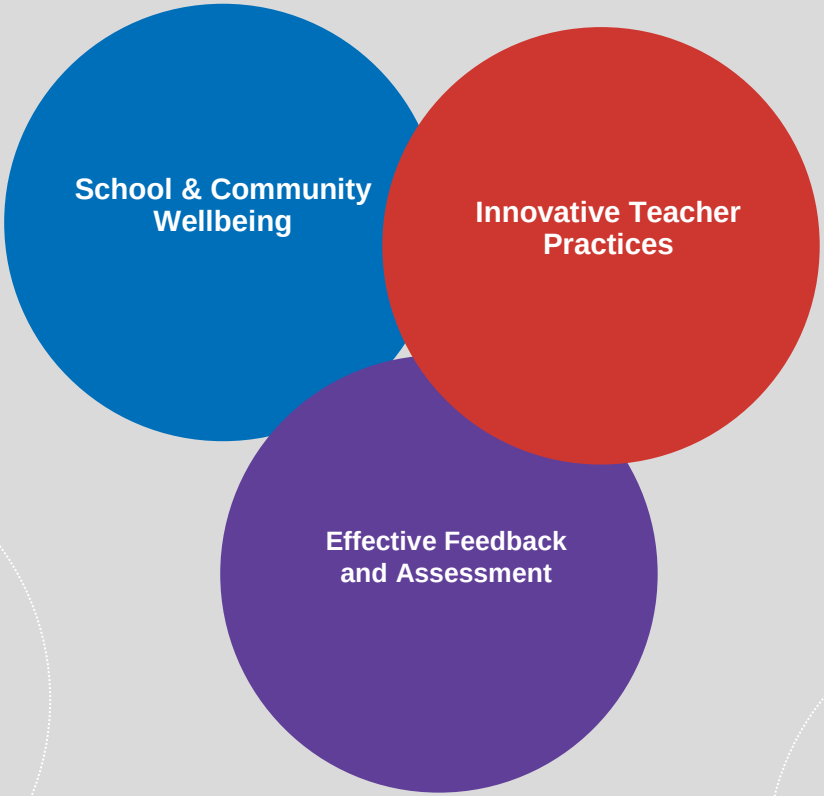
# School plan 2015 – 2017

## Glenreagh Public School 2016




GLENREAGH PUBLIC SCHOOL
LEARN BY DOING

# **School background** 2015 - 2017

## School vision statement

Glenreagh Public School aims to develop independent, lifelong learners who are well equipped to meet the challenges of the 21st Century. The school and community working collaboratively together to instill the values of respect, resilience and responsibility to students whilst providing opportunities to create, collaborate and communicate through innovative teaching practices. By ensuring effective feedback, dialogue and assessment in partnership with parents, students and teachers will maximised each student's potential.

## 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 core values are responsibility, resilience and respect. It 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 two permanent teaching Teachers members including a teaching Principal. 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 $111 997. In 2014 the school was appointed an Instructional Leader from the Early Learning for Success Program and is in its second year of a 3 year cycle.

## School planning process

The school community which included the students, staff, parents (including the P&C) were invited to put forward their vision for the school well into the future and participate in a values survey. The information was gathered and formed the School Vision Statement.

The school community was then asked to comment on the school vision and make changes to its wording and context.

The School Vision Statement formed the basis of three Strategic Directions. The three strategic Directions were created in consultation with staff, parents and students.

The staff then formulated agreed products and practices to address each direction and purpose. The processes, practices and people to do this were developed and consulted with the community.

# School strategic directions 2015 - 2017

**Purpose:**
The school and community to work collaboratively together to allow students the opportunities to live, learn and grow, developing strong affiliations and personal connections to their community whilst adhering to the core values of respect, resilience and responsibility. This will promote their sense of global citizenship.

**Purpose:**
To ensure all teachers use innovative and evidence-based teaching practices to prepare students to meet the challenges of the 21st century. Teaching that incorporates the latest technologies and techniques, allowing students to master content whilst providing opportunities to create, collaborate and communicate.

