

School plan 2018-2020

Glen Innes Public School 2005



School background 2018–2020

School vision statement

At Glen Innes Public School we provide high quality, educational opportunities for each and every student. We celebrate the **success** of our school community, take

pride in our learning and **respect** all.

School context

Glen Innes Public School is situated in the NSW Northern Tablelands, traditional land of the Ngorabul 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. Recently, two Windfarms have been developed in the area, contributing to the economy.

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 400 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 Glen Innes Public 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 a very successful sporting program. An inclusive Creative and Practical Arts Program is being developed in the school. We have a supportive P&C Committee and families and community members are welcome to join us in the education of our students.

School planning process

The school planning process is described below and informs the 2018–2020 School Plan. Each year we assess our school's practices in Teaching, Learning and Leadership against the Public Schools NSW School Excellence Framework's three stages of Delivery, Sustaining and Growing and Excelling.

The consultation process undertaken by Glen Innes Public School included a variety of strategies and opportunities for students, teaching and non-teaching staff, parents and the wider community. The strategies involved online, face to face, telephone and paper based surveys for different focus groups, P&C discussions, staff development workshops and community consultation in line with the implementation of Positive Behaviour for Learning. Significant data was collected and analysed around student achievement as well.

School surveys are an important part of the planning process and in 2017, we participated in the Tell Them From Me surveys, completing the Focus on Learning (for teachers and schools) and Partners in Learning Parent Survey. The results of the 2017 surveys have been reviewed against the results from 2014 – 2016 and have assisted in the planning process.

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

Excellence in Teaching and Learning

Excellence in Leading

Effective Communication and Connections

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Excellence in Teaching and
Learning

Purpose:

To create a stimulating and engaging learning environment that is underpinned by high expectations and teaching practices that are flexible, reflective, relevant and dynamic to meet the diverse needs of our students, staff and community.

STRATEGIC DIRECTION 2

Excellence in Leading

Purpose:

To develop a whole school culture that demonstrates school wide responsibility for a proactive and collaborative learning environment.

To improve staff and student leadership, social and emotional well-being within a positive school culture.

STRATEGIC DIRECTION 3

Effective Communication and
Connections

Purpose:

To increase community participation in wellbeing, family partnerships and school leadership projects so that our students grow into confident, creative and resilient global citizens.

Strategic Direction 1: Excellence in Teaching and Learning

Purpose	People	Processes	Practices and Products
<p>To create a stimulating and engaging learning environment that is underpinned by high expectations and teaching practices that are flexible, reflective, relevant and dynamic to meet the diverse needs of our students, staff and community.</p>	<p>Staff</p> <p>Embrace Professional Development relevant and strategically linked to the School Plan and PDP Goals.</p> <p>Consistently implement Visible Learning in all classrooms K–6.</p> <p>Embrace a school wide approach to Creative and Performing Arts and Gifted and Talented products and processes.</p> <p>Leaders</p> <p>The Instructional Leader and 3–6 Curriculum Leader will work with teachers to develop learning environments with high expectations and teaching practices.</p> <p>Executive Team lead and support staff in enhancing teaching and learning programs and processes.</p> <p>Are committed to the concepts of Visible Learning to reflect on current practices, in particular understand effect size, learning intentions and the role of effective feedback for student learning.</p> <p>Students</p> <p>Understand the purpose of Visible Learning Strategies and how these can direct their own learning.</p> <p>Reflect on their learning and participate in quality talk to verbalise their learning.</p>	<p>Elements of Visible Learning will be introduced to staff in 2018 through Staff Development Days and Staff Meetings. All staff will be supported in the implementation of Visible Learning in their teaching programs.</p> <p>Early Action for Success aims to improve student performance in the early years of school. The Instructional Leader will support teachers in the early identification of literacy and numeracy attainment, differentiation of teaching practice, using targeted interventions and monitoring student progress against the Literacy and Numeracy Learning Progressions.</p> <p>Early Intervention Teacher will work with children within the Glen Innes Community to better support toward being "school ready". Working with the family alongside other support services the Early Intervention (Itinerant Support) Teacher works within Early Childhood Services supporting individual and small groups of children as they are referred.</p> <p>Specialised and expert staff will be employed to support and develop teacher and student capacity in Creative and Performing Arts.</p> <p>Formation of a Creative and Performing Arts team and Gifted and Talented team to plan and implement opportunities for students and teachers to develop skills, knowledge and opportunities to excel.</p> <p>Provide differentiated educational opportunities to assist in meeting the needs of gifted students.</p> <p>Clear expectations and guidelines will be</p>	<p>Practices</p> <p>Teachers will give explicit feedback to students relating to specific teaching and success criteria.</p> <p>Collaborative stage discussions embedded into timetable and staff meetings relating to data and the implementation of Learning Progressions, PLAN2, Visible Learning and accreditation processes.</p> <p>Training in the Revised Best Start Kindergarten Assessment pre-recorded Adobe tutorial.</p> <p>The Early Intervention (Itinerant Support) Teacher supports Kindergarten Teachers and current Kindergarten students with their learning and reinforcing of school ready skills.</p> <p>Early intervention teacher will work closely with local services, Royal Far West, schools, and families to assist children to develop skills necessary to thrive in Kindergarten.</p> <p>Products</p> <p>Teaching Programs will clearly demonstrate the implementation of Visible Learning and Learning Progressions in the classroom K–6.</p> <p>All students will be systematically placed on the National Learning Progressions in their developmental areas.</p> <p>All Kindergarten students will be assessed using the Revised Best Start Kindergarten Assessment.</p>
Improvement Measures			
Data is analysed collaboratively to drive future learning in the classroom.			
All staff K–6 make use of the learning progressions and PLAN2			
Instructional Rounds will provide the data to inform teaching			
School wide approach to Creative and Performing Arts and Gifted and Talented.			

