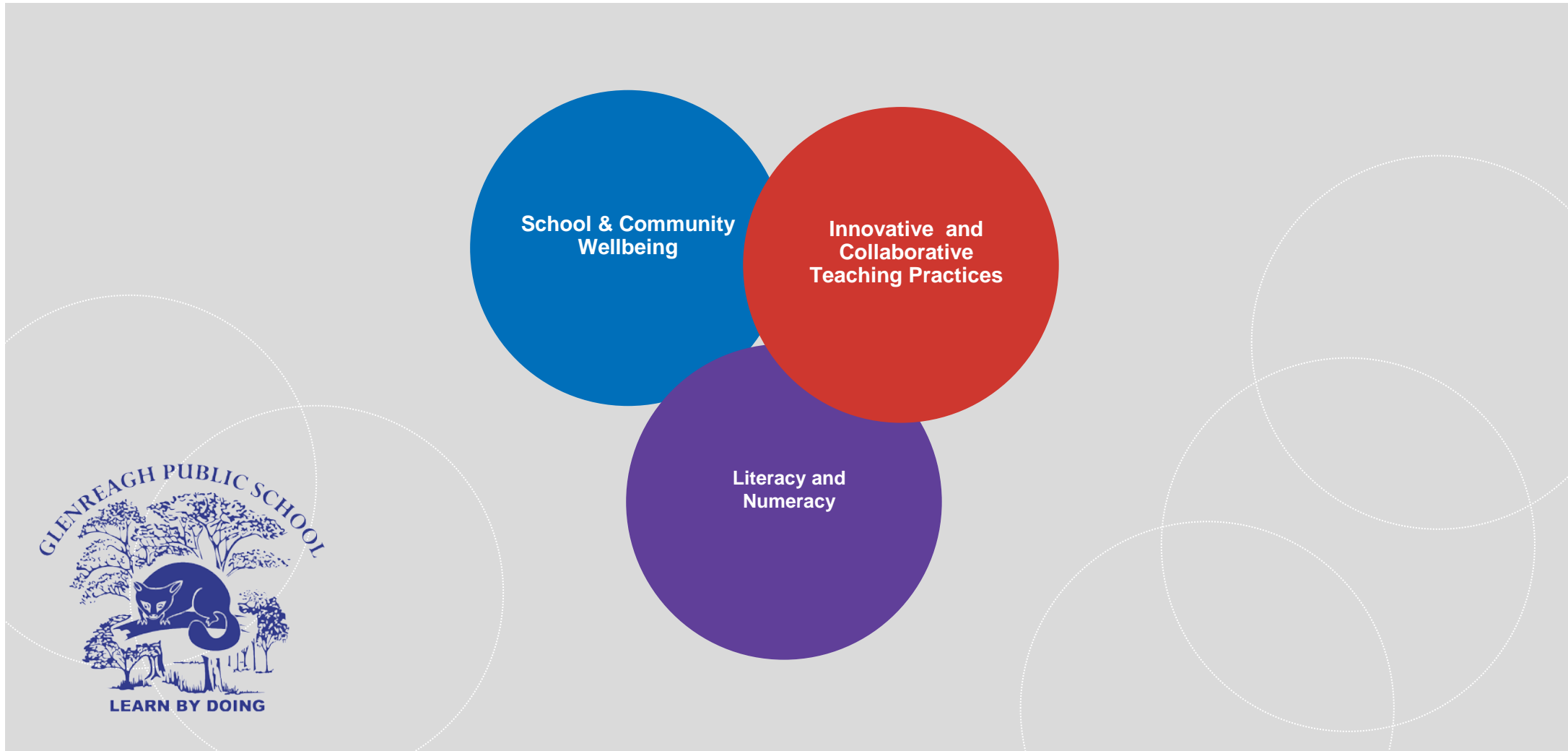


# School plan 2015 – 2017

## Glenreagh Public School 2017





## School vision statement

Glenreagh Public School aims to develop independent, lifelong learners who are well equipped to meet the challenges of the 21<sup>st</sup> 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 TP2 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 ,respect and safety. The staff work 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 positions and a teaching Principal. Additional temporary Teachers are employed to meet the demands Reading Recovery, STEM, Library and Release from face to face. We also made a decision to fund an additional class allowing for us to have 4 stage based classes. The school has a FOEI of 152 and receives Equity Funding of \$163 356. In 2017 the school was again appointed an Instructional Leader from the Early Learning for Success Program and is in its first year of a second 3 year cycle.

