | |  | Being clear about the purpose of each strategic direction is crucial since a successful organisation is typically one in which individuals in the organisation can say why they do what they do.  Articulating the purpose for each strategic direction enables the school to communicate why these have been identified as most important to achieving school excellence and contributing to sustained improvement in student learning.  Identifying the difference each strategic direction will make and why will help members of the community to understand the ways in which they are able to contribute. Statements should be self-evident and succinct (25-40 words). | | | | | |
| Strategic direction 1: Leadership | | | | | | | | | | | | | | | | | | |
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| **PURPOSE** |  | **PEOPLE** | | | | |  | | **PROCESSES** | | | | | | |  | | **PRODUCTS AND PRACTICES** |
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| Why do we need this particular strategic direction and why is it important?  [A clear statement should be made about why we need this particular strategic direction and why it is important in helping the school in the pursuit of ongoing excellence] |  | How do we develop capabilities of our people to bring about transformation?  Students: identify student leadership capabilities.  [Enter a statement describing the learning skills, knowledge and capabilities that will be developed for students to support the achievement of this strategic direction ]  Staff: engage with Australian Professional Standards for Teachers toward accreditation at Proficient, Highly Accomplished, Lead  [Enter a statement describing the learning skills, knowledge and professional capabilities that will be developed for staff to support the achievement of this strategic direction ]  Parents: support the promotion of leadership across the LA  [Enter a statement describing the learning that will be facilitated for parents to ensure they can engage in activities and initiatives relating to this strategic direction]  Community partners: Identification of expertise that would provide support to achieve LA direction.  [Enter a statement describing the learning that will be facilitated for community partners to ensure they can engage in activities and initiatives relating to this strategic direction ]  Leaders: maintain the integrity of the LA through planning and evaluation of LA strategic directions  [Enter a statement describing the learning skills, knowledge and professional capabilities that will be developed for leaders to support the achievement of this strategic direction] | | | | |  | | How do we do it and how will we know?  Establish networks to share ideas, knowledge, skills, practices and products that support accreditation at a variety of levels.  Network of aspiring leaders is established.    Students’ leadership skills are developed, supported and celebrated across the LA schools.  [Enter the student, teaching or leadership learning activities and processes that will be implemented to achieve the required Products and Practices for this strategic direction]  Evaluation plan:  [Enter the strategy to monitor and evaluate the quality of implementation at regular points in time and the progress achieved towards the attainment of Improvement Measure/s for this strategic direction] | | | | | | |  | | What is achieved and how do we know?  [Enter the high level quantitative or qualitative improvement measure/s resulting from the achievement of the Processes in this strategic direction ]  What are our newly embedded practices and how are they integrated and in sync with our purpose?  Staff are familiar with the Australian Professional Standards for Teachers and collection evidence for accreditation at Proficient, Highly Accomplished, Lead.  Coaching/Mentoring of aspiring leaders (Executive/Principal).  Students engaged in activities that foster and promote leadership across the LA  [Enter the learning, teaching and leadership practices that are embedded and sustained in the school as a result of this strategic direction ] |
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| **IMPROVEMENT MEASURE/S** |
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| [Enter the high level quantitative or qualitative improvement measure/s resulting from the achievement of the Processes in this strategic direction  *Note: this links to the first bullet-point in the Product column]*  [Enter the equivalent quantitative or qualitative improvement measure/s relating to each significant subgroup of the student population] |
| Strategic direction 2: Culture | | | | | | | | | | | | | | | | | | |
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| **PURPOSE** |  | **PEOPLE** | | | | |  | | **PROCESSES** | | | | | | |  | | **PRODUCTS AND PRACTICES** |
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| Why do we need this particular strategic direction and why is it important?  [A clear statement should be made about why we need this particular strategic direction and why it is important in helping the school in the pursuit of ongoing excellence] |  | How do we develop capabilities of our people to bring about transformation?  Students: actively engaged and embrace opportunities offered through the learning alliance  [Enter a statement describing the learning skills, knowledge and capabilities that will be developed for students to support the achievement of this strategic direction ]  Staff: actively engaged and promote the learning alliance and professional learning.  Staff: seek, engage and contribute the professional learning  [Enter a statement describing the learning skills, knowledge and professional capabilities that will be developed for staff to support the achievement of this strategic direction ]  Parents: to become informed participants in supporting student growth and learning  [Enter a statement describing the learning that will be facilitated for parents to ensure they can engage in activities and initiatives relating to this strategic direction]  Community partners: Forming connections with the wider community to support and enhance learning opportunities  [Enter a statement describing the learning that will be facilitated for community partners to ensure they can engage in activities and initiatives relating to this strategic direction ]  Leaders:  GPLA: Facilitate and build strong collegial relationships across the schools to meet the needs of learners.  [Enter a statement describing the learning skills, knowledge and professional capabilities that will be developed for leaders to support the achievement of this strategic direction] | | | | |  | | How do we do it and how will we know?  Rebrand and promote the LA through effective communication, sharing and publishing of resources eg logo, website, Twitter, Apps. Celebrate the milestones and acknowledge achievements of the LA.  Identify and promote expertise across the LA.  Provide a range of opportunities to promote student engagement across the LA.  Evaluation plan:  [Enter the strategy to monitor and evaluate the quality of implementation at regular points in time and the progress achieved towards the attainment of Improvement Measure/s for this strategic direction] | | | | | | |  | | What is achieved and how do we know?  [Enter the high level quantitative or qualitative improvement measure/s resulting from the achievement of the Processes in this strategic direction ]  What are our newly embedded practices and how are they integrated and in sync with our purpose?  GPLA is identified and celebrated as a centre of excellence in the wider community.  Exemplary practices are developed through schools working collaboratively across the learning alliance to improve practices ad learning outcomes  Collegial connections are developed and maintained to promote teaching and learning across the wider community. [Enter the learning, teaching and leadership practices that are embedded and sustained in the school as a result of this strategic direction ] |
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| **IMPROVEMENT MEASURE/S** |
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| [Enter the high level quantitative or qualitative improvement measure/s resulting from the achievement of the Processes in this strategic direction  *Note: this links to the first bullet-point in the Product column]*  [Enter the equivalent quantitative or qualitative improvement measure/s relating to each significant subgroup of the student population] |
| Strategic direction 3: Curriculum | | | | | | | | | | | | | | | | | | |
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| **PURPOSE** |  | **PEOPLE** | | | | |  | | **PROCESSES** | | | | | | |  | | **PRODUCTS AND PRACTICES** |
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| Why do we need this particular strategic direction and why is it important?  [A clear statement should be made about why we need this particular strategic direction and why it is important in helping the school in the pursuit of ongoing excellence] |  | How do we develop capabilities of our people to bring about transformation?  Students: need a greater understanding of the continuum of learning, where they are and how to move forward  [Enter a statement describing the learning skills, knowledge and capabilities that will be developed for students to support the achievement of this strategic direction ]  Staff: deep understanding of NSW curriculum and supporting documents  [Enter a statement describing the learning skills, knowledge and professional capabilities that will be developed for staff to support the achievement of this strategic direction ]  Parents: deepening the understanding of the curriculum and the role they play to support their child’s learning  [Enter a statement describing the learning that will be facilitated for parents to ensure they can engage in activities and initiatives relating to this strategic direction]  Community partners:  [Enter a statement describing the learning that will be facilitated for community partners to ensure they can engage in activities and initiatives relating to this strategic direction ]  Leaders: Build capacity, facilitate and enable opportunities for collaboration in the implementation of curriculum.  [Enter a statement describing the learning skills, knowledge and professional capabilities that will be developed for leaders to support the achievement of this strategic direction] | | | | |  | | How do we do it and how will we know?  Professional learning in each curriculum area by utilising expertise of members of the learning alliance, including TeachMeets and joint parent/community workshops.  Tracking student achievement on Literacy and numeracy continua to inform decisions  Sub-committees (curriculum) to refine explicit and systematic quality teaching practices across English, Mathematics, Science and History.  [Enter the student, teaching or leadership learning activities and processes that will be implemented to achieve the required Products and Practices for this strategic direction]  Evaluation plan | | | | | | |  | | What is achieved and how do we know?  [Enter the high level quantitative or qualitative improvement measure/s resulting from the achievement of the Processes in this strategic direction ]  What are our newly embedded practices and how are they integrated and in sync with our purpose?  Implement explicit and systematic quality teaching practices across the learning alliance.  Develop an innovative, cutting edge professional learning model across the learning alliance that is reflective of data and the needs of students and teachers, utilising the expertise within and beyond the network.  Develop a framework to enable consistent judgements across the learning alliance in Assessment and reporting practices and procedures.  [Enter the learning, teaching and leadership practices that are embedded and sustained in the school as a result of this strategic direction ] |
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| **IMPROVEMENT MEASURE/S** |
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| [Enter the high level quantitative or qualitative improvement measure/s resulting from the achievement of the Processes in this strategic direction  *Note: this links to the first bullet-point in the Product column]*  [Enter the equivalent quantitative or qualitative improvement measure/s relating to each significant subgroup of the student population] |