

School plan 2015 - 2017



Glen Alice Public School

School background 2015

SCHOOL VISION STATEMENT

Our school's vision is to enable each child to reach his or her potential. It aims to provide individual enrichment for students and comprehensive educational experiences which enhance the intellectual, physical, social and emotional development of all students.

SCHOOL CONTEXT

Glen Alice Public School is a P6 school located in a rural, isolated area, situated in the Capertee Valley between the larger centres of Lithgow (95km) and Mudgee (99km).

Glen Alice Public School serves the Capertee Valley which includes the villages of Glen Alice and Glen Davis. Due to a lack of facilities in the area, the school is a focal point in the village and community.

The students enrolled in the school come from families who live and work nearby. The community is very proud and supportive of our school with high levels of participation at school based initiatives and events.

Glen Alice Public School reflects the rural community and the sustainable living values of the families that support the school through innovative programs such as the Stephanie Alexander Kitchen Garden program and the Chicken program.

Key focus areas for the school include catering for individual student strengths, developing positive and constructive parent-school partnerships, and enhancing networks, both within the Department of Education and Communities and within the wider community.

SCHOOL PLANNING PROCESS

The school planning process has involved consultation, discuss and review of all aspects of the School Management Plan with staff, parents and community members. Consultation has included regular informal meetings with the parents as well as surveys.

Strategic directions have been outlined, discussed and reviewed in formal meetings with the school community.

The strategic directions that were developed were seen as core to enhancing the academic and experiential outcomes for all of the school's students.



All students achieve individual targeted outcomes within Literacy and Numeracy.

To improve individual student achievement in all areas of literacy and numeracy, improving opportunities and creating life-long learners.

All students will undertake high quality, engaging lessons incorporating the use of relevant technology into all Key Learning Areas.

To boost communication, enhance thinking skills, make instruction more efficient and effective, and develop life skills critical to success. To offer avenues to succeed as citizens in a global society.

School, parent and community partnerships are encouraged and enhanced in order to enrich student engagement and outcomes.

Increase the combined capacity of our school, parent body, families and to work within the Mudgee Small Schools Network to positively influence student outcomes.

Strategic direction 1: All students achieve individual targeted outcomes within Literacy and Numeracy.

PURPOSE

To improve student achievement through quality teaching and learning in all areas of literacy and numeracy.

To improve the educational outcomes of students.

By working together, schools, parents and families can increase their combined capacity to positively influence student outcomes.

IMPROVEMENT MEASURE/S

All students will record individual targeted outcomes within relevant clusters of the Literacy and Numeracy and Continuums.

All K-6 students will record individual targeted growth using PLAN data to measure and track progress and to set new individual academic benchmarks.

All K-2 students will record RRL results matching individual targets.

PEOPLE

Students: To engage students in being a **quality learner** of literacy and numeracy in the class and home environments.

Staff: To develop staff capabilities by school-wide systems and structures to **support and extend all students** in all aspects of literacy and numeracy.

Staff: Ensure the effective introduction and use of new Syllabus documents within classroom teaching practices.

Parents: To establish a collaborative learning community. Provide opportunities for parents and teachers to work together and improve the intellectual quality of educational programs in the school.

Community partners: To increase the community involvement within the teaching and learning processes through a range of invitational activities.

PROCESSES

Whole school approach to individualised planning and teaching.

Establish and maintain student based planning, teaching and assessment. Provide consistency for students and teachers and ensure the school is adhering to Literacy and Numeracy DEC policy guidelines.

Differentiation

Build staff capacity to collaboratively plan differentiated programming and pedagogy in Literacy and Numeracy using the Quality Teaching Elements.

National Curriculum Implementation

Conduct and maintain staff training in the National Curriculum Syllabus documents in order to implement the new curriculum in accordance with DEC timelines.

Evaluation Plan:

Regularly monitor school based student assessment results using the Continuums of learning to analyse student performance in Literacy and Numeracy. Modify individual learning plans to meet specific academic needs as required.

PRODUCT AND PRACTICES

Product: Students record individual expected growth across Literacy and Numeracy as defined within their Independent Learning Plans.

Practice: Quality pedagogy and consistency in teacher judgement with curriculum program design, scope and sequences and assessment benchmarks for whole school evaluation, professional learning and strategic planning.

Practice: There is a particular focus on improved teaching methods in literacy and numeracy, with professional learning activities focused on building teachers' understandings of effective teaching strategies in these areas.

Practice: Quality teaching and learning practices across the school, demonstrated through **differentiated** Literacy and Numeracy lessons and assessments to improved student achievement.

Strategic direction 2: All students will undertake high quality, engaging lessons incorporating the use of relevant technology into all Key Learning Areas.

