

# GLENREAGH SCHOOL PLAN 2014

## SCHOOL CONTEXT

Glenreagh Public School is a P5 primary school located in the township of Glenreagh in north-eastern NSW. It is situated halfway between Grafton and Coffs Harbour on the Orara River. The school was first established in 1887 and in 2012 celebrated 125 years of delivery public education to the Glenreagh District.

Our school mission statement is "learn by doing in a safe and caring environment." The school works very closely with the other Orara Valley and Clarence Valley Community of schools by participating in a range of teacher professional learning, combined excursions and sporting carnivals, debating and enrichment days. Glenreagh Public School enjoys strong support from parents and the wider local community.

There are four permanent teaching Teachers members including a teaching Principal. Teachers will remain stable in 2014. Part time casual Teachers are employed to meet the demands of Literacy, Numeracy and Release from face to face programs. The school has a FOEI of 144 and receives Equity Funding. In Term 2, the school was appointed an Instructional Leader from the Early Learning for Success Program.

SCHOOL IDENTIFIED PRIORITY AREA/S	INTENDED OUTCOME/S
<p>English- Reading</p> <p>Mathematics- Number, Patterns and Algebra</p> <p>Leadership and Community Engagement- Communication and Consultation</p>	<ul style="list-style-type: none"> <li>❖ Enhanced quality teaching and learning programs will result in increased levels of overall achievement for all students in line with school targets.</li> <li>❖ Improved English outcomes for all students.</li> <li>❖ Enhanced quality numeracy practices to improve levels of Numeracy achievements for all students in line with school targets.</li> <li>❖ Enhanced Numeracy outcomes for all students.</li> <li>❖ Improved communication and consultation between school and parents and the wider community</li> <li>❖ Improved collection of data</li> <li>❖ Improved consultation and sharing of quality teaching programs and professional learning plans</li> </ul>



## TARGET/S

**Literacy:**

- To increase the percentage of Year 3 students in Reading achieving bands 5 and 6 from 20% to 40% by 2014.
- To decrease the percentage of Year 5 students in Reading achieving bands 3 and 4 from 25% to 10% by 2014.

**Numeracy:**

- To decrease the percentage of Year 3 students in Number, Patterns and Algebra achieving bands 1 and 2 from 22.5% to less than 18% by 2014.
- To increase the percentage of Year 5 students, in Number, Patterns and Algebra, in Bands 7 and 8, from 10.4% to greater than 16% by 2014.

**Leadership and Community Engagement:**

- To improve the school's community engagement on the National School Improvement Tool Matrix from Medium in Term 1 to High in Term 4.

PRINCIPAL'S SIGNATURE

SED ENDORSEMENT

DATE

# SCHOOL IDENTIFIED PRIORITY - ENGLISH

<b>OUTCOMES</b>	<ul style="list-style-type: none"> <li>❖ Enhanced quality teaching and learning programs will result in increased levels of overall achievement for all students in line with school targets.</li> <li>❖ Improved English outcomes for all students.</li> </ul>	<b>TARGETS</b>	<ul style="list-style-type: none"> <li>➤ To increase the percentage of Year 3 students in Reading achieving bands 5 and 6 from 20% to 25% by 2014.</li> <li>➤ To decrease the percentage of Year 5 students in Reading achieving bands 3 and 4 from 25% to 20% by 2014.</li> </ul>
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STRATEGIES	INDICATORS	TIMEFRAME			RESPONSIBILITY	FUNDING SOURCE	Cost
		T2	T3	T4			
<ul style="list-style-type: none"> <li>• Implementation of the new English Syllabus and Focus on Reading</li> <li>• Collection and analysis of data to recognise areas of need and to guide explicit teaching.</li> <li>• Review of data and provide feedback for future teaching practices</li> <li>• Provision of Parent/Carer information sessions for reading</li> <li>• Development of teaching and learning programs and Personal Learning Plans for Aboriginal Students in English</li> <li>• Upskill and training for K/2 teachers in L3 and PLAN</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of the new English Syllabus in class programs and class practices.</li> <li>• All teachers trained in Focus on Reading                             <ul style="list-style-type: none"> <li>• Students are achieving their set goals/targets</li> </ul> </li> <li>• Students improved reading results due to teacher/SLSO intervention</li> </ul> <p>Feedback is given and differentiation of the curriculum is occurring</p> <ul style="list-style-type: none"> <li>• Increased participation in home reading</li> <li>• Parents/Carers indicate an increased understanding of teaching reading skills.</li> <li>• Every Aboriginal student has a Personal Learning Plan developed to meet their needs in English</li> <li>• Evidence of Aboriginal Education embedded in teaching and learning English programs.</li> <li>• K/2 teachers are trained in L3 and implement their training in the classroom</li> <li>• Resources are used to keep students engaged in Years K/2</li> <li>• Principal attends 5 weekly meetings and meetings with other principal and Instructional Leader</li> </ul>	→	→	→	Principal, Instructional Leader, Teachers	TPL - AC	\$2100
		→	→	→	All Teachers	EAFs - LAP	\$5000 \$9500
		→	→	→	Principal, Instructional Leader, Teachers, LaST	Intd Fund	\$23500
		→	→	→	Principal, LaST, Instructional Leader, Teachers, SLSO	Equity- Staff Equity-Resources	\$12600 \$1400
		→	→	→	Principal, Instructional Leader, Teachers, LaST	Staff Meetings & TARS	\$0
		→	→	→	Principal, Instructional Leader, Teachers	Equity	\$850
		→	→	→	Instructional Leader		
		→	→	→	Principal, Instructional Leader, Teachers, LaST, SLSO	Wambinya SLSO	\$986
		→	→	→	Principal, Instructional Leader, Teachers, LaST	Equity	\$2100
		→	→	→	Instructional Leader, K/2 Teachers, Principal, Regional Literacy trainer	EAFs	\$8400
→	→	→	EAFs	\$2640			
→	→	→	Instruct. Leader, Principals, K/2 Teachers	EAFs	\$1250		

