**Glossodia Public School 2021 (2017 update)**

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| **School vision statement** |  | **School context** |  | **School planning process** |
| At Glossodia Public School we are committed to providing a well-balanced quality education. Our quality teaching and leadership programs empower students to be aspirational, successful, resilient lifelong learners who have the capacity to succeed in a dynamic 21st century society.  Our vision is underpinned by our core values of being safe, responsible and respectful learners. |  | Glossodia Public School is located in the village of Glossodia in a semi- rural area of the Hawkesbury district. On average, two hundred and fifty students were enrolled at Glossodia Public School in 2016.  The school has modern buildings on a ten acre site, providing a pleasant, welcoming and aesthetically pleasing learning environment. The school community is very supportive, participating in many aspects of school life.  Glossodia Public School has a strong focus on quality teaching and learning. The well-resourced classroom environment supports productive learning with ample access to advanced technology. A strong emphasis is placed on activities and programs that will enable students to cope with the transition to high school, participate in future vocations and become valued members of their community. We promote our school motto of "An Example to All" in all aspects of day to day school life.  The school has aimed to develop an overall environment that is attractive, safe and happy - that instills educational confidence. Glossodia prides itself on the amount of community involvement in the school. This involvement not only includes the educational sphere, but the real feeling of community ownership as well. |  | During 2014 an annual evaluation took place with parents, staff and students involved. All stakeholders were given the opportunity to provide feedback in a number of areas. Evaluation and data collection has included:   * Analysing NAPLAN data for 2014 and the trend data over the past 5 years * Collecting data from benchmarking from 2014 to develop targets and direction * Pretesting years 2 and 4 in 2014 to make informed and achievable targets * Surveying parents and staff to find what they believe is working well and what needs improving * Conducting a SWOT analysis with parents to gather information and views on our school * Collecting information on individual students to be able to develop programs and learning plans in areas of need * Collection of student data through a variety of means including PLAN data, Best Start data, benchmarking results, NAPLAN results, L3 target and observations.   Consultation has been achieved through:   * Staff meetings to discuss and write the vision statement * Publishing the vision statement in the school newsletter providing the opportunity for feedback * A series of executive and staff meetings to discuss and write the 5 P’s into the plan. * Presenting the vision statement and school plan to P & C representatives for feedback |
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| **Purpose:**  To provide a nurturing and supportive environment to enable effective and collaborative lifelong learning. To be effective members in the community now and in the future. To create a harmonious school learning community. |  | **Purpose:**  To ensure all staff are engaged with high quality professional learning and its implementation. To ensure all staff are responsive and exhibit high levels of professionalism and commitment. To have teachers take shared responsibility for student improvement and contribute to a transparent learning culture. |  | **Purpose:**  To support the learning in the classroom, promote the school in the community, have parents be partners in the students learning and enhance current wider community partnerships. |

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| Strategic Direction 1: Resilient Responsible Successful Learners | | | | | | |
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| **Purpose** |  | **People** |  | **Processes** |  | **Products and Practices** |
| **Why do we need this particular strategic direction and why is it important?**  To provide a nurturing and supportive environment to enable effective and collaborative lifelong learning. To be effective members in the community now and in the future. To create a harmonious school learning community. |  | **How do we develop the capabilities of our people to bring about transformation?**  **Students:** Students develop their resilience by setting their own goals ad targets, knowledge and understanding of concepts, and independent and collaborative work skills.  **Staff:** Staff develop skills in using Sentral, systems for tracking and updating student progress, Google Suite- classroom, docs, etc and student directed learning and engagement. Develop their teaching capacity through professional learning and support to improve their knowledge and skills to deliver quality programs.  **Parents/Carers:** Build engagement and awareness and understanding amongst the parents/carers of the importance of building positive relationships between the school, students and families by participating in classroom/school parent information sessions.  **Community Partners:** Develop strong relationships with the outside agencies related to the school**.**  **Leaders:** Current and aspirational school leaders will be given opportunities to lead and manage key projects at school, to develop their leadership and management capabilities through TPL and professional readings. |  | **How do we do it and how will we know?