

Strategic Improvement Plan 2024-2027

Glenquarry Public School 2015



Glenquarry
Public School

School vision and context

School vision statement

Glenquarry Public School...a thriving community of learners working together to grow, connect and be our best selves.

School context

Glenquarry Public School is a small school located in the Southern Highlands of NSW. Glenquarry is a small rural community and the school was established in 1869, situated 12km from the town of Bowral.

Students are educated in a safe, learning centered environment. Teachers are highly committed to transforming lives through education and have high expectations of students' learning and behaviour. There are 22 enrolments consisting of a range of students in K-6. There are a small number of Aboriginal students and several students receiving integration funding to support their learning needs. The school is classified as a TP1, with one full time Teacher Principal, Temporary Teachers, School Administrative Manager, School Learning Support Officers and a General Assistant. Student numbers have been steadily increasing since Semester 2, 2021.

Extensive consultation with students, staff, and parents contribute to the situational analysis followed by the development of the strategic improvement plan. Through our situational analysis, we have identified the use data driven practices and teacher reflection as an area of development, to ensure all students have access to learning that best meets their needs. Further work will also be undertaken to ensure that best practice approaches to assessment are embedded. Consistent monitoring of student performance data will determine areas of need and ensure students feel ownership of their learning at an individual, class and school level. Through the analysis of NAPLAN, Scout and internal data, the school has identified targets to facilitate improvement in reading, numeracy and attendance.

Equity and excellence continue to drive our work at Glenquarry Public School and we pride ourselves on being an inclusive, collaborative, thriving community of learners.

Strategic Direction 1: Student growth and attainment

Purpose

Every learner receives outstanding teaching and learning through effective teaching practices, enabling growth and attainment in literacy and numeracy. In order to ensure students are ready to learn, student wellbeing and development will be strengthened through the use of evidence-informed whole school approaches to wellbeing and high expectations for attendance.

Improvement measures

Improved reading outcomes

There is a whole school focus on demonstrating growth in reading to improve the achievement levels of all students.

Achieve by year: 2024

Students will demonstrate growth in reading using internal data sources.

Improved numeracy outcomes

There is a whole school focus on demonstrating growth in numeracy to improve the achievement levels of all students.

Achieve by year: 2024

Students will demonstrate growth in numeracy using internal data sources.

Attendance

There is a whole school focus on improving attendance to strengthen student sense of belonging, engagement and outcomes.

Achieve by year: 2027

The attendance rate for the school is increased from 91.55% in 2023 to 92.65% in 2027.

Initiatives

Outstanding teaching and learning

Strengthen an evidence informed approach to quality teaching, curriculum planning, implementation and assessment that promotes learning excellence.

- continue to develop a collaborative culture of high expectations, through quality professional learning that reinforces collective efficacy to ensure whole school improvement
- develop shared understanding of effective classroom practice so that the most effective evidence based teaching methods are used by all teachers
- continue to build teacher capacity in evaluative practice and data analysis to identify and cater for the learning needs of all students, including High Potential and Gifted students, to sustain whole school improvement

Enhanced engagement and wellbeing

A planned approach to develop whole school wellbeing process and culture that support the wellbeing and learning of all students.

- shared commitment by students, staff and families to engage and implement school based wellbeing priorities
- ongoing commitment to develop teacher capacity to promote and implement the most effective strategies to improve wellbeing and learning
- continue to highlight and promote the importance of regular school attendance to the community and implement appropriate strategies

Success criteria for this strategic direction

Professional learning emphasises effective evidence informed approaches to literacy and numeracy teaching and strengthens collective efficacy.

All teachers use evidence of learning (assessment) to inform their teaching, adapt their practice and meet the learning needs of all students.

The school promotes and demonstrates professional learning in data concepts, analysis and use of student learning data and there is a school-wide process for collaborative analysis.

There is a planned approach for collecting and analysing whole school wellbeing and engagement data to support evidence informed approaches and programs.

Teacher practice incorporates empowering all students to actively engage in their learning through promoting communication, collaboration, creativity and critical reflection.

Teachers to incorporate the principles of High Potential and Gifted Education to support the identification and implementation of strategies to deeply engage and extend individual students.

A high expectation culture of high attendance rates for all students, are held by staff, parents and students, supported by strong systematic processes.

Evaluation plan for this strategic direction

Question: To what extent have we achieved our purpose and associated Improvement Measures?

Data: The school will use a range of data sources to regularly analyse the effectiveness of the initiative and monitor progress in Reading, Numeracy and Attendance. These data sources will include:

- Scout Data (NAPLAN, Check-In assessments, attendance)

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

- PAT Data
- Internal assessment and anecdotal evidence
- Stakeholder surveys and focus groups

Implications: The findings of the analysis will be used to assess the success of our work in this strategic direction and inform future directions.

Strategic Direction 2:

Purpose

Initiatives

Success criteria for this strategic direction

Evaluation plan for this strategic direction

Strategic Direction 3:

Purpose

Initiatives

Success criteria for this strategic direction

Evaluation plan for this strategic direction
