

# Strategic Improvement Plan 2021-2024

## Glen Innes West Infants School 5116



# School vision and context

## School vision statement

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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

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Glen Innes West Infants School is situated in the New South Wales Northern Tablelands on the traditional land of the Ngoorabul people. The school is set on approx. 1.4ha of land with a heritage listed classroom block consisting of 3 classrooms, canteen, book room and office. There is a new office area and library built as part of the Building the Education Revolution scheme. The school also has a meeting room, used for playgroup etc., dance studio and 3 sets of fixed play equipment.

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. 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.

Glen Innes West Infants School has a permanent staff of 2 teachers, Instructional Leader, School Administrative Manager & General Assistant. Funding is utilised to provide 2 extra teachers and a School Learning Support Officer. Glen Innes West Infants School caters for students from Kindergarten to Year 2 with enrolments fluctuating between 30 and 40. The average FOEI over the last 3 years is 156. Approximately 40% of the students identify as being of Aboriginal or Torres Strait Islander background. 13% of students come from Non-English-Speaking Backgrounds. Equity funds are used to provide an added layer of support to students.

The school plays an active role in the community through such events as the local Celtic Festival, Glen Innes Show, Glen Innes High School Dance Spectacular and Glenwood Reading Scheme. A high-quality dance program, delivered by a qualified dance teacher, provides opportunities in the performing arts. Specialist sporting programs are also regularly run at the school.

A small but active Parents and Citizens Association supports the students of the school. Glen Innes West Infants School is also supported by the Glen Innes Lioness Club.

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" in education.

Innovative programs have been developed to foster positive social, physical and academic success for all our students. All of our 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 by working collaboratively with the Instructional Leader to develop school wide cohesive learning opportunities. There is always a strong focus on achievement in literacy and numeracy skills.

A thorough situational analysis was conducted at the end of 2020 using internal and external data available to the school. This process also included consultation with parents via the P&C and a Facebook presentation and consultation with the wider community via the Glen Innes Lioness Club. Findings indicated that, as well as the System Negotiated

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targets of Reading, Numeracy and Attendance, the school focus on Writing and developing a program to better engage the community in the school.

# Strategic Direction 1: Student growth and attainment

## Purpose

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By increasing the number of students demonstrating growth in Reading, Numeracy and Writing through the effective development of strong foundation skills, students will become competent, independent learners.

## Improvement measures

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### Target year: 2022

80% of all students will be achieving at or above expected grade level in Reading as measured using bench marking and the Literacy Progressions

### Target year: 2022

80% of students will be achieving at or above expected grade level in Numeracy as measured on the Numeracy Progressions.

### Target year: 2023

80% of all students will be achieving at or above expected grade level in writing as indicated on the Literacy Progressions.

### Target year: 2023

80% of students are maintaining expected growth in reading and numeracy.

## Initiatives

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### Reading and Numeracy

Embed sustainable whole school quality teaching and learning using evaluative practices for collecting and analysing data. The evaluation of this data will inform;

- 1) Teacher professional learning and school resources
- 2) Selection of teaching strategies
- 3) Impact of implementation of teaching and learning strategies

### Differentiated Writing Program

Embedded sustainable whole school quality teaching and learning using evaluative practice for collecting and analysing data will inform teacher professional learning, school resourcing and the selection of teaching strategies to develop differentiation at point of need.

All teaching and learning programs will show evidence of continuous tracking of student progress and achievement along the Literacy and Numeracy Progressions to set individual learning goals for all students.. Regular assessment data will be used to assess progress and lead to reflective and collaborative practices by teachers.

## Success criteria for this strategic direction

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### Reading and Numeracy

Staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning.

An integrated approach to quality teaching, curriculum planning and delivery, and assessment promotes learning excellence and responsiveness in meeting the needs of all students.

The school has identified what growth is expected for each students and students are achieving higher than expected growth on internal school data and achievement data.

### Differentiated Writing Program

Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning.

Glen Innes West Infants School will use systematic and reliable assessment information to evaluate student learning and implement changes in teaching that lead to measurable improvement.

## Evaluation plan for this strategic direction

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### Reading and Numeracy

Glen Innes West Infants School will use systematic and reliable assessment information to evaluate student learning and implement changes in teaching that lead to measurable improvement.

Q - In what ways and to what extent has sustainable whole school quality teaching and learning using evaluative practices for collecting and analysing data improved student outcomes in Reading and Numeracy?

D - Best Start, PLAN 2, Literacy and Numeracy

## Evaluation plan for this strategic direction

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Progressions, Running Records, Observation Data, Student Reflection on Learning Goals, HIPL Self Reflection, What Works Best Self Reflection

A - Are students progressing as expected? Is professional learning having an impact?

I - Where to next and how?

### Differentiated Writing Program

Q- In what ways and to what extent have we achieved our purpose to improve writing through a focus on differentiation at point of need by embedding whole school quality teaching and learning using evaluative practice and effective analysis of data?

D- Writing samples, PLAN 2, Words Their Way every 5 weeks

A- Analyse the impact of the above data

I- Use analysis to inform future directions and drive further improvement

# Strategic Direction 2: Community Engagement

## Purpose

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By increasing the number of students attending at or above 90% of the time, students will experience greater academic success and therefore better life outcomes.

By developing greater engagement with the local community, both attendance and enrolment at Glen Innes West Infants School will increase.

## Improvement measures

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### Target year: 2022

At least 90% of students attend the school 90% of the time or more.

### Target year: 2024

Students and their families will demonstrate a sense of belonging in our school, as indicated by internal surveys, anecdotal evidence and attendance at school events.

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## Initiatives

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### Attendance

By developing a sense of belonging for students and their families in our school, attendance, and therefore learning outcomes, will improve.

### Community Interaction Project

Glen Innes West Infants School will develop strong collaborative partnerships within the local community to ensure continuity of learning from preschool to Year 3.

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## Success criteria for this strategic direction

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### Attendance

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

### Community Interaction Project

The school collaborates with the local community where appropriate on decisions about - and access to - school assets and resources, delivering benefit to both the school and the community

## Evaluation plan for this strategic direction

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Glen Innes West Infants School will use systematic and reliable assessment information to evaluate attendance and community engagement.

### Attendance

Q - In what ways and to what extent will embedding whole school attendance systems support high levels of attendance and therefore continuity of learning?

D- Regular review of rolls

A- Determine patterns of absence and families who require support

I- Implement a higher level of support where required including external agencies

### Community Interaction Project

Q- In what ways and to what extent will the development of strong collaborative partnerships within the local community ensure continuity of learning from preschool to year 3.

D- Number of families attending playgroup, enrollment data, attendance data, Transition to School Statements

## Strategic Direction 2: Community Engagement

### **Evaluation plan for this strategic direction**

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A- Track trends in data to ascertain the effectiveness of activities

I- Refine activities to meet the needs of the community