

School plan 2018-2020

Glen William Public School 2020



School background 2018–2020

School vision statement

Glen William Public School's vision is to develop successful students by providing an engaging learning environment. All students will demonstrate and value excellence, respect and cooperation. Staff have high expectations and foster quality relationships with all.

School context

Glen William Public School is a small school located in a beautiful rural area between Clarence Town and Dungog. The school has served the community since 1849.

It provides a small school atmosphere in a quality learning environment which is committed to developing students intellectually, physically, socially, culturally and emotionally. Our school endeavours to instil confidence and provide experiences necessary for the children to move into the wider community. Through commitment and professionalism, our school aims to provide an education which is challenging and enjoyable thus laying the foundations for lifelong learning.

Staff are dedicated to delivering a quality teaching environment that offers an incredible array of opportunities to all students. The staff and community take pride in the high level of care given to each and every student. Students are valued as individuals, and are supported in achieving their best results.

Extra-curricular opportunities include Star Struck, PSSA sports and public speaking.

Glen William Public School has a very active parent body that is a real strength of the school. The school highly values the assistance given by parents in many ways, and this supports our school to achieve its educational goals.

“Learn to Live, Live to Learn”

School planning process

In Semester 2, 2017, a comprehensive process was undertaken across the school community to review practices. This review consisted of students, teachers, non-teaching staff, parents/carers and the wider community. Each group were given the opportunity to be involved in the school's planning process.

Consultation occurred in the classroom, at staff meetings, P&C meetings and parent focus groups to ensure a wide cross section of the school community were heard.

The Relieving Principal and staff met to review student, staff and community feedback about our school. This process included a review of the strengths, opportunities and areas for development across all areas. As a result, three key strategic directions were identified as a basis for a shared commitment to future developments.

These are:

Engaged Learners, Great School;

Caring Teachers, Great School;

Connected Community, Great School.

The Glen William Public School Plan 2018–2020 sets clear strategic directions with details of purpose, people, processes, products and practices over a three year period. Milestones then elaborate specific details with clear, explicit and manageable improvement measures to ensure departmental initiatives and day to day activities have purpose and are linked to our key strategic directions.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Engaged Learners Great
School

Purpose:

Students will take ownership and drive their own learning environment so they are equipped with the skills and understanding for their future.

STRATEGIC DIRECTION 2

Caring Teachers Great School

Purpose:

To drive high expectations and a high standard of education that engages, challenges and inspires all students and staff in a caring supportive school environment.

STRATEGIC DIRECTION 3

Connected Community Great
School

Purpose:

To maintain a proactive and positive learning culture that connects with the school community so that excellence, cooperation and respect are self evident.

Strategic Direction 1: Engaged Learners Great School

Purpose

Students will take ownership and drive their own learning environment so they are equipped with the skills and understanding for their future.

Improvement Measures

- 2018– 85% of students will demonstrate high value add in literacy and numeracy.
- 85% of students will understand and demonstrate future focused learning skills.

People

Students

Students develop the skills to self assess using rubrics and plot their learning using the learning progressions in literacy and numeracy.

Staff

- Teachers use the learning continuums to inform their teaching and learning programs.
- Participate in professional learning to implement a coordinated approach to literacy.
- Teachers will use learning intentions for literacy and numeracy programs.

Processes

Evidence Based Practice

The school implements evidence based programs for literacy and numeracy teaching and there is an expectation of improvement in literacy and numeracy standards across the school.

Professional learning

Teachers will participate in professional learning in programs that initiate student directed learning and project based learning..

Evaluation Plan

1. Regular data analysis
2. Lesson observations
3. Review of teacher programs
4. Participation and evaluation of professional learning

Practices and Products

Practices

- Teachers will use pedagogy that encourages students to plot their own learning process.
- Continuous collaboration and action learning in an explicit teaching approach to literacy and numeracy, which is evidence based informed.
- School systems to inform and evaluate student learning to implement changes in teaching that lead to measurable improvement.
- Teachers will engage in professional learning and implement current best practice in literacy and numeracy.

Products

- Students will demonstrate the skills to develop and set their own learning goals.
- Structures are in place to enable regular meetings and opportunities to collaboratively plan, reflect, improve and deliver evidence informed pedagogy.
- Students will demonstrate improved skills in literacy and numeracy and show growth along the learning continuums.
- Meetings will be used to monitor and analyse data to that will lead to measuring improvement in school and across the LMG.
- Teachers will evaluate and use data to inform teaching and learning for every student.

