School plan 2015 – 2017

Glen William Public School- 2020

Strategic Direction 1
Quality Teaching

Strategic Direction 2
Sustainable Leadership

Strategic Direction 3
Quality Relationships

Last updated 28/4/15
### School background 2015 - 2017

#### School vision statement

At Glen William Public School we work together to provide a supportive, stimulating and empowering educational environment that fosters the potential of every student through the provision of innovative, inclusive and differentiated education in a small school environment.

We believe that all students can achieve academic and personal success through the provision of a well-balanced, quality education presented by dedicated staff with strong community support.

We strive to ensure students are respectful and engaged in successful learning exhibiting qualities to ensure they are literate, numerate, creative, resilient and socially confident members of the community.

Staff are committed to providing quality education through enthusiasm, setting high expectations and innovative programs in a supportive environment that promotes collaboration and reflection.

Our community is a welcoming, inclusive, positive and involved body who work together to support the individual potential of each child.

Our vision is to empower students to be respectful, responsible, honest and innovative citizens that strive for life-long learning and personal excellence.

#### 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.

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 environment that offers an incredible array of opportunities to all students. 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.

Glen William Public School has a very active parent body that is a real strength of the school. The school highly values the assistance given by parents in many ways, and this supports our school to realise its educational goals.

"Learn to Live, Live to Learn"

#### School planning process

In 2014, the school community consisting of students, teachers, non-teaching staff, parents/carers and the wider community were given the opportunity to be involved in the school's planning process.

Consultation occurred in the classroom, at staff meetings, P&C meetings and parent focus groups to ensure a wide cross section of the school community were heard.

The Principal (currently on leave), outgoing Relieving Principal, incoming Relieving Principal and staff met to review student, staff and community feedback about our school.

This process included a review of the strengths, opportunities and areas for development across all areas. As a result, three key strategic directions were identified as a basis for a shared commitment to future developments.

These are:

- Quality Teaching and Learning
- Sustainable Leadership
- Quality Relationships

The Glen William Public School Plan 2015-2017 sets clear strategic directions with details of purpose, people, processes, products and practices over a three year period. Milestones then elaborate specific details with clear, explicit and manageable improvement measures to ensure departmental initiatives and day to day activities have purpose and are linked to our key strategic directions.
School strategic directions 2015 - 2017

STRATEGIC DIRECTION 1
Quality Teaching and Learning

Purpose:
To provide a high standard of education through quality teaching and learning programs that differentiate, engage, challenge and inspire all students and staff to excel and learn to their full potential focussed on personalised, evidence based, purposeful and engaging learning ensuring staff and students take ownership of their own learning and future aspirations to equip them with the skills and understandings for their future.

STRATEGIC DIRECTION 2
Sustainable Leadership

Purpose:
To create and maintain continuity with the strategic directions of the school by embedding quality systems and organisational practices through a collaborative approach to decision making ensuring ongoing continuity of strategic directions throughout leadership changes.

STRATEGIC DIRECTION 3
Quality Relationships

Purpose:
To enhance strong, positive and effective relationships with parents and the wider community to facilitate innovation and quality educational programs and practices.
# Strategic Direction 1: Quality Teaching and Learning

## Purpose

Why do we need this particular strategic direction and why is it important?

To build teaching capacity through engaging and purposeful professional learning to ensure classroom instruction addresses the individual needs of students.

To provide a high standard of education through quality teaching and learning programs that engage, challenge and inspire all students and staff to excel and learn to their full potential.

## Improvement Measures

- NAPLAN growth equal to or greater than state average.
- PLAN/Continuum data shows student growth each semester in both Literacy and Numeracy.
- Increased community participation in classrooms.
- Differentiated programs evident in all classrooms.
- Programs incorporate National Curriculum outcomes.
- Students demonstrate confidence and ability in a range of technological tools which are embedded in their learning.
- Staff Performance Development Plans demonstrate increased professional growth through accomplishment of Teaching Standards.

## People

How do we develop the capabilities of our people to bring about transformation?