**  Bounce Back, Kids Matter, Life Skills and Peer Support programs will continue in each classroom focusing on a different target area each year giving wellbeing data to analyse and plan with.  SRC will grow in their role within the school to develop resilient and strong leadership including reporting back t their class.  Professional learning will develop and sustain key programs of Focus On Reading, L3, Peer Support, PBL, Reading Recovery, Multilit, Minilit and Sustainability in Literacy and Numeracy Writing, and Grammar Rules Program.  **Evaluation Plan**  Regular monitoring of internal school benchmarking results, PLAN data and NAPLAN in order to analyse and assess student progress in Literacy and Numeracy.  Analysis of student rewards, time outs, suspensions and attendance.  The school will develop targeted programs and strategies to improve these areas as required. |  | **Products:**  1.Achieve and maintain 55% of Year 3 students in the top 3 bands for Reading on *NAPLAN*. Achieve and maintain 25% of Year 5 students in the top 3 bands for Reading on *NAPLAN*.  Achieve 40% of Year 3 students in the top 3 bands for Numeracy on NAPLAN 2017. Increase the percentage of Year 5 students at or above proficiency in Numeracy from 24% (NAPLAN 2015) to 30% on NAPLAN 2017.  2. After a year of quality literacy instruction:  \* 60% of Kindergarten students will exit at an instructional PM level 9 or above.  \* 60% of Kindergarten students to be independently writing 24 or more words.  \* 80% of Year 1 students will exit at an instructional PM level 18 or above.  \* 80% of Year 2 students will exit at an instructional PM level 24 or above.  3. Higher number of students at or above expected level in benchmarking and NAPLAN data.  4. Increased student engagement.  **Practice:**  Teachers regularly track and update student progress (PLAN + other KLA’s) and use this to inform teaching programs.  Explicit targets for improvement in student achievement levels have been set and regularly communicated to parents and staff.  Quality teaching and learning practices are demonstrated through differentiated literacy and numeracy lessons and assessments to improve student outcomes in all classrooms.  Scope and sequences across all KLAs are developed and used. |
| **Improvement Measures** |  |
| 1.Achieve and maintain 55% of Year 3 students in the top 3 bands for Reading on *NAPLAN 2017*. Achieve and maintain 52% of Year 5 students in the top 3 bands for Reading on *NAPLAN 2017 (50% in 2015)*.  Achieve 40% of Year 3 students in the top 3 bands for Numeracy on NAPLAN 2017. Increase the percentage of Year 5 students at or above proficiency in Numeracy from 24% (NAPLAN 2015) to 30% on NAPLAN 2017.  2. After year of quality literacy instruction:  \* 60% of Kindergarten students will exit at an instructional PM level 9 or above.  \* 60% of Kindergarten students to be independently writing 24 or more words.  \* 80% of Year 1 students will exit at an instructional PM level 18 or above.  \* 80% of Year 2 students will exit at an instructional PM level 24 or above.  3. Increased engagement of students (minimum of 10%) as evidenced by data collected from observations conducted by executive staff. |  |

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| Strategic Direction 2: Inspired Responsive Teaching | | | | | | |
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| **Purpose** |  | **People** |  | **Processes** |  | **Products and Practices** |
| **Why do we need this particular strategic direction and why is it important?**  To ensure all staff are engaged with high quality professional learning and its implementation. To ensure all staff are responsive and exhibit high levels of professionalism and commitment. To have teachers take shared responsibility for student improvement and contribute to a transparent learning culture. |  | **How do we develop the capabilities of our people to bring about transformation?**  **Students:**  Develop new learning strategies to gain better understanding and improved outcomes.  Develop skills to enable students to think deeply and critically and make relevant connections.  Use Reflective Learning by setting own goals.  **Staff:** Through collaborative learning staff develop the mindset that forming respectful relationship of trust is important to achieve growth.  Through discussion staff is able to identify and use data to develop their teaching programs using external courses to develop skills.  **Parents/Carers:** Parents/carers are aware of the importance of shared goals to meet identified learning and wellbeing needs to ensure outcomes are achieved.  **Community Partners:** Through strong communication the community is aware of the goals of the school and students and place importance on the need to work together towards a goal.  **Leaders:** Through an external coaching course, executive staff develops skills to give feedback. |  | **How do we do it and how will we know?**  Innovative classroom practices are developed through the Performance and Development Framework through changed teaching practices using innovative educational programs, strong resource and financial management and strong school/community partnerships.  To promote the professional learning of all staff by creating a culture where teachers and leaders learn from each other, become collaborative team players and enhance student outcomes.    Staff will implement a Sustainability project in partnership with Longneck Lagoon EEC, HEEN (Hawkesbury Environmental Educators Network) and Brewongle EEC. High quality TPL will be provided.  **Evaluation Plan**  Staff surveys to review leading and management of school performance.  