**Purpose:**
Effective feedback and assessment stimulates reflection and goal setting for students leading to self-regulated learners.
Collaboratively setting explicit, challenging and achievable learning goals to allow teachers to adapt and adjust teaching practices to meet the learning needs of the individual student.

# Strategic Direction 1: **Student and Community Wellbeing**

## Purpose

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

The school and community to work collaboratively together to allow students the opportunities to live learn and grow, developing strong affiliations and personal connections to their community whilst adhering to the core values of respect, resilience and responsibility. This will promote their sense of global citizenship.

### Improvement Measures

- 100% of teachers implement Positive Behaviour for Learning instilling the core values of respect, resilience and responsibility.
- Whole school playground makeover involving posters, murals and improved play areas in line with PBL.
- All students will participate in a daily fitness.

## People

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

### Students:

**S**tudents will participate in school programs and activities that support their understanding of PBL core values which develop social and interpersonal skills.

**E**nhance student participation in sport and physical activities to develop positive attitudes towards fitness and sport through engaging professional programs.

### Staff:

**P**rovide professional development to promote and facilitate PBL values of respect, resilience and responsibility by coordinating Peer Support and PBL learning activities.

**E**ngage in professional learning opportunities for Live Life Well at School to promote a healthy lifestyle.

### Parents:

**B**uild an understanding of PBL core skills and LLWaS so that parents are able to support their children.

### Leader :

**E**stablishes a PBL team; implement systems to support Positive Behaviour Learning.

## Processes

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

**P**eer support training for year 6 students that promote the PBL core values and lessons scheduled.

**U**tilise professional sporting bodies to help deliver quality programs.

**I**mplement 'Live Life Well at School '(LLWaS) to further develop students' fundamental skills through a whole school program.

**T**o inform parents about healthy lifestyle choices through the newsletters/web page/Facebook to encourage the promotion of a healthy lifestyle.

### Evaluation plan:

**PBL** and Peer Support Programs implemented and behaviour data reviewed.

**S**urveys distributed in Term 4 to students, parents and staff to measure the level of success and understanding of the PBL and Live Life Well at School programs.

**I**mproved attitude to personal fitness and sport by increased participation in inter-school and OV sporting events.

**PBL** team meet twice a term to analyse data using SENTRAL to inform decisions and monitor success of the program.

## Products and Practices

### What is achieved and how do we know?

**Products: S**tudents, staff, and parents can identify and articulate the school's core values of respect, resilience and responsibility.

**A**ll students will participate in a daily fitness program increasing the current level of participation to sixty minutes per day monitored by the Premiers Sporting Challenge.

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

### Practices:

**S**ystems followed by all staff that is in line with the Positive Behaviour Learning program that encourages consistency in behaviour throughout the school.

**A** fitness focussed school that encourages a healthy lifestyle through healthy awareness programs.

**B**ehaviour data analysed twice a term and reviewed by the PBL team.

**S**ix sessions per term coaching clinics from professional sporting bodies that include AFL, Milo in2 Cricket Skills program and AUSWIM.

# Strategic Direction 2: **Innovative Teaching Practices**

## Purpose

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

To ensure all teachers use innovative and evidence-based teaching practices to prepare students to meet the challenges of the 21st century. Teaching that incorporates the latest technologies and techniques, allowing students to master content whilst providing opportunities to create, collaborate and communicate.

### Improvement Measures

- All Staff are mentored in five weekly review meetings to discuss their teaching practices so that they can effectively use the literacy and numeracy continuums for writing and number.
- All staff will become proficient in digital technologies and show evidence of implementation within their classrooms.

## People

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

**Students:**

**D**igital technology empowers students to engage in critical and creative thinking.
**S**tudents will create personal learning goals with high expectations and strive to achieve their personal best.

**Staff:**

**P**rofessional development will be targeted around making writing and number more purposeful and engaging.
**S**taff will undertake professional learning which supports the implementation of digital technology to enhance classroom practice.
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**Parents:**

**P**arents are invited to participate in workshops on the new curriculum and teaching practice.

**Community partners:**

**C**ollaboration between schools in the Orara Valley Learning Community providing professional learning opportunities and dialogue between teachers throughout the valley to improve their capacity and teaching practice.