## School planning process

The school community which includes 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 the 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.



## Student and Community Wellbeing

## Innovative and Collaborative Teaching Practices

## Literacy and Numeracy

**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, responsibility and safety. This will promote their sense of global citizenship.

**Purpose:**

To ensure all students are provided with innovative and evidence-based practices to prepare them to meet the challenges of 21<sup>st</sup> century learners. Teaching that incorporates the latest technologies and techniques, allowing students to master content whilst providing opportunities to create, collaborate and communicate.

**Purpose:**

To ensure that every child has high level literacy and numeracy skills to effectively live a happy and successful life.

# Strategic Direction 1: Student and Community Wellbeing

## Purpose

The school and community work collaboratively 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 responsibility, safety. This will promote their sense of global citizenship.

## Improvement Measures

- ❖ 85% of students attend positive rewards days
- ❖ A decrease in level 3 and 4 behaviours as reported in school systems
- ❖ Moving the school from 'Delivering to 'Sustaining and Growing' in Learning / Well Being in the School Excellence Framework.
- ❖ Moving the school from 'Delivering to 'Sustaining and Growing' in Learning / Learning Culture in the School Excellence Framework.

## People

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

#### Students:

Students will demonstrate expected behaviours.

#### Staff:

Staff will promote and facilitate the school values and vision of respect, resilience, responsibility and safety and develop processes to maintain consistent practices .

#### Parents:

Parents will understand behaviour expectations and support their children.

#### Leader :

Leaders will establish a welfare and well-being team; implement systems to support positive and consistent behaviour in the school.

## Processes

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

Implementation of the KidsMatter process.

High expectations for student behaviour consistently implemented.

#### Evaluation plan:

Data from Tell Them from Me Surveys.

Survey data from the KidsMatter initiative

How many / who and why are parents coming into the school?

**Well being** team meet twice a term to analyse data using school systems to inform decisions and monitor success of the program.

## Products and Practices

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

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

**All** students will participate in explicit teaching and learning activities focusing on the core values of the school.

Students leaders will be taking on a more active role within the school. They will be equipped with the skills to be effective leaders.

All staff are familiar with the well-being framework for schools.

#### Practices:

Negotiated student management **S**ystems followed by all staff that encourages consistency in behaviour throughout the school.

Staff aware of well-being issues that may effect the welfare of students. Staff are developing understandings about various issues our students and families are facing and are better able to support their mental health and refer to outside agencies.

One staff meeting a term is conducted by the school counsellor focusing on staff wellbeing and looking after ourselves and each other's mental health in order for staff to perform to their optimum capacity.

