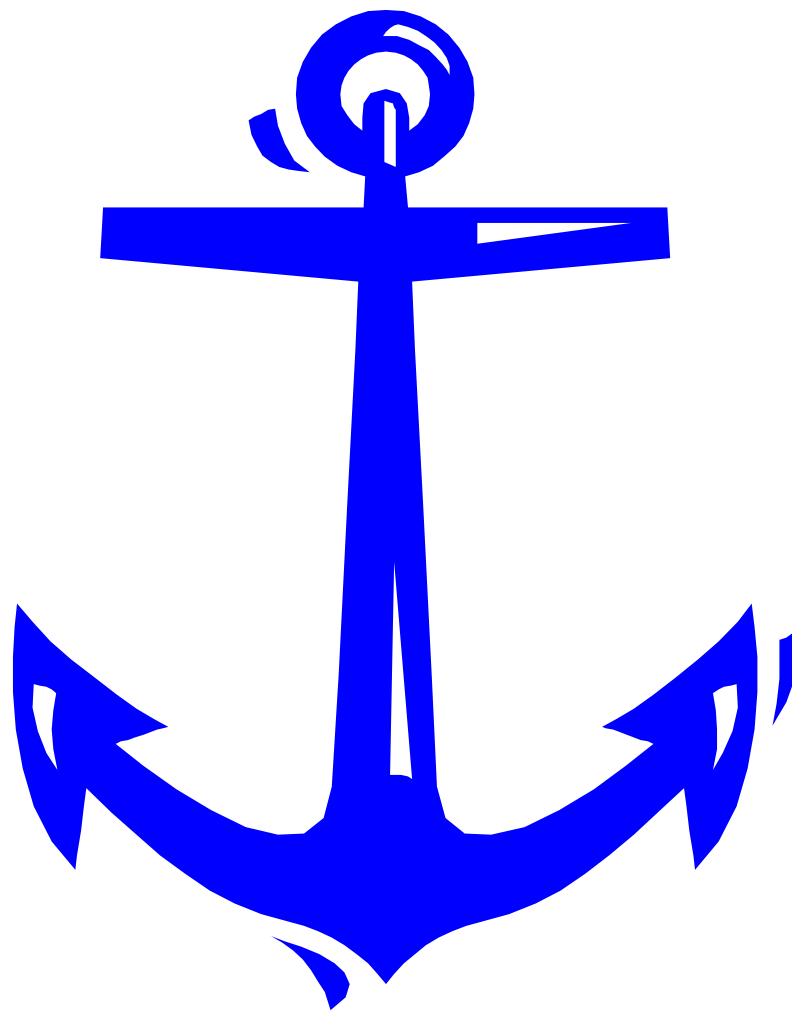


GLOSSOP PRIMARY COMMUNITY SCHOOL
SITE IMPROVEMENT PLAN 2017



Glossop Primary School has an integrated school service of Preschool to Year 7 in a rural setting.

Our Philosophy:

We value *diversity*, participation, partnerships, so that each individual's grows in their learning..

We strive to build respectful relationships with all families, as we work collaboratively, to provide an inclusive, play and inquiry based, quality teaching and learning environment, for children and their families aimed at achieving independent enthusiastic inquiry minded learners.

We believe that each child is an individual and unique, and our learning environment is central to that belief. We base our learning philosophy on children becoming visible learners, where we see learning through the eyes of the student and students see themselves as expert learner.. This is supported the Early Years Framework, Reflect, Respect, Relate, Australian Curriculum and the TfEL framework. Individual's voice is valued as an integral part of the learning environment and a strong component of visible learning.

Children will be supported at our learning environment to develop to their full potential by:-

- ◆ Developing knowledge, skills and dispositions of a learner that encourages creativity, curiosity, problem solving, independence skills and inquiry while having fun, and having a love of learning.
- ◆ Providing a safe, welcoming, happy, supportive and accessible care and learning environment.
- ◆ Providing opportunities for children and families to become involved in all aspects of our school and service.
- ◆ Providing opportunity for children and families to develop respectful relationships with staff and peers and adults.