Strategic Direction 2: Caring Teachers Great School

Purpose

To drive high expectations and a high standard of education that engages, challenges and inspires all students and staff in a caring supportive school environment.

Improvement Measures

2018

- Staff and students demonstrate clear articulation of what they are learning and why.
- 80% of students demonstrate improved resilience and problem solving skills.
- 80% of students demonstrate critical thinking skills, creativity and imagination.

People

Students

- Develop the skills to support each other so each student can connect, succeed and thrive at each stage of their schooling.
- Demonstrate understanding of wellbeing and school PBL values.

Staff

- Staff will evaluate teaching and learning programs in conjunction with the learning progressions.
- Promote, support and implement wellbeing programs and plan for online learning forums to support the implementation and sustainability of programs across the school.
- Engage in professional learning that supports the school strategic plan.

Leaders

- Executive staff will coordinate school surveys and analyse data to inform wellbeing and teaching and learning across the school.
- Enhance opportunities for staff to explore innovative practices to support teaching and learning programs to engage, extend and inspire lifelong learning across the school community.

Processes

Wellbeing

Implement a whole school approach to student wellbeing in which students can connect, succeed and thrive at each stage of their schooling.

Future Focused Pedagogy

Teachers are supported and encouraged to be reflective and participate in professional learning to support project based learning within the classroom.

Evaluation Plan

- Surveys with students , parents/carers and community at regular intervals across the school year.
- Data analysis of behaviour and wellbeing through Sentral and LST meetings.

Practices and Products

Practices

- All teaching and learning programs allow for students to access the curriculum
- Staff will plan for wellbeing programs to be implemented as whole school practice.
- Teachers learning programs demonstrate assessment and the tracking of student progress and achievement..

Products

- Teachers will develop individual learning plans and personalised learning plans in consultation with parents and students.
- Timetables and routines will incorporate wellbeing programs for all students and staff.
- PBL teaching strategies are reflected in class programs and playground procedures are consistent across the school.
- A common language around behaviours, values and social and emotional learning is used by staff, students and parents and is embedded within the school culture.

Strategic Direction 3: Connected Community Great School

Purpose	People	Processes	Practices and Products
<p>To maintain a proactive and positive learning culture that connects with the school community so that excellence, cooperation and respect are self evident.</p>	<p>Students</p> <p>Students actively participate in school programs that connect with the wider community.</p>	<p>Connected Community</p> <p>School staff collaborates with parents and community in numerous interactive ways both formally and informally.</p>	<p>Practices</p> <ul style="list-style-type: none"> Enhanced leadership capacity reflects collaboration self-reflection, higher expectations and cohesive school teams.
Improvement Measures	<p>Staff</p> <ul style="list-style-type: none"> Staff support and promote inclusion within the learning domain. Staff embed ATSI and multicultural perspectives across teaching programs. 	<p>Connected Country</p> <p>The school demonstrates inclusivity and opportunities for all students to value cultural differences within the community.</p>	<ul style="list-style-type: none"> Collaboration of LMG Schools for all students to participate in activities within the wider community to support transition, literacy, numeracy and virtual reality programs.
<p>2018</p> <ul style="list-style-type: none"> 60% parent attendance at assemblies, community days and events. School surveys (Tell Them From Me) and Parents /Students Survey are used to inform communication is effective and current within the school community from 2017 baseline data Increased parental involvement in the learning domain to assist with motivating students to continually improve. 	<p>Parents/Carers</p> <ul style="list-style-type: none"> Confident in accessing opportunities across the school enabling all to be active members within the parent body and provide valuable contributions to the school and its students. Parents and carers collaborate with the LMG to support transition and cultural programs across the community. 	<p>Connected Schools</p> <p>School leaders work collaboratively with local schools to implement innovative programs to support transition programs.</p>	<ul style="list-style-type: none"> School communication and engagement team will plan for key objectives to maintain links with our connected community.
	<p>Leaders</p> <ul style="list-style-type: none"> Evaluate systems and processes to ensure they are responsive to community feedback. 	<p>Evaluation Plan</p> <ul style="list-style-type: none"> Surveys of parental and community at regular intervals across the school year. Focus Group reviews and data Student satisfaction surveys of LMG initiatives and transition programs Data analysis of connected community – parental engagement across the school. Lesson observation and programs that incorporate cultural programs. 	<p>Products</p> <ul style="list-style-type: none"> Teaching and learning programs will provide opportunities for community participation to sustain effective partnerships in learning. Students will participate in extra-curricular activities to support learning and transition programs across the network of schools. Community activities will be initiated and supported within the school environment and reported on at P&C meetings.