**Students:**
Students will be engaged and actively participate in differentiated learning programs that meet individual needs.

**Staff:**
Staff will provide differentiated and engaging teaching and learning activities through the delivery of the new curriculum that meets the needs of every student.

Staff will work collaboratively to design quality differentiated learning experiences and will collegially reflect on their practice using the Teaching Standards.

Staff will engage in professional learning that supports the school strategic plan.

Staff will explore innovative technological practices to embed in teaching and learning programs to engage, extend and inspire lifelong learning in students.

**Parents/Carers/Community:**
Parents will actively engage with their children’s learning to extend their knowledge and understanding of curriculum and school programs.

## Processes

How do we do it and how will we know?

**Staff Professional Learning:**
Build teacher capacity to collaboratively plan and differentiate the curriculum and provide professional learning in the use of technology to embed into teaching practice.

Provide staff training in the National Curriculum syllabus documents enabling effective implementation of new curriculum as per BOSTES and DEC guidelines.

Develop individualised professional learning plans targeted at developing teacher capacity as part of Staff Performance Development using the Teaching Standards as a framework.

**Community Partnerships:**
Engage in Professional Learning with the Local Management Group (LMG) to share knowledge and resources to increase staff capacity to deliver quality pedagogy in identified curriculum areas.

Continue to foster and expand a collaborative learning community to improve the quality of educational programs.

**Classroom Practice:**
Tracking of student learning recorded each semester using PLAN/Continuum.

**Evaluation Plan**
Teacher Programs/Standards/PDP
Student work samples/assessment data.

## Products and Practices

What is achieved and how do we measure?

**Product:**
NAPLAN data from Year 3 to Year 5 shows a steady increase in growth.

Forward movement of students on the Literacy and Numeracy continuums.

Teaching and learning programs show evidence of implementation of the National Curriculum incorporating innovative technology skills.

PDP process demonstrates increased professional growth through achievement of Teaching Standard elements.

What are newly embedded practices & how are they integrated with our purpose?

**Practice:**
Increased community engagement with a greater understanding of school programs.

Development of a culture of professional practice and shared learning.

Deepened understanding of the professional Teaching Standards.

Improved classroom practice and commitment to high expectations to optimise student engagement and outcomes.

Staff engaged in professional learning that is purposeful and relevant to teaching practices.

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Strategic Direction 2: Sustainable Leadership

Purpose
Why do we need this particular strategic direction and why is it important?

To create and maintain continuity with the strategic directions of the school by embedding quality systems and organisational practices.

To ensure procedures are sustainable throughout leadership and staffing changes.

To inspire a collaborative culture with increased communication systems relating to organisation practices to simplify and support increased local decision making and communication.

Improvement Measures
- Creation/updating of scope and sequences, policies, procedures and curriculum plans.
- Increased use of data to support future directions of learning programs.
- Data shows greater use of communication methods within the wider community.

People
How do we develop the capabilities of our people to bring about transformation?

Leaders:
Leaders will collaborate with staff, students and community to create systems, policies and procedures to ensure ongoing running of programs.

Leaders will demonstrate instructional leadership, promoting and modelling effective, evidence based practice.

Students:
Students will actively engage in leadership roles and responsibilities.

Staff:
Staff will be guided by the relevant DEC and BOSTES documents and guidelines to develop scope and sequences and whole school curriculum plans.

Staff will understand and implement school wide systems such as Wellbeing, Positive Behaviour for Learning, Reporting, Scope and Sequences, Curriculum Plans and Local Management Group (LMG) initiatives.

Parents/Carers/Community:
Build on current communication methods to improve home/school communication systems that promote student learning and school priorities.

Processes
How do we do it and how will we know?

Staff Professional Learning:
Provide staff professional learning time to design scope and sequences and curriculum plans in line with syllabus documentation and school directions.

Provide professional learning and ongoing support regarding school systems.

Community Partnerships:
Engage in LMG initiatives utilising expertise from nearby schools and increase networking opportunities.

