

# Strategic Improvement Plan 2021-2024

## Glen Innes Public School 2005



# School vision and context

## School vision statement

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At Glen Innes Public School, we take *pride* in our school and learning, *respect* all and celebrate *success* of our whole school and wider community. We value high quality education in which all students feel known, valued and cared for and where every student and every staff member improves every year.

## School context

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Glen Innes Public School is situated in the NSW Northern Tablelands, traditional land of the Ngoorabul 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 as well as additional industries.

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). The school is well resourced with facilities including: a wellbeing centre, a multi-purpose court, a sensory space, kitchen garden and music room.

The school currently provides for 400 students from Kindergarten to Year 6 including a support class. Approximately 25% 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 strong transition programs for students entering Kindergarten, Year 3 and moving into High School.

Glen Innes Public School offers a range of high quality educational and wellbeing programs that improve student outcomes, including: Positive Behaviour for Learning (PBL), Kitchen Garden Cooking program, NECOM supported school band, Learning and Support Programs and various sporting opportunities.

As a result of a thorough Situational Analysis, the school has identified key areas for future growth. These include continually improving student learning with a focus on reading, numeracy, attendance and wellbeing, empowering teachers to enrich their pedagogy and practice, and to develop the skills of school leaders to be strong, strategic and effective.

# Strategic Direction 1: Student growth and attainment

## Purpose

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Glen Innes Public School strives to improve student learning outcomes, with a continued focus on individual learning needs of all students, with an emphasis on reading, numeracy, attendance and wellbeing, using school-wide assessment and analysis of data to drive teaching and learning. (School Excellence Framework (SEF) Learning domain)

## Improvement measures

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### Target year: 2022

#### Reading and Numeracy (lower bound system-negotiated targets)

Increase the percentage of students in the top two bands of NAPLAN Reading in Year 3 and Year 5 to above 27%.

Increase the percentage of ATSI students in the top three bands of NAPLAN Reading in Year 3 and Year 5 to above 29.6%.

Increase the percentage of students in the top two bands of NAPLAN Numeracy in Year 3 and Year 5 to above 19.9%.

Increase the percentage of ATSI students in the top three bands of NAPLAN Numeracy in Year 3 and Year 5 to above 22.8%.

### Target year: 2023

#### Reading and Numeracy Growth (lower bound system-negotiated targets)

Increase the percentage of students achieving expected growth in NAPLAN Reading from 2021 results to a minimum of 59.5%.

Increase the percentage of students achieving expected growth in NAPLAN Numeracy from 2021 results to a minimum of 50.6%.

### Target year: 2022

## Initiatives

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### Data informed personalised learning

The use of effective strategies for school-wide assessment and analysis of data to drive teaching and learning will be used to inform:

- Learning Support Team intervention programs and practices
- Individual student goal setting
- Explicit teaching practices embedded in teaching and learning programs
- Formative feedback for all students

### Connecting and Thriving to Succeed

A whole-school approach to student wellbeing and engagement for student learning and success will support:

- Collective responsibility for student learning and success
- Planning, monitoring and evaluation of student wellbeing and engagement initiatives
- Productive learning environments with minimal disruptions for all students

## Success criteria for this strategic direction

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All teaching and learning programs and initiatives are responsive to the needs of all learners, showing evidence of revisions based on feedback on teaching practices, student assessment and student progress and achievement.

Staff monitor and analyse formative assessment data, - assessment for learning, assessment as learning and assessment of learning - to differentiate learning at the point of instructional need resulting in continuous academic improvement for every student.

Widespread positive and respectful relationships are evident among students and staff, promoting student wellbeing and ensuring optimum learning conditions with minimal disruptions.

Teachers, parents and the community work together to support consistent and systematic processes that ensure attendance does not impact on learning outcomes.

## Evaluation plan for this strategic direction

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To what extent have we achieved our purpose and demonstrated impact and improvement of student outcomes in reading, numeracy, attendance and wellbeing?

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction.

- Data trackers
- Anecdotal evidence including observations
- Whole school assessments
- Student PLP and PLSPs
- Sentral data

# Strategic Direction 1: Student growth and attainment

## Improvement measures

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### **Attendance and Wellbeing (lower bound system-negotiated targets)**

Increase the percentage of students attending >90% to a minimum of 70.8%.

