

# School plan 2018-2020

Glen Innes West Infants School 5116



# School background 2018–2020

## School vision statement

Our vision is to provide educational experiences and opportunities that will engage and motivate all students to learn, discover and critically analyse their knowledge to equip them to become informed citizens of the future.

## School context

Glen Innes West Infants School is situated in the New South Wales Northern Tablelands on the traditional land of the Ngorabul people. Glen Innes is a rural community 100km north of Armidale on the New England Highway. The major economic base for the community relies on sheep and cattle grazing.

The school has a fulltime staff of 2 and currently caters for 42 students from Kindergarten to Year 2. 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.

Approximately 25% of the students identify as being of Aboriginal or Torres Strait Islander background. The school plays an active role in the community through such events as the local Celtic Festival, Glen Innes Show and the Glen Innes High School Dance Spectacular. The Parents and Citizens Association supports the students of the school.

Our school focuses on providing quality educational experiences for students in their first years of schooling. We strive to provide the best care for young students who are “Beginning the Journey”.

Innovative support programs have been developed through extensive community consultation and have led to positive social, physical and academic support for all our students. The teachers work in a collaborative manner to develop cohesive learning opportunities across the school, with a strong focus on literacy and numeracy skills.

Programs are designed to support the needs of individual students. Teachers strive to present a balanced education so that students reach individual potential across a range of skills and aptitudes.

## School planning process

At the end of 2017 staff analysed the previous 3 year plan. During staff meetings discussions were held to determine the priorities for the next 3 year planning cycle. As an Early Action for Success school, one of strategic directions strongly incorporates literacy and numeracy. As a school with a large number of low–ses and Aboriginal students another key focus was wellbeing. These strategic directions and the rationale behind them were presented at P&C meetings and accepted as suitable priorities by the community representative body.

**Strategic Direction 1:** Futures Learning strategies will be incorporated into all Key Learning Areas with a specific focus on improving Literacy and Numeracy

**Strategic Direction 2:** All students will be supported by the development of a comprehensive and inclusive whole school wellbeing framework.

# School strategic directions 2018–2020



**STRATEGIC  
DIRECTION 1**  
Futures Learning

**Purpose:**

To ensure that students have the necessary skills to face the challenges of a continually changing world. The 4Cs (Creativity, Critical Reflection, Communication and Collaboration) will be incorporated into all Key Learning Areas with a specific focus on improving Literacy and Numeracy.



**STRATEGIC  
DIRECTION 2**  
Whole School Wellbeing

**Purpose:**

To meet the demonstrated additional wellbeing support requirements of our students and staff by the development of a comprehensive and inclusive whole school wellbeing framework.

# Strategic Direction 1: Futures Learning

## Purpose

To ensure that students have the necessary skills to face the challenges of a continually changing world. The 4Cs (Creativity, Critical Reflection, Communication and Collaboration) will be incorporated into all Key Learning Areas with a specific focus on improving Literacy and Numeracy.

## Improvement Measures

All students will demonstrate growth using internal assessment data by applying the 4Cs in Literacy and Numeracy.

Increase the percentage of students achieving in the top 2 bands of NAPLAN after attending Glen Innes West Infants School for at least 12mths (year 2).

Formally assess the 4Cs using the continuum of 4Cs capabilities.

## People

### Staff

Principal will engage with learning in Futures Learning Strategies, particularly the 4Cs.

Teachers will be confident implementing 4Cs strategies in the classroom.

Teachers engage with Instructional Leader in the use of technology within the classroom with particular emphasis on English and Mathematics.

### Students

Students will engage in learning in the 4Cs to develop a strong understanding and apply them in the classroom and other settings.

### Parents/Carers

Parents will be supportive of the strategies used to enhance learning.

## Processes

Research and implement high quality professional learning in the 4Cs as demonstrated by the ability of teachers to understand and apply the continuum. This will be done systematically by targeting one level on the 4Cs continuum per year.

## Evaluation Plan

Use the 4Cs tools and strategies developed through learning to measure growth along the continuum.

## Practices and Products

### Practices

All teaching programs will incorporate the 4Cs (see below) in Literacy and Numeracy.

**Creativity** – Students will be able to imagine and problem solve by exploring learning content.

**Critical Reflection** – All students will improve their thinking process by questioning, elaborating and exploring ideas.

**Communication** – All students will be empowered to communicate in a range of mediums and respect the opinions of others.

**Collaboration** – All student will work together in a trusting and open manner to develop and understand new skills.

### Products

Students will demonstrate greater engagement in learning as reflected in higher attendance and student achievement levels.

Students will make progress along the 4Cs continuum in line with the development of teacher knowledge.

# Strategic Direction 2: Whole School Wellbeing

## Purpose

To meet the demonstrated additional wellbeing support requirements of our students and staff by the development of a comprehensive and inclusive whole school wellbeing framework.

## Improvement Measures

Increase parent participation in school events and parent/teacher interviews.

Increase engagement in learning for all students as indicated by formal and informal observation measures.

Reduce the number of behaviour referrals from 240 in 2017.

Improve student attendance to be in line with or better than state average.

## People

### Staff

Principal willingly engages in professional learning on best practice in whole school wellbeing.

Staff willingly engage in professional development related to wellbeing and growth mindset.

Staff will feel happy, energetic, confident and committed to the school and their profession.

### Parents/Carers

Parents are interested and more involved in school events.

### Students

Students will have the skills to support and responsibility for their own wellbeing.

### Community Partners

The school will engage with Aboriginal families and community to enhance the wellbeing of these students.

## Processes

Parents will feel welcomed into the school by being more actively involved in the development of their child's Personalised Learning Pathway, parents/teacher interviews and school events.

Provide staff with professional development in wellbeing and growth mindset to develop a mentoring program and safe space for students.

Students will develop the skills to express their feelings.

## Evaluation Plan

Regularly monitor student attendance and the number of behaviour referrals.

The effect of growth mindset and personalised wellbeing support for students and staff will be regularly reviewed to determine its impact on learning..

Review the rate of parent participation in school events.

## Practices and Products

### Practices

Every student will be cared for by having access to a nominated teacher support person and a safe space within the school.

Students will demonstrate increased engagement in learning.

The principal will provide formal and informal feedback to staff, give recognition for achievements and provide professional learning opportunities and support.

### Products

All students and families will feel supported and welcomed at Glen Innes West Infants School.

Every student will be able to identify their feelings and have strategies to cope with them. They will also demonstrate a growth mindset and lead to reduced behaviour referrals..

Every family will have the opportunity to participate in their child's education.