

Strategic Improvement Plan 2021-2024

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 strong community, connects and supports student well-being and increases individual success in literacy and numeracy for all of our students.

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 current has 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.

It 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 instil 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 learning environment that offers an incredible array of opportunities for all students. We offer a high level of support for students with additional needs. The school implements evidenced based programs 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 each and every student. Students 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. and increase the number of students in the top 2 bands for Reading and Numeracy in NAPLAN. Work will take place on developing a greater understanding of Literacy and Numeracy progressions using PLAN2 to capture the data and assist teachers in developing rich learning goals to meet expected growth for every student.

Our school is rich with technological resources to support the teaching and learning of technology in the curriculum. The school setting has been beautifully kept to enrich the environment in which all of our students and community can enjoy. We encourage our Aboriginal students to engage with culture through visible connections with Dungog High school and school based AECG meetings. Through the situational analysis, we identified the need for engaging a teacher to support our Aboriginal students to connect with culture and engage with the Jr AECG.

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. School processes and practices are responsive to school community feedback and satisfaction. The school highly values the assistance provided by parents in many ways, 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

Target year: 2022

Reading

- 10% improvement of students achieving top 2 bands in Naplan reading.

Numeracy

- 10% improvement of students achieving top 2 bands in Naplan numeracy
- Value add moves from Sustaining and Growing for K-3 and 5-7 to Excelling and from Delivering for 3-5 to Sustaining and Growing.
- 30% of students achieve expected growth in Literacy and Numeracy.

SEF

SEF element "Data Use and Skills- maintain Sustaining and Growing with progress towards excelling

Target year: 2023

Reading

- 10% improvement of students achieving top 2 bands in Naplan reading.

Numeracy

- 10% improvement of students achieving top 2 bands in Naplan numeracy
- Value add moves from Sustaining and Growing for K-3 and 5-7 to Excelling and from Delivering for 3-5 to Sustaining and Growing.

Initiatives

Data Skills and Use

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

A pedagogical base for the whole school teaching and learning.

- **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

Improvement measures

- 50% of all students achieve expected growth in Literacy and Numeracy.

SEF

SEF element "Data Use and Skills- move to excelling

Target year: 2024

Reading

- 10% improvement of students achieving top 2 bands in Naplan reading.

Numeracy

- 10% improvement of students achieving top 2 bands in Naplan numeracy
- Value add moves from Sustaining and Growing for K-3 and 5-7 to Excelling and from Delivering for 3-5 to Sustaining and Growing.
- 75% of all students achieve expected growth in Literacy and Numeracy.

SEF

SEF element "Data Use and Skills- maintain excelling

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. Whole school well-being systems support increased levels of well-being, community and cultural engagement.

Improvement measures

Target year: 2022

- Increase the percentage of students attending >90% of the time .
- TTFM Wellbeing data (advocacy, belonging and expectations) increases and remains 5% above state norms.
- TTFM data increases from 85% to 90% (Sense of belonging)
- 60% Aboriginal students demonstrate improved cultural awareness and engagement (TTFM)
- Increase the % of Aboriginal students achieving top 3 NAPLAN bands in reading and numeracy.

Target year: 2023

- TTFM data increases from 85% to 90% (Sense of belonging)
- 10% decrease in negative behaviour records and suspensions
- 75% of identified Aboriginal students feel connected to country
- Increase the % of Aboriginal students achieving top 3 NAPLAN bands in reading and numeracy.

Target year: 2024

- Increase attendance by 10%
- TTFM data increases from 90% to 95% (Sense of belonging)
- 20% decrease in negative behaviour records and

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 analyse
- Attendance data analyse
- Suspension data
- TTFM data- Student wellbeing and family satisfaction, belonging, positive behaviour, advocacy and extra curricular activities

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

Improvement measures

- suspensions
 - Increase the % of Aboriginal students achieving top 3 NAPLAN bands in reading and numeracy.
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Evaluation plan for this strategic direction

- Wellbeing Framework Self assessment
- 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.

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