

# School plan 2015-2017

**Glen Innes Public School 2005**



# School background 2015-2017

## School vision statement

Acknowledging our strong educational heritage, Glen Innes Public School will provide educational experiences where every student has the opportunity to achieve their personal best. We will achieve this through engaged, active learning in a safe, respectful and supportive educational environment.

Proud of our heritage, Learning for the future.

## School context

Glen Innes Public School is situated in the NSW northern tablelands, traditional land of the Ngoorabul people.

Glen Innes is a rural community 100km to the north of Armidale on the New England Highway. The major economic base for the community relies on sheep and cattle grazing. The community reflects the current rural situation and has been affected by the recent long term drought. The community itself is not wealthy and many families suffer financial hardship.

The school was established in 1875. It features extensive grounds, a significant environmental creek area and a range of architectural styles from its oldest building, a former church (1870), to the more modern technology-rich connected classrooms of the 21st century.

The school currently provides for 380 students from Kindergarten to Year 6. Approximately 21% of the students identify as being of Aboriginal or Torres Strait Islander background. Students come to school from homes based in the township of Glen Innes, from rural holdings in the surrounding shire and from the smaller villages, whose residents use Glen Innes as their major goods and services centre. The school has a major intake into Kindergarten. Year 3 will receive an intake from Glen Innes West Infants School. The Year 6 students generally attend Glen Innes High School when they graduate from the school.

The school has a strong educational tradition in the community, stable staffing and long term cultural capital within the wider community.

Glen Innes Public School offers a range of programs to enhance curriculum delivery. In particular, the 'Grow It, Cook It, Eat It' initiative and the development of a 'Learning Innovations' program.

## School planning process

The consultation process undertaken by the school included a variety of strategies and opportunities for students, teaching and non-teaching staff, parents and the wider community.

The identifying of strategies involved focus groups, on-line and paper based surveys, discussion groups, community meeting, P&C and School Council discussions. Significant data was collected and analysed around student achievement as well.

A full situational analysis was completed with over 20 different data sources to provide the widest possible view of stakeholder perceptions and ideas.

As a result, three key strategic directions have been determined:

**Student Learning** Students are self-managing, creative and critical thinkers committed to achieving a strong educational foundation.

### Staff Learning

Innovative, collaborative educators delivering high quality teaching and learning supported by professional administrative staff.

### School & Community

School and community partnerships are positive, supportive and focused on promoting student learning and wellbeing.

# School strategic directions 2015-2017

## STRATEGIC DIRECTION 1

**STUDENTS:** Students are self-managing, creative and critical thinkers committed to achieving a strong educational foundation

### Purpose:

To empower each student with essential skills and attributes (syllabus 'General Capabilities') enabling them to adapt to a rapidly changing world.

To develop each student's personal and social capability and ethical behaviour through best student engagement practices.

To create a safe, supportive, challenging learning environment that has high expectations and adds value to all students' literacy and numeracy levels.

## STRATEGIC DIRECTION 2

**STAFF:** Innovative, collaborative educators delivering high quality teaching and learning supported by professional administrative staff

### Purpose:

To enable all staff to take individual and collective responsibility for building their capacity as outstanding educational practitioners.

To plan, deliver and engage all staff in high quality, collaborative, professional learning.

To meet the standards for accreditation against the Australian Professional standards for teachers and the National Professional standards.

To integrate professional and consistent processes to ensure smooth operation of the school.

## STRATEGIC DIRECTION 3

**SCHOOL AND COMMUNITY:** School and community partnerships are positive, supportive and focused on promoting student learning and wellbeing.

### Purpose:

To build dynamic community relationships where parents, families and community organisations are recognised as integral members of the educational process.

High expectations are the norm in a culture of learning that celebrates success and enhances student wellbeing.

# Strategic Direction 1: STUDENTS: Students are self-managing, creative and critical thinkers committed to achieving a strong educational foundation.

## Purpose

To empower each student with essential skills and attributes (syllabus 'General Capabilities') enabling them to adapt to a rapidly changing world.

To develop each student's personal and social capability and ethical behaviour through best student engagement practices.

To create a safe, supportive, challenging learning environment that has high expectations and adds value to all students' literacy and numeracy levels.

## Improvement Measures

All students show growth against the literacy and numeracy continuums.

All indigenous students have personalised learning plans through which they are able to set and reflect on their individual learning goals.