**Leaders:**

**P**rovide differentiated professional learning opportunities that underpin quality teaching practices and ensure the continuity of improved student outcomes.

## Processes

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

**T**eaching staff will deliver quality teaching and learning programs which focus on the development of communication and self –regulation skills for students.

**T**eachers reflect on their professional development through a mentoring process to ensure valid judgement and evidence-based teaching practices.

**P**rofessional development will be targeted around making learning more purposeful and engaging.

**D**evelopment of digital technology skills to support learning, providing the tools for both innovative professional practice in the classroom and to enhance students' learning and creativity.

**Evaluation plan:**

**T**eachers use digital technology to track student progress and assess student skills and knowledge.

**S**urveys conducted in Term 1 and Term 4 show growth in student confidence and learning and the development of student goals.

**F**ive weekly review sessions to discuss teaching practices based on evidence.

## Products and Practices

### What is achieved and how do we know?

**Products:**

**90%** of students are working at grade expectations or above on the literacy and numeracy continuums for writing and number.

**85%** of students can independently use ipads to engage in learning activities.

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

**Practices:**

**A**ll teachers participate in five weekly review meetings to discuss their teaching practices and how they effectively used the literacy and numeracy continuums for writing and number.

**D**igital technology is used to support learning, providing the tools for both innovative professional practice in the classroom.

# Strategic Direction 3: **Effective Feedback and Assessment**

## Purpose

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

**Effective feedback and assessment stimulates reflection and goal setting for students leading to self-regulated learners.**

**Collaboratively setting explicit, challenging and achievable learning goals to allow teachers to adapt and adjust teaching practices to meet the learning needs of the individual student.**

### Improvement Measures

- End of year data from the Literacy and Numeracy Continuums indicates that 90% of students are at grade expectations or above.
- Students in each stage can articulate their personal learning goals. They can identify their areas for improvement and state the purpose for selecting their goals.
- Teachers are able to give effective feedback to students, parents and supervisors from data collected from a number of sources.

## People

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

### Students:

**S**tudents use reflection on assessment and reporting processes and teacher feedback to plan personal learning goals.

### Staff:

Staff to follow school systems and processes for collecting, and analysing data on student progress and performance.

**P**rovide staff with the skills and time to deliver effective feedback to students based on data and observations**.**

### Parents:

**P**arents are engaged feedback process so they can effectively support their children at home to meet their needs.

### Leaders:

**O**pportunities provided by Orara Learning Community of Schools (OVLOS) for students to interact and develop skills and learning through OV Enrichment Days.

## Processes

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

### Evaluation plan:

**T**eachers will monitor and record student progress in Numeracy and Writing through continuous classroom assessment and plot their students on the numeracy continuum every five weeks.

**P**rofessional development plans will be monitored and evaluated during Performance And Development Plan meetings and teachers will collaborate and organise time to observe professional practice in lesson observations.

**S**tudent improvement will be assessed through national standardised testing ie NAPLAN in addition to continuous classroom assessment using PLAN.

**T**eacher/parent meetings to inform parents about student progress and goals.

**I**nstructional Leader will mentor teachers in Stage 1 and Early stage 1 by providing specialised training and feedback so that teachers can identify their own professional teaching goals.

## Products and Practices

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

**Products:**

**S**tudents can confidently discuss what their learning goals are and why they need to practice them. Students can give evidence that show they understand the learning goal and how to use it effectively in a number of ways.

**W**hen teachers can evaluate and report on student performance showing evidence that it adheres to the whole-school assessment scope and implement the appropriate strategies to meet student's needs.

**W**hen Practices are embedded for parents to be engaged and understand the learning process of their children and how they can effectively support them.

**T**eachers programs and practices show a strong emphasis of evidence-based learning focussed on improving student outcomes.

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

**Practices**:

**U**nderstanding and showing evidence that learning has occurred. This maybe in a number of forms.

**S**tudents take responsibility in achieving their goals.

**P**arents collaborate and support their child's learning goals.

**T**eachers provide effective feedback from a number of sources of assessment to help students achieve their chosen goals.