Increase the percentage of students reporting positive wellbeing to a minimum of 89.9%.

**Target year: 2022**

### **Improvement as measured in the External Validation Process, in the Learning domain**

- Learning Culture
- Wellbeing
- Curriculum
- Assessment
- Reporting
- Student Performance Measures

## Evaluation plan for this strategic direction

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- TTFM surveys
- PLAN 2
- NAPLAN and SCOUT

# Strategic Direction 2: Teacher growth and attainment

## Purpose

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Glen Innes Public School strives to empower teachers to enrich their pedagogy and practice, embedding rich teaching and learning programs to ensure every teacher improves every year. (School Excellence Framework (SEF) Teaching domain)

## Improvement measures

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### Target year: 2022

#### Improvement as measured in the External Validation process, in the Teaching domain in the areas of

- Effective classroom practice
- Data skills and use
- Professional standards
- Learning and Development

### Target year: 2024

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## Initiatives

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### Quality Teaching K-6

Using the themes of the Teaching domain of the SEF, every teacher will improve every year by:

- Involvement in comprehensive, research-based ongoing staff professional learning programs within the school and through external providers, to build teacher capacity
- Collaborating within and across stages, and with staff in other schools to share student data, curriculum knowledge and effective teaching, classroom management strategies and consistent teacher judgement
- Utilising the Australian Professional Standards for Teachers to identify and monitor specific areas for development or continual improvement

## Success criteria for this strategic direction

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All staff Performance and Development Plans (PDPs) explicitly demonstrate a focus on improvement in teacher quality. Teaching and non-teaching staff proactively seek to improve their performance across the year through involvement in school based and externally provided professional learning. The school supports collaborative performance development and efforts to continuously monitor improvement.

Teachers regularly collaborate to share curriculum knowledge, data, feedback and other information about student progress and achievement which meet the learning needs of all students.

## Evaluation plan for this strategic direction

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To what extent have we achieved our purpose and demonstrated impact and improvement of quality teaching?

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction.

- PDP reviews and reflections
- Surveys
- Focus groups
- Evidence of impact on student learning

# Strategic Direction 3: Leadership growth and attainment

## Purpose

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Glen Innes Public School strives to empower school leaders to develop the skills of strong, strategic and effective leadership. Rich leadership programs will be embedded to ensure every leader improves every year. School leaders will ensure that administrative systems, structures, processes and resources are used strategically to improve student outcomes and provide high quality service delivery. (School Excellence Framework (SEF) Leading domain)

## Improvement measures

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**Target year: 2022**

**Improvement as measured in the External Validation Process, in the Leading domain in the areas of**

- Educational leadership
- School planning, implementation and reporting
- School resources
- Management practices and processes

**Target year: 2022**

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## Initiatives

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### Evidence of continuous improvement in school leadership

Using the themes of the Leading domain of the SEF, every leader will improve every year by:

- Establishing a professional learning community focused on continual improvement and a high performance culture
- Displaying a strong commitment to fostering school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success
- Modelling instructional leadership
- Actively supporting change that leads to improvement

School leaders will support sustained and measured school improvement by:

- Use innovative thinking when designing and implementing initiative to support staff and student learning
- Deploying teaching and non-teaching staff to make best use of available expertise to meet the needs of students

### Community connections

The development of stronger community connections will be guided by leaders who:

- Ensure that administrative systems, structures, processes and resources are used strategically to improve student outcomes and provide high quality service delivery
  - Solicit feedback regularly from the school community and are seen as responsive to community feedback
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## Success criteria for this strategic direction

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The leadership team actively supports change that leads to improvement, creating opportunities where feedback about the impact of change can be shared and monitored. The school actively supports (improvement in) other schools through the sharing of knowledge and resources.

The school regularly provides feedback on school performance to parents/carers and the broader school community.

Feedback from the school community indicates that the school is responsive to feedback received and utilises this feedback to improve service delivery and customer experience for parents and/or students.

## Evaluation plan for this strategic direction

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To what extent have we achieved our purpose and demonstrated impact and improvement in leadership?

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction.

- Surveys
- TTFM
- Focus groups