

Strategic Improvement Plan 2021-2025

Glen William Public School 2020



School vision and context

School vision statement

At Glen William Public School we strive to provide high quality inclusive education where all students are challenged in a supportive environment to achieve their personal best. Through the provision of educational experiences we remain connected to culture. High expectations and a strong community supports student well-being and increases individual success in literacy and numeracy.

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. Glen William Public School currently has an enrolment of 34 students. The ratio of male to female students is 16:18. Small class groups consist of a K-2 and 3-6 classroom with opportunities to coordinate stage based learning opportunities.

Glen William Public School 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 instill 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 and learning environment that offers an incredible array of opportunities for all students. We offer a high level of support for students with additional needs and those with high potential. The school implements evidenced based programs to provide opportunities for students to excel academically in the key learning areas of literacy and numeracy. The staff and community take pride in the high level of care given to every student. They are valued as individuals and are supported in achieving their best results.

Through our situational analysis we have identified a need to use data driven practices that ensure all students develop individual goals to support differentiation across the school. A need was also identified to use data driven practices to increase the number of students in the top 2 NAPLAN bands for Reading and Numeracy. Professional learning will occur to develop a greater understanding of Literacy and Numeracy Progressions using PLAN2 and to assist teachers in developing learning goals to meet expected growth for every student.

Our school is rich with interactive technology resources to support the teaching and learning of technology in the curriculum. Through the situational analysis we identified the need for employing a teacher to support our Aboriginal students. We encourage our Aboriginal students to engage with culture through visible connections with Dungog High school and school based AECG meetings. The school setting has been beautifully kept to enrich the environment for all our students and community to enjoy. Extra-curricular opportunities include Star Struck, PSSA sports, Mindfulness, STEM: Science and Engineering Discovery Days, Peer Support and Public Speaking.

Glen William Public School has a very active parent body that is a real strength of the school. Whole school processes and practices are responsive to community feedback and satisfaction. The school highly values the ongoing assistance provided by parents and this supports our school to achieve its educational goals.

"Learn to Live, Live to Learn"

Strategic Direction 1: Student growth and attainment

Purpose

All teachers effectively analyse data to inform learning. This develops effective partnerships to motivate students to demonstrate personal best. Learning is systematically planned for and provides continuous improvement for all students.

Improvement measures

Reading growth

Achieve by year: 2023

An increase in Check-in Assessment mean scaled score for reading in Years 3 to 6 for 2023 compared with Years 3 to 6 in 2022.

Numeracy growth

Achieve by year: 2023

An increase in Check-in Assessment mean scaled score for numeracy in Years 3 to 6 for 2023 compared with Years 3 to 6 in 2022.

School Excellence Framework

Achieve by year: 2025

School Excellence Framework

In the element of element Data Skills and Use maintain and embed validation of Excelling

Initiatives

Data Skills and Use

Design and delivery research based professional learning to build teacher capacity to ensure data collection is used to differentiate curriculum, inform teaching and provide timely feedback to students so that learning is maximised for all.

- **data analysis - literacy and numeracy**
- **formative assessment - internal / external**
- **QDAI process**
- **explicit teaching**
- **learning intention, success criteria and feedback**

A Culture of Best Practice

Revisit research based pedagogy to enhance data informed pedagogy to ensure a pedagogical base for the whole school teaching and learning programs are implemented across the school effectively..

- **high expectations**
- **individual learning needs/differentiation**
- **teaching and learning programs**
- **professional learning**

Success criteria for this strategic direction

Data Use and Skills

Teachers clearly understand, develop and apply a full range of assessment strategies - assessment for learning, assessment as learning and assessment of learning - in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness.

All teachers have a sound understanding of student assessment and data concepts. They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice.

A Culture of Best Practice

The learning goals for students are informed by analysis of internal and external student progress and achievement data. Progress towards goals is monitored through collection of quality, valid and reliable data. Reporting on school performance is based on valid and reliable data and analysis.

A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.

Staff will evaluate all professional learning to promote and implement the most effective strategies to improve teaching and learning.

Effective partnerships in learning will demonstrate that students are motivated to deliver their best and continually improve.

Evaluation plan for this strategic direction

The school will use the following data sources to regularly

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions:

- Student progress monitored against PLAN2
- Analysis of NAPLAN data
- Work samples demonstrating personal success
- IEPs/PLPs showing differentiation
- Teaching programs demonstrating evidence of data informing classroom practice with ongoing adjustments
- Learning Goals achieved

The evaluation plan will involve:

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- Regular professional discussion around the School Excellence Framework elements and themes.
- Executive team and whole staff reflective sessions.
- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

After analysing the data a determination will be made as to the future of the four years' work and 'Where to Next?'

Strategic Direction 2: Connect, Succeed, Thrive and Learn To Live

Purpose

To ensure that all of our students are able to connect, thrive, succeed and learn to live collaboratively through the development of whole school well-being practices and developing the identification processes for High Potential and Gifted Education. Whole school well-being systems support increased levels of well-being, community and cultural engagement.

Improvement measures

Wellbeing

Achieve by year: 2023

- TTFM Wellbeing data (advocacy, belonging and expectations) increases
- 60% Aboriginal students demonstrate improved cultural awareness and engagement (TTFM)

Attendance (>90%)

Achieve by year: 2023

Increase the percentage of students attending >90% of the time to 70%.

School Excellence Framework

Achieve by year: 2025

In the element of Wellbeing maintain and embed validation at excelling

Initiatives

Wellbeing and Engagement

The school is organised so that all students have the opportunity to engage in programs that support well-being, cultural engagement in school, positive connections and students share their voice and feel valued and cared for.

- a planned approach to wellbeing
- attendance
- individual learning needs
- respectful relationships
- cultural engagement

Success criteria for this strategic direction

There is school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each students' wellbeing and learning needs in consultation with parents/carers.

Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.

All staff, students and families understand and the importance of PBL and the explicit teaching of behaviour expectations. resulting in a 10% decrease in negative behaviour records and suspensions.

Teachers and parents work together to support consistent and systematic processes to ensure student absences do not impact on learning and the school meets its attendance target.

Evaluation plan for this strategic direction

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. This will guide the school's future directions:

- Regular self assessment against the Sport and Physical Activity Health Check
- Sporting Schools program exit slips from staff and students
- Student and Community surveys
- Behaviour data analysis
- Attendance data analysis
- Suspension data
- TTFM data- Student wellbeing and family satisfaction, belonging, positive behaviour, advocacy and extra curricular activities
- Wellbeing Framework Self assessment

Strategic Direction 2: Connect, Succeed, Thrive and Learn To Live

Evaluation plan for this strategic direction

- Meet the criteria for Excelling in the SEF for wellbeing
- Ongoing evaluation of PLPs
- AECG facilitator feedback of data analysis

The evaluation plan will involve:

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- Regular professional discussion around the School Excellence Framework elements and themes.
- Executive team and whole staff reflective sessions.
- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

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