**B**ehaviour data analysed twice a term and reviewed by the well-being team.

# Strategic Direction 2: Innovative and Collaborative Teaching Practices

Purpose	People	Processes	Products and Practices
<p><b>Why do we need this particular strategic direction and why is it important?</b></p> <p>To ensure all students are provided with innovative and evidence-based practices to prepare them to meet the challenges of 21<sup>st</sup> century learners. Teaching that incorporates the latest technologies and techniques, allowing students to master content whilst providing opportunities to create, collaborate and communicate.</p> <p><b>Improvement Measures</b></p> <ul style="list-style-type: none"> <li>❖ Teachers utilise student performance data in numeracy to evaluate their effectiveness of teaching practices in numeracy. ( Learning elements / student performance measures, School Excellence Framework)</li> <li>❖ 100% of teachers knowing the content of Early Arithmetic Strategies and know how to teach it.</li> <li>❖ 70% of students K-6 are achieving grade appropriate markers in writing on the literacy continuum by end term 3 2017. (ES1 – cluster 3. Year 1 – cluster 5. Year 2 – cluster 7. Year 3 – cluster 8. – Year 4 - cluster 9. Year 5- Cluster 10. Year 6 – Cluster 11).</li> </ul>	<p><b>How do we develop capabilities of our people to bring about transformation?</b></p> <p><b>Students:</b></p> <p>Students will engage in critical and creative thinking.</p> <p>Staff will engage in target professional in numeracy, writing and reading.</p> <p>Staff will undertake professional learning which supports the implementation of digital technology to enhance classroom practice. Particularly in the area of coding and robotics.</p> <p><b>Parents:</b></p> <p>Parents will participate in a community ‘internet café’ to further develop their own skills in technology.</p> <p><b>Community partners:</b></p> <p>Collaboration will occur between schools in the Orara Valley Learning Community providing professional learning opportunities and dialogue between teachers.</p> <p>Leaders will Provide differentiated professional learning opportunities that underpin quality teaching practices and ensure the continuity of improved student outcomes.</p>	<p><b>How do we do it and how will we know?</b></p> <p>Teaching staff will deliver quality teaching and learning programs in numeracy, reading and writing.</p> <p>Development of digital technology skills to support learning.</p> <p><b>Evaluation plan:</b></p> <p>Teachers use digital technology to track student progress and assess student skills and knowledge.</p> <p>Surveys conducted in Term 1 and Term 4 show growth in student confidence and learning and the development of student goals.</p> <p>Five weekly review sessions K-3 and termly for teachers 3-6 to discuss targeted teaching practices based on assessment data and analysis of work samples.</p>	<p><b>What is achieved and how do we know?</b></p> <p><b>Products:</b></p> <p>The school’s professional learning plan builds teachers skills in the analysis, interpretation and use of performance data.</p> <p>100% of students will participate in the school robotics program as part of their STEM education.</p> <p>Teams review curriculum and revise teaching and learning programs.</p> <p>Teachers are planning together and team teaching to enhance collaborative practice.</p> <p><b>Practices:</b></p> <p>K-2 staff participate in five weekly collaborative review meetings to discuss their teaching practices and how they effectively used the literacy and numeracy continuums for writing and number.</p> <p>3-6 staff participate in term review meetings to discuss their teaching practices collaboratively and how they effectively used the literacy and numeracy continuums for writing and number.</p> <p>Digital technology is used to support learning, providing the tools for innovative professional practice in the classroom.</p>

# Strategic Direction 3: Literacy and Numeracy

## Purpose

To ensure that every child has high level literacy and numeracy skills to effectively live a happy and successful life.

## Improvement Measures

- ❖ 85% of year 5 students will achieve greater than or expected growth in reading by 2018.
- ❖ 80% of year 5 students will achieve greater than or expected growth in numeracy in year 5 by 2018.
- ❖ 100% of staff have developed a quality, sequenced program in numeracy, reading and writing.

## People

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

### Students:

Students actively engage in all learning opportunities

### Staff:

Staff collect, and analysing data on student progress and performance.

Staff develop sequential programs

### Parents:

parents engage in training in a variety of number games to assist in the delivery of curriculum in K-2 classrooms.

### Leaders:

staff engage in training around personalised learning and support.

Staff engage in professional development and collaboration in planning in reading and numeracy.

## Processes

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

Quality professional learning and implementation of planned teaching sequences in reading, writing and numeracy.

Mentoring of all teachers in best practice quality numeracy and literacy teaching.

## Products and Practices

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

### Products:

Students can confidently discuss what their learning needs are and recognise areas for improvement. Students can give evidence that demonstrates they understand the learning necessary to move forward and, with teacher support, begin to articulate their learning goals.

Teachers can evaluate and report on student performance and implement the appropriate strategies to meet student's needs.

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

Teaching programs and practices show a strong emphasis on evidence-based teaching at the 'point of need' for students.

### Practices:

Students demonstrate responsibility in achieving their goals.

Parents collaborate and support their child's learning goals.

Teachers provide explicit feedback from a number of sources of assessment to help students achieve their goals and to report to parents on a regular basis.