

# School plan 2018-2020

## Glenroi Heights Public School 4020



# School background 2018–2020

## School vision statement

At Glenroi Heights Public School we provide a supportive learning environment where all students feel a sense of belonging. Our school promotes individual growth, success and inclusivity of everyone.

### Goals:

1. Every student is known, valued and cared for.
2. Every student, teacher and leader improves every year.
3. High expectation relationships with students, teachers and community
4. Every student is a strong, smart and proud learner.
5. Students, teachers and community have a strong connections to country.

## School context

Glenroi Heights Public School is situated in the city of Orange, NSW. The school provides a dynamic, focused curriculum to meet the diverse needs of our students. The school population fluctuates between 220 and 250 students, 50% identify as Aboriginal. We have nine mainstream classes and seven classes to support students with special needs. We work hard to provide an integrated setting for all students and we promote quality teaching and learning across all key learning areas. The school culture is built on the values of Respect, Responsibility, Cooperation and Safety.

We work hard to ensure our community is connected to all aspects of school life. We work closely with government agencies in a strength base approach to support our families. Our school includes the services of a SACC (Schools as Community Centre) facilitator, a Live Better Pre School and a strong transition to school program.

We are recognised for excellence in student wellbeing, our Stronger Smarter philosophy and cultural education, our support structures and research based practices.

Glenroi Heights Public School is an integral part of a learning community of schools who work and plan together to deliver a diverse range of activities and practices.

## School planning process

### To identify three strategic directions

The Exec team used the “What Works Best” CESE document to reflect on practice and decide where to next. The Exec then undertook that same process with Stage teams. The results of this process directed our strategic directions for 2019.

Parents were involved in two Yarning Circles to discuss what they wanted for their school, brainstorming and priorities aligned with teachers discussions.

### Purpose, Products and Practices, Processes and People

Looking through the lens of our strategic directions and using the practices that were identified from our analysis of “What works Best”, we identified what we wanted students, teachers, leaders and community to know and understand and what behaviours would change as a result of the products and practices.

### Key Improvement measures

We are using data from the programs we are introducing across the school including L3, Stem and flexibly designed learning spaces to evaluate student learning and engagement. We will also consider engagement data with parent and school activities to evaluate the impact of our community directions.

# Strategic Direction 1: Confident Capable Learners

## STRATEGIC DIRECTION 1

Confident  
Capable  
Learners

### Purpose:

To develop a learning culture that promotes a shared responsibility for continuous improvement, evaluation and feedback of classroom practice to create confident capable learners.

## STRATEGIC DIRECTION 2

Building  
Belonging  
Becoming

### Purpose:

Our school community will be actively connected to their learning, have positive and respectful relationships and experience a sense of belonging to their school and community.

## STRATEGIC DIRECTION 3

Connected Caring Community

### Purpose:

To create a school environment that encourages community involvement in order to develop authentic opportunities to engage community in the learning journey of their children.

# Strategic Direction 1: Confident Capable Learners

## Purpose

To develop a learning culture that promotes a shared responsibility for continuous improvement, evaluation and feedback of classroom practice to create confident capable learners.

## Improvement Measures

70% of students will achieve required benchmark levels in Kinder, Year 1 and Year 2.

STEM data will show an increase in student achievement from pre and post data.

80% of students know what their intentions are.

80% of students understand what persistence and grit looks like.

Video

Processes will be established to identify targeted students and evaluate effectiveness of interventions.

## People

### Students

Students will develop skills, values and attitudes to become life-long learners ready for the future.

### Staff

Staff will be more confident in working collaboratively to reflect on practice, student learning and growth.

### Leaders

Leaders will have a strong understanding of the school context and lead continuous improvement of teaching and learning.

### Parents

Demonstrate an understanding of and trust in the school's educational practices and support every students' learning journey.

## Processes

### Professional learning

Professional learning is aligned with the school plan and its impact on the quality of teaching and student learning outcomes is evaluated. There are explicit systems for collaboration and feedback to sustain quality teaching practice.

### Data Skills and Use

Student assessment data is used school-wide to identify student achievement and progress in order to inform effective teaching practice and future school directions.

### Effective Feedback

Effective feedback that focuses on improving tasks, processes and student self-regulation is embedded into teaching practice.

