### School vision statement

At Glenroi Heights Public School we believe in meeting the needs of the whole school community through high expectations, trust, inclusivity, differentiation and communication. Our school is Strong and Smart when we are Respectful, Responsible, Cooperative and Safe.

<table>
<thead>
<tr>
<th>School context</th>
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<tbody>
<tr>
<td>Glenroi Heights Public School is situated in the city of Orange, NSW. It is located in an highly entrenched, housing commission area. The school FOI is 200. The school provides a dynamic, focussed curriculum to meet the needs of every student. The school population fluctuates between 220 and 250 students and we have a high mobility rate. We have nine mainstream classes and six classes to support students with special needs. We work in a fully integrated setting and our core business is explicit, systematic, quality teaching of Literacy and Numeracy. The school operates under a strong Positive Behaviour for Learning ethos of Respectful, Responsible, Cooperative and Safe. Our school is the centre of our community and we work continuously with all government agencies to provide support and strengthen our local families. The school support services include a SACC facilitator, inter-agency cooperation, connection with the Stronger Smarter Institute and a permanent connection with Care West and the provision of the pre-school. The school is recognised for its connectedness, strength in PBL and community engagement. 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 across the city of Orange.</td>
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<table>
<thead>
<tr>
<th>School planning process</th>
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<tbody>
<tr>
<td>1. To identify three strategic directions</td>
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<td>- The staff (teachers, SLSOs, AEO and Administration) worked through an Engori process of renewal. This process identified the three main strategic directions. Planning followed through data, research and brainstorming to develop new priorities and how to achieve them.</td>
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<td>- Parents were involved in two Yarning Circles to discuss what they wanted for their school, brainstorming and priorities aligned with teachers discussions.</td>
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<td>- The AECG were consulted and their feedback included in all planning.</td>
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<td>- The school planning team consisting of 2015 staff met to analyse and formulate all stakeholders input.</td>
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<td>2. Purpose, Products and Practices, Processes and People</td>
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<td>- We took the strategic directions and formulated the structure of the school for 2015-2017. A clear purpose was clearly developed for each strategic direction, parents, community and AECG were included in these</td>
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<td>3. Key Improvement measures</td>
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<tr>
<td>- Data and current research were analysed to develop priorities and realistic improvement measures</td>
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**Purpose:**
To provide continual, planned, professional learning opportunities for all staff, including whole school professional development program, stage professional learning and individual professional learning. The school organisation and structure realigned to enable this strategic direction.

**STRATEGIC DIRECTION 1**
Highly skilled professional staff

**Purpose:**
To deliver High-Expectation, differentiated, systematic, explicit, high quality teaching to meet the needs of all learners. We are developing processes and practices to identify the learning needs of each student with a focus on learning intention.

**STRATEGIC DIRECTION 2**
A whole school focus on every student as a learner

**Purpose:**
To continue to support the community through a strength based approach to engage in the learning of their children. As the centre of the community we engage with services to support and develop the capacity of the school community.

**STRATEGIC DIRECTION 3**
Building community capacity to participate in the full life of the school
## Strategic Direction 1: High skilled professional staff

### Purpose
To provide continual, planned, professional learning opportunities for all staff, including whole school professional development program, stage professional learning and individual professional learning. The school organisation and structure realigned to enable this strategic direction.

### Improvement Measures
- Improvement in trend data over five years for academic assessment, attendance and behaviour
- Differentiated practices, programs and delivery in every classroom through explicit teaching and learning, feedback, professional dialogue and teaching observations.
- 2016 Instructional rounds process begun
- All beginner teachers accredited by end of 2015.
- Accreditation process in place for accomplishment and leadership for identified staff.
- Further focused LST identification to meet learning and behavioural needs

### People
To develop the capabilities of every staff member to bring about transformation through learning and differentiation.

