School Vision:
Our vision is to provide educational experiences and opportunities that will engage and motivate all students to learn, discover and critically analyse their knowledge to equip them to become informed citizens of the future.

School Context:
Glen Innes West Infants Public School is situated in the New South Wales Northern Tablelands on the traditional land of the Ngorabul people. Glen Innes is a rural community 100km north of Armidale on the New England Highway. The major economic base for the community relies on sheep and cattle grazing.

The school has a full time staff of 2 and currently caters for 44 students from Kindergarten to Year 2. Students come to school from homes based in the township of Glen Innes, from rural holdings in the surrounding shire and from the smaller villages whose residents use Glen Innes as their major goods and services centre.

Approximately 8% of the students identify as being of Aboriginal or Torres Strait Islander background. The school plays an active role in the community through such events as the local Celtic Festival, Glen Innes show and the Land of the Beardies festival. The Parents and Citizens Association is very pro-active in supporting the students of the school.

Our school focuses on providing quality educational experience for students in their first years of schooling. We strive to provide the best care for young students who are “Beginning the Journey”.

Innovative support programs have been developed through extensive community consultation and have led to positive social, physical and academic support for all our students. The teachers work in a collaborative manner to develop cohesive learning opportunities across the school, with a strong focus on literacy and numeracy skills.

Programs are designed to support the needs of individual students. Teachers strive to present a balanced education so that students reach individual potential across a range of skills and aptitudes.

School Planning Process:
The school community has participated in rigorous consultation to develop this School Plan. The school planning process started with a series of meetings with our Principals network. From there our small schools network met to discuss strategies for sharing resources between schools.

The Glen Innes West Infants School Parents and Citizens have met on three occasions since this process started and have endorsed the strategies and the processes that have been developed. The school staff meet each Tuesday and discusses our vision for the school the staff also discuss what strategies, processes and practices we need to implement to achieve our strategic directions.

Further community consultation and evidence was collected and analysed, including student results, survey data from staff, students, parents and community members. The parents and school community were involved in the process through formal and informal discussions, Parents and Citizens Association meetings, school newsletter information, social media and online surveys. As a result of this rigorous consultation, three strategic directions have been identified and endorsed by staff, parents and community members.

**Strategic Direction 1**: Delivering consistently high quality educational practices across out school.

**Strategic Direction 2**: Linking individual learning for all students in a secure, engaging and supportive way.

**Strategic Direction 3**: Promoting a positive learning culture through strong, sustainable and respectful partnerships.
Purpose of Strategic Direction 1
To deliver an equitable, reliable and challenging learning environment for students based on quality, high level professional practice.

Purpose of Strategic Direction 2
To establish and provide stimulating learning experiences which are personalised and responsive to the needs of each student.

Purpose of Strategic Direction 3
To develop and enrich positive, compassionate and trusting relationships which identify needs to support an inclusive, vibrant school culture which is flexible and dynamic.
## Strategic Direction 1: Delivering consistently high quality educational practices across our school.

### Purpose
- To deliver an equitable, reliable and challenging learning environment for students based on quality, high level professional practice.

### Performance Measure
To increase the % of students achieving at or beyond expected stage standards in Literacy and Numeracy from 70.3% to 80% by the end of 2015.

### Additional Measures:
Year 2 student NAPLAN results for 2015 will be aligned to the State average in reading, spelling and numeracy.

School based assessment data will demonstrate 80% of students achieving at or beyond stage standard in Literacy (baseline/2014 67.9%).

School based assessment data will demonstrate 85% of students achieving at or beyond stage standard in Numeracy (baseline/2014 77.4%).

### People
- Staff: Encourage capabilities development for teaching staff in best practice against the National Professional Teaching Standards for Teachers. Include planning for skill development for all staff to design and implement appropriate programs.
- Staff: Improve teacher capacity to articulate and deliver effective teaching practices for increased student outcomes.
- Staff: Develop teacher capabilities for authentic engagement of students in their own learning.
- Staff: Engage with the Celtic Small Schools Network to build capacity in quality planning, teaching, assessing and reporting in Literacy and numeracy.
- Staff: Use interactive numeracy activities developed for K-2 utilising resources such as Mathletics, TaLe, CMIT and iPad apps.

### Strategies to use to get there
- School team to focus on establishing frameworks for quality educational practices in learning, supported by curriculum (numeracy and literacy).
- Engaging in shared professional learning to keep current with Department changes in management and pedagogy.
- Develop whole school student evaluation and assessment policy in conjunction with the Instructional leader.
- Monitor student progress against Literacy and Numeracy continuums every five weeks.
- NAPLAN items analysis used to monitor teaching for achievement for specified targets.
- Train a teacher and implement L3 in the Kindergarten literacy groups.
- Train a teacher in reading recovery and support the implementation of this program.
- Teachers train and implement TEN program.
- Evaluation Plan:
  Internal – Regular reporting against milestones from all staff and reflection on areas of greatest need.