Revise, establish, build on and improve communication systems with parents/carers to celebrate and promote student achievement. Eg. Facebook, newsletters, website, assemblies, etc.

Classroom Practice:
Teachers use collaboratively developed scope and sequences to guide their teaching of content and follow curriculum plans, policies and procedures.

Students share leadership roles and peer teach jobs to provide opportunity for stage 3 students to experience a range of leadership activities.

Evaluation Plan
Analyse data and systems annually for effectiveness and refine as needed.

Products and Practices
What is achieved and how do we measure?

Product:
Scope and Sequences and relevant policy documents are reviewed, updated, created and followed in line with new curriculum documents and school priorities.

Curriculum plan incorporating whole school scope and sequences, activities and excursions using syllabus documents to create a 2 year cycle of learning is developed and implemented.

What are our newly embedded practices & how are they integrated with our purpose?

Practice:
Systems created to ensure procedures followed irrespective of staff changes.

Staff demonstrate an increase in confidence and independence when using school systems.

Stronger links with neighbouring schools and the LMG through networking.

Staff engaged in professional learning that is purposeful and inclusive and linked to the strategic plan.

Shared Stage 3 understanding and participation in leadership activities such as bell ringing, leading assemblies, sport shed organisation and responsibility for sound system.

Improved communication systems providing the wider community with opportunities to celebrate student successes.
### Strategic Direction 3: Quality Relationships

**Purpose**

*Why do we need this particular strategic direction and why is it important?*

To enhance strong, positive, more effective relationships, as an educational community to enrich Teaching and Learning practices and promote citizenship and values.

To support students to make positive and productive contributions beyond Primary School.

**People**

*How do we develop the capabilities of our people to bring about transformation?*

**Students:**
- Students will understand, influence and support wellbeing programs and school values.

**Staff:**
- Staff will promote, support and implement whole school wellbeing programs.
- Staff will embed ATSI and multicultural perspectives in teaching programs.
- Staff will enhance opportunities to engage with the wider community.

**Parents/Carers/Community:**
- Increase parent and community members opportunities enabling them to provide active and valuable contributions to our school and students.

Greater involvement with prior to school agencies and High School to ensure smooth and effective transition into Kindergarten and High School.

**Processes**

*How do we do it and how will we know?*

**Staff Professional Learning:**
- Revise current school values and wellbeing systems, incorporating PBL (Positive Behaviour for Learning) strategies.
- Refine and improve current whole school approaches to student wellbeing.

**Community Partnerships:**
- Enhance LMG (Local management group) interactions and initiatives such as PBL, GATs, Sport and Maths.
- Provide opportunities for ATSI students to participate in cultural activities/events within the wider community.
- Provide opportunities for parents to be actively involved in a wide range of school activities. eg. Attendance at assembly, canteen helpers, P&C, etc.

**Classroom Practice:**
- Embed use of PBL language and deepen understanding of school values.
- Embed ATSI and Multicultural perspectives in classroom programs to enrich teaching and learning and provide an understanding of Aboriginal culture.

**Evaluation Plan**
- Parents, school community and student satisfaction survey.
- Analyse Welbeing data.

**Products and Practices**

*What is achieved and how do we measure?*

**Product:**
- Develop school values in line with PBL procedures. Create and implement lessons to in all classrooms aligned to school values.

Teaching programs include evidence of ATSI/multicultural perspectives and wellbeing programs.

Increased community involvement in school activities such as P&C, canteen, classroom helpers and transition programs, etc.

What are our newly embedded practices and how are they integrated and in sync with our purpose?

**Practice:**
- Students understand and follow school welfare and promote school values using a common language.
- Creation of stronger links with the LMG and wider networks.
- Deeper understanding of ATSI culture and customs.

Increased participation of community members in the full range of school activities. eg. Attendance at assembly, canteen helpers, P&C attendance, classroom helpers, etc.

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**Improvement Measures**

- Welfare data analysed to identify future focus for PBL lessons.
- Increased participation in LMG initiatives.
- Increase the number of parents and community members actively participating in school and community programs.

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