# SCHOOL IDENTIFIED PRIORITY - MATHEMATICS

OUTCOMES	<ul style="list-style-type: none"> <li>❖ Enhanced quality numeracy practices to improve levels of Numeracy achievements for all students in line with school targets.</li> <li>❖ Enhanced Numeracy outcomes for all students</li> </ul>	TARGETS	<ul style="list-style-type: none"> <li>➤ To decrease the percentage of Year 3 students in Number, Patterns and Algebra achieving Bands 1 and 2 from 22.5% to less than 18% by 2014.</li> <li>➤ To increase the percentage of Year 5 students, in Number, Patterns and Algebra, in Bands 7 and 8, from 10.4% to greater than 16% by 2014.</li> </ul>					
STRATEGIES		INDICATORS	TIMEFRAME			RESPONSIBILITY	FUNDING SOURCE	Cost
<ul style="list-style-type: none"> <li>• Implementation of the new Mathematics Syllabus and Count Me In Too.</li> <li>• Collection and analysis of data to recognise areas of student needs and to guide explicit teaching.</li> <li>• Using engaging resources and programs to implement the Maths Curriculum.</li> <li>• Provision of Parent/Carer information sessions for reading</li> <li>• Development of teaching and learning programs and Personal Learning Plans for Aboriginal Students in Mathematics.</li> </ul>		<ul style="list-style-type: none"> <li>• Teachers are trained and are implementing the new Maths syllabus in their Numeracy sessions</li> <li>• Evidence that teachers are using Count Me In Too and Count Me In data to inform their teaching programs, PLAN.</li> <li>• Students' retention of times tables are evident in their ability to work mathematically.</li> <li>• Whole school data from Mathletics Diagnostic tests indicates improved student understanding of concepts covered.</li> <li>• Data is plotted using PLAN and Sentral software Students</li> <li>• improved Maths results due to teacher/SLSO intervention</li> <li>• All students and teachers competently use technology to assist with learning Mathematical concepts.</li> <li>• Parents/Carers indicate an increased confidence in assisting their child/ren with Mathematical concepts</li> <li>• Every Aboriginal student has a Personal Learning Plan developed to meet their needs in Mathematics</li> <li>• Evidence of Aboriginal Education embedded in teaching and learning Mathematics programs.</li> </ul>	T2	T3	T4	Principal, Instructional Leader, Teachers	TPL- Equity	\$2000
			Principal, Instructional Leader, Teachers	EAFS	\$1000			
			Principal, Instructional Leader, Teachers	Staff Meetings & TARS	\$0			
			All Teachers	Equity	\$500			
			All Teachers	Staff Meetings & TARS	\$0			
			All Teachers	Equity	\$4200			
			All Teachers	Equity	\$8000			
			All Teachers	Equity-Resources	\$10000			
			All Teachers		\$0			
			All Teachers	Equity	\$1000			
All Teachers								

SCHOOL IDENTIFIED PRIORITY - **MATHEMATICS**

OUTCOMES	<ul style="list-style-type: none"> <li>❖ Enhanced quality numeracy practices to improve levels of Numeracy achievements for all students in line with school targets.</li> <li>❖ Enhanced Numeracy outcomes for all students</li> </ul>	TARGETS	<ul style="list-style-type: none"> <li>➤ To decrease the percentage of Year 3 students in Number, Patterns and Algebra achieving Bands 1 and 2 from 22.5% to less than 18% by 2014.</li> <li>➤ To increase the percentage of Year 5 students, in Number, Patterns and Algebra, in Bands 7 and 8, from 10.4% to greater than 16% by 2014.</li> </ul>					
STRATEGIES		INDICATORS	TIMEFRAME			RESPONSIBILITY	FUNDING SOURCE	Cost
<ul style="list-style-type: none"> <li>• Upskill and training for K/2 teachers in TEN and Mathematics training</li> </ul>		<ul style="list-style-type: none"> <li>• K/2 teachers are trained inTEN and implement their training in the classroom</li> <li>• Resources are used to keep students engaged in Years K/2</li> <li>• Principal attends 5 weekly meetings and meetings with other principal and Instructional Leader</li> <li>• Casual teacher trained in L3 and TEN</li> </ul>	T2	T3	T4	<ul style="list-style-type: none"> <li>Instructional Leader, K/2 Teachers, Principal, Regional Numeracy trainer</li> <li>Instruct. Leader, Principals, K/2 Teachers</li> <li>Instructional Leader, K/2 Teachers, Principal, Regional Numeracy trainer</li> </ul>	<ul style="list-style-type: none"> <li>EAFS</li> <li>EAFS</li> <li>EAFS</li> <li>EAFS</li> </ul>	<ul style="list-style-type: none"> <li>\$8400</li> <li>\$2640</li> <li>\$1250</li> <li>\$4200</li> </ul>