Strategic Direction 1: Excellence in Teaching and Learning

Processes

developed for all staff around the accreditation process.

Participation in Building Numeracy Leadership to extend the knowledge and capabilities of all staff in numeracy.

Evaluation Plan

Visible Learning will be acknowledged in all Teaching Programs.

Student data will be monitored through the Learning Progressions.

Embedding of Creative and Performing Arts and Gifted and Talented into the school timetable and participation in relevant programs.

Staff will participate in Professional Learning strategically linked to the School Plan and PDPs.

Strategic Direction 2: Excellence in Leading

Purpose

To develop a whole school culture that demonstrates school wide responsibility for a proactive and collaborative learning environment.

To improve staff and student leadership, social and emotional well-being within a positive school culture.

Improvement Measures

Implementation of a whole school approach to well-being with clearly defined behavioural expectations that create a positive teaching and learning environment through PBL values.

Reduction in suspensions resulting from a whole school dedicated focus on student well-being.

People

Leaders

Persue innovative solutions to develop staff capacity to meet student needs.

Staff

Embrace additional Professional Learning that is clearly aligned to PDPs to develop leadership capacity.

Staff

Through Professional Learning, staff are confident in managing student behaviour promoting positive well-being and leadership.

Community Partners

Support new initiatives and school practices and policies. Community partners are invited to share feedback and attend school functions.

Parents/Carers

Consult and liaise with teachers regarding student learning and are provided with regular information on their child's learning.

Processes

Shared school wide responsibility is evident through purposeful leadership, quality teaching and learning and community involvement.

Expansion of leadership opportunities through school activities for staff and students.

Build the capacity of staff in the organisation of curriculum activities including sport.

Evaluation Plan

Monitoring of attendance, PLAN2 and suspension data regularly.

Survey of implementation of developing health and positive mental health and well-being through Live Life Well @ School and Beyond Blue Well-being Initiative.

Practices and Products

Practices

Information and data is regularly reviewed and shared among staff.

Staff, students and families have a clear understanding of policies and practices in place at GIPS that support student well-being.

The schools leadership strategy promotes succession planning, distributed leadership and organisational best practice inline with the *SEF Leadership*.

Products

Enhanced leadership capacity of staff and students reflected in collaborative and cohesive school teams including CAPA, G&T, Well-being and Sporting teams.

Strategic Direction 3: Effective Communication and Connections

Purpose	People	Processes	Practices and Products
To increase community participation in wellbeing, family partnerships and school leadership projects so that our students grow into confident, creative and resilient global citizens.	Students Engage in PBL and demonstrate and understand the core values of Glen Innes Public School; Pride, Success and Respect.	Implementation of a whole school approach to student wellbeing in which students can connect, succeed and thrive at each stage of their schooling.	Practices Staff will role model that behaviour of the PBL core values.
Improvement Measures	Students Show empathy to others.	PBL lessons are implemented into a classrooms.	All staff consistently communicate high expectations regarding student work and behaviour.
Community members are involved in all aspects of school life including CAPA, G&T, Well-being and PBL.	Students Recognise the importance of community involvement in their education and have opportunities to access authentic knowledge and expertise of community members.	PBL team regularly extracts and analyses data.	The community feel a greater connection to the school.
Increased number of students rewarded and acknowledged through PBL.	Staff Demonstrate a consistent approach to reinforcing values and the common language of PBL.	Increase in PBL signage across the school.	Products School band, choir, dance group and other opportunities are provided for students using the specific expertise of community members.
All staff work collaboratively with the learning community to share achievements and goals.	Staff Have enhanced opportunities to access local resources and personnel with specific expertise.	All staff will have input into behaviour expectations using a common language through PBL consultation.	Opportunities for G&T developed with consultation supported by community members
Aboriginal students attendance, levels of engagement and academic outcomes increase	Parents/Carers Support and reinforce the core values of PBL.	Implementation of a whole school well-being focus supported through PBL.	Improvement in the attendance, engagement and level of academic outcomes for Aboriginal students.
	Leaders The PBL committee review and reflect on school practices using data on a regular basis.	Re-establishment of a strong AECG that is supported by GIPS and the Aboriginal community.	
		Development of a strong connection with Armajun Aboriginal Health Centre providing support for dental, hearing, vision, speech and paediatrician.	
		Evaluation Plan	
		Consistent review of PBL meetings and data.	
		Monitoring and reporting against the milestones.	
		PBL values are reflected in student behaviour and used consistently by staff when discussing positive and negative behaviours.	