We believe that parents and families are children's "first educators" and we:-

- ◆ Support and encourage partnerships with families
- ◆ Encourage communication between staff and parents/carers
- ◆ Respond to individual family needs, recognising and respecting the diversity of families in our community
- ◆ We make curriculum decisions that uphold all children's rights to have their cultures, identities, abilities and strengths acknowledged and valued
- ◆ Provide information about other services available in the community

We believe that the school's staff plays an integral role in providing an inclusive, quality teaching and learning environment:

We:

- ◆ Support staff well-being, in a safe and supportive working environment
- ◆ Value the skills and knowledge that each staff member brings with them
- ◆ Respect the diversity of staff backgrounds and experiences
- ◆ Encourage and support ongoing continuous learning and view research and ideas as a catalyst for positive change
- ◆ Value collaborative teamwork with shared goals and directions, celebrate success and value positive, professional relationships with a focus on solutions
- ◆ Value communication, where our community focuses on learning conversation, active listening demonstrating a sense of Team
 - ◆ Continually evaluate our impact on student learning where we aim for learning growth for each child.

<p>All children able to identify their learning progress.</p> <p>Increase students achieving challenge extension in high bands of achievement.</p> <p>Student's learning outcomes are validated by assessment and quality assurance in Mathematics, Technologies and Science.</p>		<ul style="list-style-type: none"> • Visible Learning Plus <p>Professional learning for all staff.</p> <p>Site collects baseline data of evidence of the visible learner, know thy impact, teaching impact and feedback</p> <p>Systems alignment is reviewed and actioned.</p> <ul style="list-style-type: none"> • Student knowledge, interest, voice provide the conduit to collection of evidence • Visible learning Action plan written and implemented <ul style="list-style-type: none"> • Focus on teaching Student higher level thinking <ul style="list-style-type: none"> • SLIP position support moderation and assessment 	<p>PAT-M.</p> <p>Naplan Higher Band achievement.</p> <p>Student learning portfolio.</p> <p>PAT Science effect size</p>		<p>Effect size data</p> <p>Feedback from students</p> <p>NAPLAN data</p> <p>PAT-R and PAT- M</p> <p>Investigator Science</p> <p>Portfolio Work</p> <p>Curriculum grades</p> <p>Student work samples in portfolios</p>
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Children’s Health and Safety

Current Strengths

- Health is supported in providing of materials and social interaction.
- Physical activity is promoted:-
- Daily fitness
- Lunchtime sport
- Sports equipment available and run by older students
- SAPSASA
- Supervision is at all time legally, additional supervision provided by staff for students with special needs.
- Healthy eating is promoted in service delivery via Glossop High School Canteen
- All staff have RAN Training
- Policies and practise are in place to address control of infections and communicated.
- Parents sign off consent for emergency first aid procedures.
- Sun Smart Policy has a strong focus
- OHS & W

Improvement Sought

What outcome or goal do we seek?	Priority H/M/L	How will we get this outcome? (steps)	Success Measure	By When?	Progress Notes
<p>Increase physical ability to promote social interaction – student</p> <p>Children are aware of and use personal hygiene procedures</p>	H	<ul style="list-style-type: none"> • SRC give lessons and promote good hygiene practise at school 	<ul style="list-style-type: none"> • Students aware and use hygiene practises • Washing hands 	T1	Health/First aid incident reports

Physical Environment

Current Strengths

- Indoor spaces provide excellent ICT facilities
- Facilities provide access for disabled students
- COLA Court facilities provide shade environment for play
- Library resource are well maintained and extensive
- ICT Facilities ensure 1:2 ratio across the school
- Sports equipment provided
- Lunchtime sport activity
- SRC

Improvement Sought

What outcome or goal do we seek?	Priority H/M/L	How will we get this outcome? (steps)	Success Measure	By When?	Progress Notes
<p>Undertake a audit into indoor and outdoor spaces and how they support 'Visible Learning'.</p> <p>Audit of furniture to ensure meet learning spaces</p> <p>Managing storage</p> <p>Promote environmentally responsible – recycle for chickens.</p>	M/H	<ul style="list-style-type: none"> • Bush Kindy in Winter • Feedback from children on outdoor spaces • Audit play equipment • Review – sustainable • Review play area – old slippery dip , revamp • Landscape front entrance 	<ul style="list-style-type: none"> • Bush Kindy established and operating • New play areas established 		<p>Use of Bush Kindy across R-&</p> <p>Feedback</p>

Staffing arrangements

Current Strengths

- all staff qualified to undertake duties and specialise in:-ICT, Speech, Special Education, Down Syndrome, Autism.
- SSO professional Learning - RAFT Conference
- High level of professional learning opportunities for staff to work collaboratively.
- Democratic effective PAC
- Educator –to-child-ratio are well below recommended to enhance learning
- High level of professional learning opportunities for staff to work collaboratively.