Formal and informal classroom observations and structured feedback sessions timetabled and evident.  Regular collegial professional sharing sessions timetabled and evident.  The school will develop targeted programs and strategies to improve these areas as required. |  | **Product:**  100% of staff in classes K-2 will be trained or currently training in L3.  All staff will have evidence to demonstrate their progress and plans to map out their own development in line with the Performance and Development Framework.  All staff will have evidence of embedding literacy, numeracy and sustainability into Science and Technology programs.  All school programs, assessment tasks and rubrics reflect changes to pedagogy and curriculum. All teachers focus on quality teaching strategies to ensure all learners are reaching their full potential.  **Practice:**  All staff will observe each other’s practices to inform good teaching practice and to give and receive positive feedback and to provide opportunities to reflect on their teaching practices.  Teacher expertise will be shared through collegial sharing sessions.  All staff will embed literacy, numeracy and sustainability into Science and Technology K-6.  All teachers develop a Performance and Development Plan (PDP) aligned to 2015 NSW DEC Performance and Development Framework. |
| **Improvement Measures** |  |
| 1.100% of staff in classes K-2 will be trained or currently training in L3  2. All staff will have evidence to demonstrate their progress and plans to map out their own development in line with the Performance and Development Framework and use Google Docs to share and develop them with their supervisors.  3. All staff have evidence of embedding literacy, numeracy and sustainability in their programs and practices as seen by school executive  4. All staff monitor and record the progress of all Aboriginal students in line with their PLPs. |  |
| Strategic Direction 3: Positive Informed Partnerships | | | | | | |
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| **Purpose** |  | **People** |  | **Processes** |  | **Products and Practices** |
| **Why do we need this particular strategic direction and why is it important?**  To support the learning in the classroom, promote the school in the community, have parents be partners in the students learning and enhance current wider community partnerships. |  | **How do we develop the capabilities of our people to bring about transformation?**  **Students:** Students to participate in the Bounce Back and Peer Support programs to build emotional resilience to develop leadership skills.  Students to attend Hawkesbury High transition programs to be better prepared for high school and to build confidence and self-esteem.  **Staff:** Develop staff ability to build strong ties with the community, parents andstudents and to develop positiveand  inclusive communication.  **Parents/Carers:** Provide opportunities for an effective community connection with parents to build confidence, pride and empowerment to support student engagement and learning.  **Community Partners:** Promote partnerships of collaboration and involvement with the community and the Hawkesbury Learning Community towards building aspirations of learning and engagement in our society.  **Leaders:** Current and aspirational school leaders will be given opportunities to lead and manage key projects at school and across the Hawkesbury Learning Community, to develop their leadership and management capabilities |  | **How do we do it and how will we know?**  To increase the number of parents engaging in P & C events and fundraising and community learning sessions for parents.  To create jointly planned professional learning days for staff, students and parents across the Hawkesbury learning Community.  To improve upon the existing communication processes between school and the community.  **Evaluation Plan**  Regular monitoring of parent P & C attendance, home/school data and other community event/fundraising data.  Annual school survey to measure school culture and community satisfaction. Evidence that the Hawkesbury Learning Community partnership is successful and sustainable. |  | **What is achieved and how do we measure?**  **Product:**  An increase in enrolments will be evident from the improved reputation of the school through school community promotion.  Parent participation in school based events to support engagement in student learning and wellbeing increases by 20%.  Sustained high levels of student engagement and learning directly resulting from strong community partnerships.  Our school community is proud and positive about the school’s programs. Our school community will be better informed.  A positive and respectful relationship across the school community is evident by an increase in attendance and participation in school based events of 20%.  **What are our newly embedded practices and how are they integrated and in sync with our purpose?**  **Practice:**  Our school will have developed and enhanced active partnerships to work collaboratively to ensure continuity of learning for all students.  Our school will have embedded explicit systems to effectively and positively communicate with all members of our school community.  Our school will have productive relationships with the DEC and external agencies. |
| **Improvement Measures** |  |
| 1. An increase in enrolments will be evident from the improved reputation of the school through school community promotion  2. Parent participation in school based events to support engagement in student learning and wellbeing increases by 20%  3. Sustained high levels of student engagement and learning directly resulting from strong community partnerships. |  |