## Evaluation Plan

- PLAN2 Data
- Reading Benchmark
- Lesson observations process
- Tell them from me – Teacher survey
- Instructional Rounds
- L3 practices and results
- Student feedback

## Practices and Products

### Practices

Students can share with us what their learning goals are and explain what they need to do to be successful.

Teachers use assessment driven data to inform their teaching and learning.

Teachers create authentic individualised learning goals in response to regular formative and summative assessment and share them with students.

Teachers demonstrate informal and formal reflection practices to empower continuous improvement.

Leaders will develop sustainable policies, processes and practices to ensure teaching and learning is the focus.

### Products

Teachers clearly understand, develop and apply a full range of assessment strategies to personalise student learning

Effective evidence-based teaching methods which optimise learning progress for all students.

Staff and students will demonstrate persistence and grit in their learning.

## Strategic Direction 2: Building Belonging Becoming

### Purpose

Our students will be actively connected to their learning, have positive and respectful relationships and experience a sense of belonging to their school and community.

### Improvement Measures

Reflection Room and Suspension data

Tell Them From Me data demonstrated an increase in a sense of belonging and advocacy from students.

100% PLP completion

Increase in student attendance as a result of interventions and processes.

### People

#### Students

Students are self-aware and regulate their own emotions and behavior.

#### Staff

Staff nurture professional relationships with students which are safe, respectful and supportive which helps students reach their full potential.

#### Parents/Carers/Community

Parents and the community actively participate in the school and help students create positive connections.

#### Leaders

Leaders will adopt a co-ordinated approach to wellbeing. They will lead by example and support staff and students.

### Processes

#### A planned approach to wellbeing

The school will continue to implement and refine evidence based change to whole school practices resulting in measureable improvements in wellbeing and engagement to support learning.

#### Caring for Students

Staff nurture professional relationship with students which are safe respectful and supportive and which helps students to reach their full potential.

### Evaluation Plan

PBL data

Sentral Data – wellbeing, suspension and attendance

Learning and Support Data

### Practices and Products

#### Practices

Teachers implement PBL lessons consistently and explicitly.

Teachers implement evidence based practices to improve student wellbeing including Stronger Smarter, Bridges out of Poverty, Circle Time, PBL, Trauma Informed Practice, High 5 hand.

Students will be able to manage conflict and work through difficult situations in a pro-social manner.

#### Products

PBL processes are embedded in classroom practice.

Tier 2/3 processes are embedded in school processes.

Learning and Support team is functioning optimized to include working with interagencies.

# Strategic Direction 3: Connected Community

To create a school environment that encourages community involvement in order to develop authentic opportunities to engage community in the learning journey of their children.

## Purpose

To create a school environment that encourages community involvement in order to develop authentic opportunities to engage community in the learning journey of their children.

## Improvement Measures

Increase the number of parents volunteering at the school.

Increase the number of parents attending assemblies and celebrations.

Front entrance of the school upgraded - security, parent seating and table areas for use by parent and students.

School physical space enhanced including artwork, playground and integrated class areas.

Breakfast club established.

## People

### Students

Confident students who feel a sense of belonging. Student voice is encouraged and valued. Students engage in wider community activities that empower them to engage with the school and broader community.

### Staff

Staff will respect and understand the community context. They will foster positive relationships with students, staff and the broader community.

### Leaders

Foster high expectation relationships and a school culture of inclusion with all member of the school community.

### Parents/Carers

Connect respectfully and proactively with the school.

### Community

Tailored programs/services offered to meet the identified needs of the school and targeted individual students.

## Processes

### Educational Leadership

The school is recognized as excellent and responsive by its community because it uses best practice to embed a culture of high expectations and effectively caters for the range of equity issues in the school.

## Practices

Students feel confident to have a say and positively participate in community activities.

Students participate in a range of activities to become citizens contributing to the broader community.

Students have a strong cultural identity with our community.

Staff and leaders will engage in positive relationships with all members of our community to create a positive school environment.

Community makes valued contributions to the school and feel a sense of belonging in the school culture.

## Evaluation Plan

- Yarn Up attendance data
- SACC
- Volunteer data
- Student surveys
- Facebook engagement numbers

## Products

- Front Entrance and learnscape
- Playground
- Student leadership
- Breakfast club and emergency lunch frozen sandwiches.
- Learnscape project
- Communications tools – upgrade facebook and sentral for communication