90% of students achieve at or above State average in value added Year 5 NAPLAN results in literacy and numeracy (compared to the base line 72.2[2014])

## People

### Students

Value school, recognising their role as a successful learner, regulating their own behaviour and reflecting on their learning. They become confident, risk-taking learners demonstrating increased literacy and numeracy strategies in all subjects. Students feel a sense of security, pride in and engagement with Glen Innes Public School.

### Staff

Participate in collaborative, reflective practice developing a deep belief that all students learn with the quality of teaching and learning making the difference. All staff are committed to assessment-informed practice clearly teaching 21st century learning capabilities. Staff develop knowledge & understanding of explicit integration of literacy and numeracy strategies using classroom management skills that encourage and promote responsibility for learning and positive behaviour.

### Parents/Carers

Are engaged with and advocate for the school within the community by supporting school events, practices and values and an understanding of 21st century learning capabilities.

### Community Partners

## Processes

### Assessment of Student Progress

Develop a whole-school approach which embeds assessment for learning in every classroom teacher's practice including tracking and assessment of student progress using the literacy and numeracy continuums and other assessment tasks.

### Curriculum Implementation

Planned implementation of the NSW syllabuses for the Australian Curriculum to ensure the systematic and explicit teaching of the general capabilities in all subject areas.

### Learning and Support Programs

Development and implementation of high quality learning and support programs (ESES, PLPs, IEPs, G&T) which actively facilitate differentiation of learning for all students.

### Student Well-Being Framework

Whole school implementation of the DEC Student Well-Being Framework with an emphasis on LLW@S initiative.

## Evaluation Plan

Regular reporting against milestones by the leadership group including focus group sessions and staff surveys.

Literacy and numeracy achievement tracked on PLAN.

## Practices and Products

### Practices

All students show growth against the literacy and numeracy continuums.

All indigenous students have personalised learning plans through which they are able to set their individual learning goals and reflect on their achievement

All teachers engage in assessment as, of and for learning.

### Products

The school assessment and reporting schedule and teacher programs reflect the embedding of general capabilities.

All indigenous students have PLPs.

Scope and continuum documents for new subject areas.

# Strategic Direction 1: STUDENTS: Students are self-managing, creative and critical thinkers committed to achieving a strong educational foundation.

## Improvement Measures

### People

Value and support school events and practices acknowledging our reciprocal roles.

### Leaders

Build a culture of relational trust with clearly articulated high expectations. Everything is student centred.

## Processes

## Practices and Products

# Strategic Direction 2: STAFF: Innovative, collaborative educators delivering high quality teaching and learning supported by professional administrative staff.

## Purpose

To enable all staff to take individual and collective responsibility for building their capacity as outstanding educational practitioners.

To plan, deliver and engage all staff in high quality, collaborative, professional learning.

To meet the standards for accreditation against the Australian Professional standards for teachers and the National Professional standards.

To integrate professional and consistent processes to ensure smooth operation of the school.

## Improvement Measures

100% of teaching staff have achieved accreditation at proficient level and show professional growth through whole school Performance and Development Framework processes.

All casual, permanent and temporary staff have demonstrated consistent understanding of whole school processes and practices as articulated in the GIPS Induction and Communication handbook.

## People

### Students

Will master core subjects by thinking deeply and critically and make relevant connections. They will also be provided with quality feedback identifying strategies required for progress.

### Parents/Carers

Acknowledge staff as professionals and participate in substantive conversations about their child's learning.

### Community Partners

Collaborative partnerships will be strengthened with staff being acknowledged as members of a professional workforce.

### Leaders

Will provide opportunities for staff to participate in appropriate professional learning. Teaching staff will use the PDF to support ongoing improvement of student outcomes.

## Processes

### Professional Development

Provide quality Professional Development in assessment based on the use of PLAN and Literacy and Numeracy Continuums that allows for differentiation and indicates clear student growth

### Professional Learning

The systematic design, plan and delivery of professional learning for staff to: increase knowledge of the teaching standards; develop deep knowledge of assessment practices and all syllabus documents.

### Performance and development Framework

Implementation of DEC Performance and Development framework.

### Non-Teaching Staff Processes

Establish and maintain high quality processes for non-teaching staff to support learning.

### School Protocols

Establish effective protocols to meet required standards for smooth operation of the school.