- **Principal**
  - Realigning the school structure in 2015 + to enable optimum professional learning opportunities for all
  - Principal to continue her own professional learning through in-school, state, national and international programs
- **Instructional Leaders**
  - To guide and develop teaching and learning through school structures, embedded professional learning and consistent learning for all.
  - To participate and develop themselves as learners
  - With Principal design professional learning programs for all staff
  - To monitor data across the whole school e.g. PLAN and leading the development of a Tiered Learning process across all Stage Pods
- **Executive**
  - To lead and develop staff learning through Stage Pods
  - Participate in all professional learning
- **Teaching Staff**
  - Continue to develop the skills needed to differentiate all curriculum areas to meet all student needs
- **SLSO’s**
  - To provide opportunities to develop all SLSO’s to participate and deliver quality learning programs

### Processes
- 2015 whole school realignment into Stage Learning Pods to target curriculum learning in each stage and engage in the Tiered Learning approach
- To continue to embed PBL as our framework to support teaching and learning within the school
- Principal and Instructional Leaders create a framework for professional learning through whole school staff meetings, weekly Stage Pod planning and within that meet individual professional learning needs
- A school focus on lesson intent, differentiation and feedback through all professional learning
- The employment and integration of para-professional teams to support the learning needs of every student e.g. Speech, Physiotherapists and Occupational Therapists
- 2015 Executive team project to grow and develop each Executive member as leaders of learning through focussed Spiral of Inquiry model
- To provide further opportunities for more staff to participate in the Stronger Smarter Leadership program to support the cultural diversity within the school
- Promote and support the development of technology skills across all staff linked to quality curriculum delivery
- Differentiation of professional learning to meet the needs of staff at varying levels of accreditation

### Products and Practices
- Participation in whole school staff meetings utilising professional dialogue, High-Expectations teaching and learning, data analysis, Tiered Learning, informed teaching and delivering and accepting quality feedback
- All current teaching programs will be in line with Australian Curriculum requirements as mandated by BOSTES
- Improvement of trend data including NAPLAN over five years
- A focussed learning environment through consistent whole school PBL systems and practices
- Less referrals and suspensions as shown in trend data over five years
- Weekly meetings within RFF time to offer a broad curriculum specifically in Literacy and Numeracy to deliver systematic and explicit teaching for every student
- Accreditation at Proficient level for all Beginning teachers through regular networking meetings and professional learning with Instructional Leaders and Executive team
- To further develop the links between para-professional services and teaching to meet the broad range of needs within our school
- A highly skilled leadership team
- Competent staff systematically embedding technology in all curriculum areas in teaching and learning programs
- Consistent assessment and reporting practices
## Strategic Direction 2: A whole school focus on every student as a learner

### Purpose

To deliver high expectation, differentiated, systematic, explicit, high quality teaching to meet the needs of all learners. We are developing processes and practices to identify the learning needs of each student with a focus on learning intention.

### Improvement Measures

**Students**
- Observation and formative trend data over five years of:
  - Student learning
  - Attendance
  - Behaviour

**Teachers**
- Observation of the learner leading to feedback for Tier One, Two and Three planning and implementation, embedded practice within the school by 2017
- PLP processes reflect individual knowledge of every student
- Professional dialogue reflects giving and accepting professional feedback

### People

**School Leadership Team**
- Provide structures and direction in curriculum delivery and behaviour management across the whole school

**Staff**
- Staff to operate their learning environments within the PBL structures of the school. Modelling consistent Respectful, Responsible, Cooperative and Safe behaviours
- Engage in professional learning to engender ongoing improvement in the delivery of targeted, differentiated learning for every student. Staff design and implement teaching and learning programs and assessment tasks that enable the learning needs of every student to be met.
- All staff have high expectations of every student
- Staff continue to develop and refine data analysis skills and take responsibility for entering PLAN data every five weeks. To identify Tier Two learning needs of individual students working together in Stage Pods.
- Staff take responsibility for the learning needs of their class and share with every student the learning intention of the lesson

### Processes

- Developing whole school professional learning plan.
- Instructional Leaders leading Stage Pod planning. Executive leading and managing Stages to allow quality teaching to occur.
- Every class has a PBL class structure delivered consistently across the school. Modelling Respectful, Responsible, Cooperative Safe behaviours
- TPL conducted within the Stage Pods and individually with Instructional Leaders
- To know and understand Stage appropriate outcomes and deliver, scaffolded, systematic, explicit, high expectations curriculum to meet individual and group needs.
- Consistently assess learning, enter PLAN data and discuss, share and further develop a differentiated curriculum.
- Support staff within every Stage Pod to work collaboratively with all teachers to guide student learning
- Expectation of Principal and Executive that regular TPL for teachers at a whole staff level, stage level and individual level occurs
- Teachers consistently modelling taking risks with their learning, utilising technology, giving task specific feedback and lesson intent
- Teachers to accept the class as learners and acknowledge each ‘why’
- Teachers observe, share and coach one another to facilitate improvement in practice

