

School plan 2018-2020

Glenreagh Public School 2016



School background 2018–2020

School vision statement

Glenreagh Public School is an inclusive community where all teachers teach explicitly to providing innovative, quality teaching and learning and growth for each student, each and every year.

School context

Glenreagh Public School is a Teaching Principal 2 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 delivering public education to the Glenreagh District.

Our school mission statement is "learn by doing in a safe and caring environment." The school values are responsibility, resilience, respect and safety. It works very closely with the other Orara 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.

School planning process

The school community which includes the students, staff, parents 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 strategic directions. The strategic directions were created in consultation with staff, parents and students.

There was also support and guidance provided by the Principal School Leadership Officer and the Instructional Leader. Much consultation and planning was conducted with principals and teachers from our Early Action for Success collegiate of schools; Ulong, Coramaba and Lowanna Public Schools.

The Glenreagh 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 2018–2020



Purpose:

To ensure all teachers are committed to identifying, understanding and implementing the most effective, explicit, teaching methods, with the highest priority given to evidence-based teaching strategies.

Purpose:

Inspire and create educational environments where critical skills are developed through innovative, dynamic teaching and learning practices. Students develop a greater capacity for independent learning, self regulation and critical thinking and are able to articulate their learning, take risks, set learning goals and track their own progress.

Purpose:

To ensure the school community has a commitment to fostering a school wide culture of high expectations and a shared responsibility for student engagement, learning, development and success.

Strategic Direction 1: TEACHING: Informed and personalised.

Purpose

To ensure all teachers are committed to identifying, understanding and implementing the most effective, explicit, teaching methods, with the highest priority given to evidence-based teaching strategies.

Improvement Measures

- Moving the school from working towards delivering to sustaining and growing in teaching/data skills and use in the School Excellence Framework
- 100% of staff have developed a quality, sequenced program in numeracy, reading and writing.
- 65% of year 5 students will achieve greater than or expected growth, in reading, writing and numeracy by 2020.
- 20% of students achieve in the NAPLAN top 2 bands in reading by 2022.
- 20% of students achieve in the NAPLAN top 2 bands in numeracy by 2022.

People

Students

- Engage in peer and self-reflection activities and provide meaningful feedback to teachers regarding the learning process.

Staff

- Work collaboratively across stages and schools to evaluate and adjust teaching strategies leading to measurable improvements in student learning.

Parents/Carers

- Engage in learning activities and ongoing communication regarding how to support their children in literacy and numeracy.

Community Partners

- Inform and engage interested community members in authentic learning opportunities in literacy and numeracy.

Leaders

- Research, establish and support structures and feedback processes designed to improve teacher practice and student learning.

Processes

- Explicit teaching in Reading "Understanding Texts" and patterns.
- Quality explicit informed feedback to students
- Quality Professional Learning for staff in Literacy and Numeracy
- Effective implementation of the EAFS (Early Action for Success) strategy.

Evaluation Plan

- Analysis of Literacy & Numeracy Progressions and NAPLAN data
- Analysis of school based assessment data
- Analysis of evidence against the School Excellence Framework

Practices and Products

Practices

- Teachers are explicitly teaching students.
- Teachers use student learning data well to inform where they need to teach students.
- Teachers provide quality ongoing feedback.
- Teachers use appropriate strategies to deliver lessons. and programs are differentiated to reflect student need.
- Teachers understand and use cognitive load strategies.
- Teachers use learning intentions and success criteria in lessons
- Teachers collaboratively plan and program lessons.
- Teachers are using learning sprints.
- Students can confidently discuss what their learning needs are recognise areas for improvement.

Products

- All students will achieve expected growth in reading, writing and numeracy.
- Teachers have quality, sequenced and differentiated programs.
- The school self assessment against the School Excellence framework improves.
- 80% of Kindergarten students demonstrate developing skills and strategies to read, view and comprehend short, predictable texts on familiar topics in different media and technologies (ENe4A) and

Strategic Direction 1: TEACHING: Informed and personalised.

Practices and Products

demonstrates emerging skills and knowledge of texts to read and view, and shows developing awareness of purpose, audience and subject matter (ENe8B) Reading Level 9 texts or higher.