## SCHOOL IDENTIFIED PRIORITY - LEADERSHIP AND COMMUNITY ENGAGEMENT

OUTCOME/S	Improved communication and consultation between school and parents and the wider community Improved collection of data Improved consultation and sharing of quality teaching programs and professional learning plans	TARGET	➤ To improve the school's community engagement on the National School Improvement Tool Matrix from Medium in Term 1 to High in Term 4.						
STRATEGIES		INDICATORS	TIMEFRAME			RESPONSIBILITY	FUNDING SOURCE	Cost	
			T2	T3	T4				
<ul style="list-style-type: none"> <li>Providing high quality consultation strategies with parents and the wider community</li> <li>Providing effective communication to parents regarding school events and the progress of their children's learning</li> <li>Teachers collaboratively developing class programs</li> <li>All teachers developing individual professional learning plans</li> <li>Implementation of effective electronic student data collection</li> </ul>	<ul style="list-style-type: none"> <li>Provision of information in weekly school newsletter</li> <li>School website and Facebook page updated on a weekly basis</li> <li>Inclusion of parents in whole school decision making at P&amp;C meetings</li> <li>Finance committee held once per term</li> <li>High level parent support and satisfaction</li> <li>Teachers feel empowered to work with the community as a result of professional development</li> <li>Designated Staff meetings arranged for class program planning and sharing</li> <li>Class programs developed and shared</li> <li>Professional learning plans regularly reviewed and monitored in TARS meetings</li> <li>Purchase and installation of Sentral</li> <li>All teachers recording and monitoring student data</li> </ul>			→	Teachers	Global	\$1000		
						→	Teachers/P & C	Equity	\$3000
						→	Principal/P&C	Equity	\$1000
						→	Principal/P&C/Staff		\$0
						→	Principal/P&C	Equity	\$300
						→	Principal, Teachers	TPL Equity	900 2100
						→	Teachers	Staff Meets & TARS	\$0
						→	Principal, Teachers	Staff Meets & TARS	\$0
				→			Principal, Teachers	Staff Meets & TARS	\$0
						→	Principal, Instructional Leader, Teachers	Equity	\$4350

SCHOOL IDENTIFIED PRIORITY - **LEADERSHIP AND COMMUNITY ENGAGEMENT**

<b>OUTCOME/S</b>	Improved communication and consultation between school and parents and the wider community Improved collection of data Improved consultation and sharing of quality teaching programs and professional learning plans	<b>TARGET</b>	➤ To improve the school's community engagement on the National School Improvement Tool Matrix from Medium in Term 1 to High in Term 4.					
<b>STRATEGIES</b>		<b>INDICATORS</b>	<b>TIMEFRAME</b>			<b>RESPONSIBILITY</b>	<b>FUNDING SOURCE</b>	<b>Cost</b>
<ul style="list-style-type: none"> <li>School implements the PATCH program into the school for parent and community volunteers</li> </ul>		Parents develop some teaching strategies for their children to try at home or when they volunteer at school.	T2	T3	T4	Principal, Instructional Leader, Teachers	EAFS	\$4200

# Glossary

## Acronyms:

**FOEI** – Family Occupation and Education Index

**RAM** – Resource Allocation Model

**EaFS** – Early Action for Success (K-2 Literacy/Numeracy Funding)

**TPL** – Teacher Professional Learning

**TARS** – Teacher Assessment Review Schedule (Classroom Teachers are reviewed annually)

**PARS** – Principal Assessment Review Schedule (Principals are reviewed annually)

**LaST** - Learning and Support Teacher- Mr Craig Dominey Tuesdays (1day per week FTE: 0.2)

**FTE** - Full Time Entitlement ( 0.1 =1/2 day per week, 0.2 = 1day per week, 0.4 = 2days per week, etc)

**SAM** – School Administration Manager: Mrs Renate Beard

**SLSO** – School Learning Support Officer: Mrs Christine Johnson (1 day per week Wednesdays)

**Instructional Leader** – a highly accomplished teacher who is appointed to the school's executive to assist K-2 teachers improve K-2 student outcomes and to train K-2 teachers. Mrs Nerida Black will be with our school until 2016.

## Finance:

**Global Funding** is funding received by the school that is not part of a grant

**Equity Funding** – Four components:

- Socio Economic Background
- Aboriginal background
- Disability
- English language proficiency