### Products and Practices

- School data indicates the school is a safe, supportive learning focused environment. Staff and students take pride in their learning.
- PBL expectations are embedded in all environments within the school
- Teachers work together, share and observe each other with the focus on student learning
- Classrooms where working together through Stage Pod planning processes allows for observations of the learner leading to feedback on practice and continued teacher reflection
- Regular celebration of success for students in learning and PBL behaviours
- Whole school celebration of teacher success and acknowledgement for the work they do
- Regular PLP’s with parent/teacher/students to acknowledge, support and challenge further learning
- PLAN data updated every five weeks by all staff
- Tier Two and Three planning developed through analysis of assessment data including PLAN data
- LST recommendation for students requiring further supports based on PLAN data and teacher assessment
- Expectation of Principal and Executive to observe lesson intent and give constructive feedback
Strategic Direction 3: Building community capacity to participate in the full life of school

Purpose

To continue to support the community through a strength based approach to engage in the learning of their children. As the centre of the community we engage with services to support and develop the capacity of the school community.

People

Principal and Executive
- Provide structures to enable school and community working together

All Staff
- All staff to know every student and their family and build and maintain High-Expectation Relationships

Parents
- Engage in their children’s learning through positive relationships

SACC
- Building community capacity through the strength based approach

Stronger Smarter
- Facilitating with staff, students and community a cultural focus and leadership understanding within our large Aboriginal student population

Inter-agencies
- Integral planning and problem solving to support complex needs and children and families at risk

Processes

- Executive managing components of the school e.g. attendance data, PBL data and all learning data to identify strengths and/or intervention strategies required
- Staff TPL including High-Expectation Relationships and Generational Poverty discussions
- Staff expectation of regular positive contact with all families
- Regular PLP’s including teacher, parent, student and authentic assessment and reporting practices
- To provide community a welcoming non-judgmental environment communicating regularly through positive interactions regarding their children and their learning outcomes
- Offer a variety of opportunities to develop and strengthen capacity within the community
- Identifying community needs in consultation with our families e.g. playgroups, Parents as Tutors, transition to school with Instructional Leader and home visits with the Principal
- Working together through regular meetings with Principal to support social needs for our parents and community e.g. Domestic Violence and CAMS

Products and Practices

- Formalised whole school consistent practice to regulate Attendance, PBL and Learning communicated to all stake-holders
- Formalised attendance procedures including weekly HSLO consultation, phone calls, letters home, home visits and rewards
- Whole school PBL practices including regular positive phone calls regarding learning, behaviour and attendance diarised by staff
- PBL expectations and mini-module focus clearly communicated to families
- Regular whole school TPL
- Regular PLP’s supported by teacher time and a whole school format to be restructured in 2015/2016
- Minimum two community yarn ups per term
- Personalised invitations to families for all school events
- Celebration of staff who achieve 100% attendance at PLP’s
- Facebook communication supporting all other formal school communication
- Regular home visits by Principal, AEO, SACC facilitator and other staff as required
- Two playgroups per week
- In school pre-school in alliance with CareWest
- Weekly activities e.g. Mother’s cooking group, Father’s Men Shed (beginning Semester Two, 2015)
- After school sport activities in conjunction with Council, CareWest and Wambigi
- Adult Education courses including Certificate One and Two supported by VERTO (beginning Semester Two, 2015)
- Parents as Tutors Glenroi Heights

Improvement Measures

- In 2015 collect data for all activities with the community to ensure increased community participation. Continue to collect data twice each year over five years.
- Survey parents regarding parent/community practices and adapt future directions to meet needs
- 95% PLP attendance rates by end of 2016
- 95% IEP attendance rates by the end of 2016
Public School program, three training sessions per year with Instructional Leader

- Regularly explore other feedback and requests from community
- Regular Aboriginal and Torres Strait Islander activities and celebrations including annual smoking ceremony, NAIDOC Week, Reconciliation Week, Wirdajuri Language and community involvement in providing ATSI perspectives in Teaching and Learning programs
- Regular connection by Principal with all inter-agencies when specific needs arise with and for families