## Evaluation Plan

Regular reporting against milestones by the leadership team will include data analysis of initiatives to track and monitor student achievement.

All teaching staff will monitor their achievements against their PDPs.

Professional learning undertaken in DEC

## Practices and Products

### Practices

Undertake a review of all relevant existing handbooks, policies and procedures as required.

Establish mechanisms for monitoring standards and supporting staff to meet their PDP goals.

All teachers regularly reflect on and evaluate the quality of their classroom practice in a variety of ways including lesson study.

### Products

Curriculum programs and teaching practices develop the knowledge, understanding and skills of all students.

Professional dialogue, programs and assessment tasks reflect changes in pedagogy and curriculum delivery.

All students tracked, monitored and moving along the Literacy and Numeracy continuums.

All teachers and leaders have explicit professional learning goals matched to the standards.

GIPS Induction and Communication handbook.

## Strategic Direction 2: STAFF: Innovative, collaborative educators delivering high quality teaching and learning supported by professional administrative staff.

### Improvement Measures

### People

### Processes

Literacy and numeracy initiatives [Targeting Early Numeracy, Focus on Reading, L3 Stage 1 and K & Best Start] and PLAN will be assessed.

### Practices and Products

# Strategic Direction 3: SCHOOL AND COMMUNITY: School and community partnerships are positive, supportive and focused on promoting student learning and wellbeing

## Purpose

To build dynamic community relationships where parents, families and community organisations are recognised as integral members of the educational process.

High expectations are the norm in a culture of learning that celebrates success and enhances student wellbeing.

## Improvement Measures

There are a range of current partnerships, carefully planned and designed to enhance student outcomes.

The school collects evidence through school satisfaction surveys & 'Tell Them From Me' data to evaluate whether partnerships are having their intended impact in improving student achievement, behaviour and wellbeing.

Individual student data collected based on student well-being matrix shows high levels of wellbeing and engagement.

## People

### Students

Participate in a range of activities to showcase our school achievements, engage with expectations provided by the school which reflect positive behaviour and community values and regulate responsibility for learning and social skills. Students communicate with and build relationships with the wider community.

### Staff

A deeper reflection on beliefs and attitudes relating home-school partnerships will be required in order to build strong relational trust with shared and agreed beliefs. Staff will promote high expectations, responsibility for learning and development of social skills, provide effective feedback and support to students regarding learning expectations.

### Parents/Carers

Will follow processes and expectations when working with the school and support students in striving to meet their learning expectations.

### Community Partners

Will follow processes and expectations when working with the school and advocate programs which enhance opportunities and expectations of the school in the wider community.

### Leaders

Will research better ways to ensure that teaching programs are socially and

## Processes

### External Partnerships

Partnerships with external agencies are formed strategically and for specific purposes. They provide advice about and support for at risk/disengaged families. These links are used by the school to build connections.

### Additional Opportunities

The school will explore a wide range of opportunities to support and challenge students to reach their potential and establish positive, supportive feedback mechanisms to support students.

### P&C Engagement

The school, through the Principal will liaise and work with the school's P&C association.

### PBL

Develop a whole school systematic and sustained approach to the implementation of PBL

### Community Collaboration

Develop a range of strategies to engage a broad range of community members and enhance collaboration between school and community members

## Evaluation Plan

Implementation of DEC Student Well Being Framework. Regular monitoring of progress using the School Excellence Framework, the National School Improvement Tool, School and Community Engagement

## Practices and Products

### Practices

'Paws Up' program (Pets as Therapy) is used effectively with high risk students.

YCDI program is systematically and rigorously taught across the whole school.

Data is used to determine the culture and climate in terms of student well-being.

The school works collaboratively with the P&C to build partnerships and common goals with parents, families and the broader community.

### Products

Whole school approach ensuring all staff have a shared understanding of expectations for student achievement, behaviour and wellbeing.

Identify high quality preventative programs to increase student engagement in learning.

Maintain and expand effective transition at key points K – 6.

Maintain and expand the excursions program.



# Strategic Direction 3: SCHOOL AND COMMUNITY: School and community partnerships are positive, supportive and focused on promoting student learning and wellbeing

## Improvement Measures

### People

culturally responsive. Building relational trust with all community members will be the responsibility of the school leaders.

### Processes

matrix, analysis of the school app & website use and 'Tell Them From Me' parent surveys.

### Practices and Products