PURPOSE

To improve communication, enhance thinking skills, make instruction more efficient and effective, and develop life skills critical to success. To offer avenues to succeed as citizens in a global society.

IMPROVEMENT MEASURE/S

All students will be able to clearly articulate expected learning outcomes and criteria from tasks, activities and lessons.

All students will be able to effectively use relevant ICT including multimedia to present and publish work across all Key Learning Areas.

PEOPLE

Students: Will work independently and collaboratively to explore learning and communicate ideas and knowledge.

Students: Can expect the experiences in the school will allow them to increase their expectations, capacity and achievement.

Staff: Will develop their expertise in interactive technologies.

Staff: Will work collaboratively to share ideas about successful engagement strategies in staff meetings.

Parents: Will engage in learning processes taking within the school through media, regular School Community meetings and personal communication.

Parents: Will be given opportunities to undertake reviews and reflection surveys which are valid, analysed and responded to.

PROCESSES

Learning Processes & Professional Learning

Differentiated learning practices will be engaged via forming an understanding of **Explicit Quality Criteria** and **High Expectations** for individual students.

ICT

Staff will identify their level of knowledge and skills in ICT and develop a learning plan to enhance their own skills.

All teaching staff will undertake training as identified within their specific Professional Learning Plans.

Student engagement

Learning experiences which include the participation in Sydney Royal show Meat Bird and egg laying competitions will reflect the interests and learning styles of students.

Develop sustainable programs including the Stephanie Alexander Kitchen Garden Program which have a technology component.

The school bus broadens the horizons of the students and gives them access to learning experiences otherwise unavailable due to remoteness.

Evaluation Plan

Review the application of differentiated learning process for individual students within classroom programs and activities.

Monitor the effective use of ICT in learning activities and through individual student learning processes.

PRODUCT AND PRACTICES

Practice: Classroom activities across all Key learning Areas will demonstrate the effective use of differentiated learning to build acceptable Explicit Quality Criteria and High Expectations for all students.

Product: That students will be able to clearly articulate expected learning outcomes and criteria from tasks, activities and lessons.

Practice: Staff will continually monitor the effective use of ICT to enhance the learning outcomes of students.

Product: Students will be able to effectively use relevant ICT including multimedia to present and publish work across all Key Learning Areas.

Practise: Extra-curricular learning opportunities are significant, support student development, and are strongly aligned with the school's vision, values and priorities.

Strategic direction 3: That school, parent and community partnerships are encouraged and enhanced in order to enrich student engagement and outcomes.

PURPOSE

To improve the educational outcomes of students.

By working together, schools, parents and families can increase their combined capacity to positively influence student outcomes.

IMPROVEMENT MEASURE/S

To maintain high levels of School Community engagement. Both in planning and the review of educational processes taking place within the school. This is evident through formal and informal feedback, support and parent contribution. To maintain high levels of parent participation in school and community activities throughout the school year.

An effective framework is used to guide Professional Learning across the MSSN and broader educational network.

Engaging student extra-curricular activities are used to complement and enhance educational programs within Glen Alice Public School.

PEOPLE

Staff: Develop staff capacity to build stronger community relations with parents from all cultural backgrounds.

Parents: Enhance the engagement and work of the School Community group to support classroom learning and community based events for the educational benefit of all students.

Community: Establish learning alliances within and beyond Glen Alice Public School to support innovative communities of practice with other small schools

PROCESSES

Build Parent Input into School and Community Planning Processes:

The school and parental community are encouraged and supported in taking an active role in guiding the learning processes taking place within the school.

Create two-way communication processes that support active, frequent and culturally sensitive collaboration between the school and community.

Consultative Decision Making:

Establish a formal and inclusive process for all key stakeholders. Allow for parent and community input into the planning and decision making at Glen Alice Public School.

Network collaboration:

Maintain and enhance formal and informal educational networks. Enhance professional learning, educational experiences and the development of the Glen Alice Public School learning environment.

Evaluation Plan:

Review progress towards school outcomes through formal staff meetings, and School Community meetings. Monitor levels of communication through formal surveys, web data, personal contact and effective record keeping.

Track effectiveness of educational network support to enhance PL for staff and educational outcomes for students.

PRODUCT AND PRACTICES

Product: Improve parent collaboration and participation in School-Family partnerships including community based events and learning activities.

Product: A supportive school community evidenced by maintaining high rates of parents attending School Community meetings, and community events/fundraisers.

Practice: Two-way, reciprocated and respectful communication between students, staff and parents.

Practice: A positive culture of learning across students, staff and parents.

Product: A supportive educational community is evidenced by effective staff Professional Learning and engaging student extra-curricular activities.