### Product & Practices
- Product: To increase the % of students achieving at or beyond expected stage standard from 70.3 to 80 by the end of 2015. (EafS data collection)
- Product: K-6 scope & sequences, common assessment tasks for data analysis and future planning with regards to pedagogy and programming in literacy and numeracy.
- Practice: School leader, staff and students reflecting and reporting on the achievement of their own learning and leadership goals.
- Practice: Significant levels of participation, collaboration and professional development through networks (MSSN and MEG).
- Evidence: Literacy achievement is tracked and monitored through Best Start, L3, TEN and Board of Studies continuums.
### Strategic Direction 2: Linking individual learning for all students in a secure, engaging and supportive way.

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| - To establish and provide learning experiences which are personalised and responsive to each student. | - Students: Encourage and support students to develop their own term goals and strategies to achieve their objectives.  
- Students: Engage students in developing relevant learning experiences with authentic purposes.  
- Staff: Promote personalised learning that aims to fulfill the diverse capabilities of each student and provide all students with access to high quality educational experiences that is inclusive and free from discrimination.  
- Parents: Strengthen the home-school partnerships and build awareness of the school focus on differentiated learning.  
- Parents: Support and consolidate parents partnerships to value educational excellence and bring mutual benefits to maximize student engagement, confidence and sense of wellbeing. | - Differentiated learning to be the focus for individual students activities to improve learning experiences that considers cultural knowledge, contextual integration, high expectations and explicit quality objectives.  
- Refine scope and sequences that incorporates student data and addresses specific student needs.  
- Plot students on the Literacy and Numeracy continuums as they achieve outcomes. Update data wall.  
- Whole school performance at the end of term 1, term 2 and term 4 for parents and the local community.  
- Implement a weekly dance program so that students can perform at the Celtic festival.  
- Experience live performance of high quality children’s books to broaden exposure to various literary genres.  
- Evaluation Plan: Regularly revise ILPs for students and reflect on current needs. | - Product: To increase the % of students reading at or above grade level (baseline 62%) by the end of 2015.  
- Product: Develop Individual Learning Plans (ILPs) for each student.  
- Product: Improved attendance rates matched to school education area and state average.  
- Product: Students develop improved confidence in their performance skills in front of a live audience.  
- Practices: School assessment shows growth towards individual learning goals. |

### Performance Measure
To increase the % of students reading at or above grade level (baseline 2014 62%) to 75% by the end of 2015.

### Additional Measures:
- To increase the % of students writing at or above grade level to 80% (baseline 70%) by the end of 2015.
- To increase the % of students numeracy at or above grade level (baseline 77.4%) by the end of 2015.
- Increase student attendance rate at or above state average (baseline 91.5% in semester 2, 2015).
- To decrease the number of Kindergarten students identified in EAFS data as being at risk from 51.9% to 20% by the end of 2015.
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| To develop and enrich positive, compassionate and trusting relationships which identify needs to support an inclusive, vibrant school culture which is flexible and dynamic. | - Students: Year 2 students to run Term assembly to develop responsibilities and improve their public speaking skills.  
- Staff: Strengthen capabilities of classroom staff in building authentic partnerships.  
- Parents: Build awareness amongst parent body to improve home / school partnerships to boost understanding of implications of current educational practices. | - Creating a deeper, shared understanding of authentic partnerships with the P&C and wider community groups.  
- Send the continuum home to allow parents the opportunity to understand the direction of their child’s learning.  
- Provide Department of Education and Communities information through weekly newsletters alongside student achievement and successes.  
- Contribute to New England North Directors newsletter.  
- Students to regularly contribute newsletter articles to improve communication to the wider community.  
- Weekly newsletters placed on the school website and the Skoolbag app.  
- Contribute regular articles in the Glen Innes Examiner as well as on local morning radio.  
- Develop and implement Glen Innes West Infants School Student Welfare Policy.  
- Combined school science activity day | - To increase the % of parents and community members attending term assemblies to celebrate student achievement (baseline 70%).  
- Student’s success will be celebrated with parents and the wider community at weekly assemblies to improve student self-esteem and increase the links between school and community.  
- Parents involved in Celtic Festival and book week.  
- All students and parents participate in a curriculum sharing activity with other small schools. |

**Additional Measures:**

Parents to be involved in educational experiences both at school and on excursions.

Increased parent participation in the planning process to develop school programs that promotes equity and excellence.