Improvement Sought

What outcome or goal do we seek?	Priority H/M/L	How will we get this outcome? (steps)	Success Measure	By When?	Progress Notes
Educators work to challenge, support and learn from each other in a culture of trust.		<ul style="list-style-type: none"> • Visible Learning Plus to improve skills • Staff collaboratively attend Visible Learners and adopt these practises • Staff Professional Learning – supporting students with special needs. 	<ul style="list-style-type: none"> • Learning growth 0.4 evident 	T1 – 4	<p>Visible Learning notes</p> <p>Professional Learning of staff</p>

Relationships with Children

Current Strengths

- Habits of Mind underpin staff’s relationship with children
- Student R.C represents the voice of students
- TfEL framework is used to ascertain student voice in their learning, and provide input for schools future directions
- Staff role model respect

Improvement Sought

What outcome or goal do we seek?	Priority H/M/L	How will we get this outcome? (steps)	Success Measure	By When?	Progress Notes
Schools Behaviour Code and Practise supports trusting relationships and learning growth.	M	<ul style="list-style-type: none"> • Behaviour Code Review 	<ul style="list-style-type: none"> • Restorative practises – in practise • Students articulate dispositions of a visible learner. 	T1	Behaviour Code Behaviour Records Lunchtime sport attendance Student interview notes.
Increased peer to peer relationships with students	M	<ul style="list-style-type: none"> • Restorative Practise 			
Teaching students how to learn		<ul style="list-style-type: none"> • PAL through SRC 			
		<ul style="list-style-type: none"> • Peer to Peer relationships – year level links with Peer relationships 			

Collaborative partnerships with families and communities

Current Strengths

- Parent interviews occur on enrolment. DECD/school contact made on initial enrolment
- Governing Council nominations and committees actively make decisions
- Communicate processes are in place and used by:-
 - Class
 - School
 - In Skoolbag/facebook/newsletters weekly
- Support agencies are established and maintained for support of NEP and IEP students
- ACEO support families for inclusion
- Pastoral Care Support is provided and actively used by parents/staff/students

What outcome or goal do we seek?	Priority H/M/L	How will we get this outcome? (steps)	Success Measure	By When?	Progress Notes
Increased attendance to 95% for all students		<ul style="list-style-type: none"> • Follow up phone calls for non attendance • Attendance Policy <ol style="list-style-type: none"> 1. Classroom teacher follow up attendance every day 2. Communicate attendance 3. Frequent reporting of attendance <p>ACEO support of family attendance</p> <p>5 weekly review of attendance and notes sent home</p>	95% attendance rate		<ul style="list-style-type: none"> • EDSAS data records • Referrals • Notes issued for absence
Increased promotion of Glossop Primary School		<p>Good news stories</p> <p>Promote the school</p> <p>Email photos of school to local paper</p>	Survey indicates high level satisfaction	T3	Survey

Leadership and service management

Current Strengths

- Governing Council meets legislative requirements
- Inductions are provided across the site by Principal firstly and staff with support workers
- All staff are valued to support the educational outcomes of the service
- All staff annually complete Performance Development Plans
- Staff learnt peer to peer coaching model to facilitate collaborative learning
- Policies and procedures yearly

Improvement Sought

What outcome or goal do we seek?	Priority H/M/L	How will we get this outcome? (steps)	Success Measure	By When?	Progress Notes
Shared leadership in 'Visible Learning Plus' Facilitate leadership opportunities in staff	H	<ul style="list-style-type: none">• Different staff initiate responsibilities for aspects of Visible Learning and lead staff in school setting	Staff collaboration	2017 – 2018	<ul style="list-style-type: none">• Corwin Visible Notes• Anecdotal staff Professional Learning• Performance Plans