- 80% of Year 3 students uses an increasing range of skills, strategies and knowledge to fluently read, view and comprehend a range of texts on increasingly challenging topics in different media and technologies
EN24A

Strategic Direction 2: LEARNING: Innovative and Creative

Purpose

Inspire and create educational environments where critical skills are developed through innovative, dynamic teaching and learning practices. Students develop a greater capacity for independent learning, self regulation and critical thinking and are able to articulate their learning, take risks, set learning goals and track their own progress.

Improvement Measures

- To move the school from "delivering" to "sustaining and growing" in learning/curriculum in the School Excellence Framework.

All teachers will assess reading using syllabus outcomes

People

Students

- Articulate their goals and learning, before, during, and after learning experiences.
- Engage in their learning; knowing what learning looks like and can confidently talk about what and how they are learning.

Parents/Carers

- Participate in shared learning opportunities and culminating activities.

Community Partners

- Work collaboratively to improve learning opportunities for parents.

Staff

Engage in Professional Learning to develop understandings of high student engagement in low SES communities.

Leaders

Use the evidence of engagement, student engaged assessment and work samples to frame future decisions.

Processes

Learning

- Consistent school wide practices for assessment
- Targeted professional learning with the focus on reading

Evaluation Plan

- Analysis of evidence against the School Excellence Framework.
- Analysis of school based assessment data, PLAN data and NAPLAN data.

Practices and Products

Practices

- Teachers use assessment flexibly and daily as an integral part of classroom instruction.
- Teachers analyse student assessment data to inform teaching.
- Teachers share criteria for student assessment with students.
- Students receive feedback on their learning.
- Critical thinking skills are embedded in all literacy and numeracy lessons.
- All teachers complete reading 3–6 training.

Products

- School wide assessment requirements are documented in a School Assessment Policy document.
- Staff handbook developed to guide all staff on NESA requirements, school initiatives (including ESES adjustments and learning support), welfare and well-being.
- Every students comprehension skills will improve.

Strategic Direction 3: LEADING: High Expectations and Shared Responsibility for School Improvement

Purpose

To ensure the school community has a commitment to fostering a school wide culture of high expectations and a shared responsibility for student engagement, learning, development and success.

Improvement Measures

- Move the school from delivering to sustaining and growing in Leading/Educational Leadership/High Expectations Culture in the School Excellence Framework.
- All teachers develop quality PDP goals aligned with the school plan.
- All student's assessments recorded on Plan 2 in Reading – understanding texts and writing.
- Students to attend 88% of the time with 100% explained absences.

People

Students

- Engage in authentic learning experiences where they know they are learning for a purpose because they create ideas, products and services for others.

Staff

- Facilitate authentic and personalised learning opportunities for students.

Parents/Carers

- Participate and contribute to authentic learning experiences and develop an understanding of critical thinking and engagement.

Community Partners

- Work collaboratively to improve learning opportunities for parents.

Leaders

- Use the evidence of engagement, student engaged assessment and work samples to frame future decisions.

Processes

- Further training and support in teacher's Instructional Leadership embedded across the school.
- A high expectations culture embedded across the school.

Evaluation Plan

- Analysis of evidence against the School Excellence Framework.
- Analysis of PDP goals and achievement.
- Analysis of PLAN 2 data

Practices and Products

Practices

- Teachers are regularly observed and provided with feedback.
- Teachers are self reflecting and adjusting their teaching accordingly
- Principal and Instructional leader develop a process for collaboratively reviewing teacher practice.
- Teachers accurately assess students and record the information on PLAN2
- Principal and Instructional leader collect and analyse school student data.
- Lesson demonstrations are provided o teachers.
- Principal and Instructional Leader provided support to teachers to improve practice.
- Staff reflect the values and expectations of the Department of Education's strategic plan.
- Students consistently demonstrate the school rules.
- Teachers use high quality, explicit teaching.

Products

- Teachers develop deep understandings in authentic pedagogy.
- Effective Performance & Development processes are embedded.
- Lesson observations are undertaken regularly and each teacher provided with feedback.
- Lessons contain higher order thinking,

Strategic Direction 3: LEADING: High Expectations and Shared Responsibility for School Improvement

Practices and Products

- problem solving and collaborative planning.
- Every class uses PLAN 2 to record student progress.