

School plan 2018-2020

Grahamstown Public School 4609



School background 2018–2020

School vision statement

Grahamstown Public School – **where together we grow with pride, learn for life and strive to be the best that we can be!**

In this learning community we will:

- Acknowledge and develop the whole child in partnership with the wider school community.
- Develop respectful, responsible citizens who show pride in themselves and their community.
- Offer a supportive learning environment where education is valued and positive relationships are nurtured.
- Aspire to personal best through a community of high expectations in all dimensions of education.

School context

Grahamstown Public School is in a rural area, drawing a majority of students from a low socio economic background. There are currently 353 students from an increasingly diverse cultural heritage, including 57 Aboriginal students and 29 Defence Force family students. Grahamstown Public School has a strong emphasis on student welfare which underpins the culture of support and personal development. Student welfare issues are supported through an active Learning Support Team, student leadership development, a staff dedicated to welfare issues and communication between home and school. Our school works in partnership with neighbouring Lakeside Learning Community Schools to develop a quality education for the Raymond Terrace community. Educational engagement is supported through a well developed network of ICT equipment and quality practice embedded to supplement and support curriculum. Grahamstown Public School proudly offers a wide range of extra curricula activities to develop interest, skill and talent through sport, visual and performing arts and environmental projects.

School planning process

In 2018 a comprehensive process was undertaken across the school community to review current practices and collect evidence, including student results, attendance, behaviour and participation, along with survey data from parents, staff and students. This process included a review of strengths, opportunities and areas for development across the school.

The AECG president and a local AECG representative were invited to attend a meeting to discuss the plan and have input into the planning for the Aboriginal programs that are imbedded in this plan. Their input has directed the development of cultural programs across the school.

The school vision statement and school context were developed in consultation with staff, students and parents through staff and P&C meetings and surveys. The strategic directions for 2018 – 2020 were developed through results of surveys, staff and parent forums, where past planning and directions were evaluated and new directions set to continue successful programs and implement new initiatives to address areas of weakness or concern.

School strategic directions 2018–2020



Purpose:

To develop a culture that builds educational aspiration and ongoing performance improvement for students and staff.

Purpose:

To create a whole school structure where education is valued, diversity is respected and individuals support each other to connect, succeed, thrive and learn.

Purpose:

To create a whole school community where staff, students, families and community partners are engaged in positive, respectful relationships which support continuous learning for all.

Strategic Direction 1: Quality Teaching, Outstanding Learning

Purpose

To develop a culture that builds educational aspiration and ongoing performance improvement for students and staff.

Improvement Measures

Increase the Percentage of students achieving in top 2 bands of NAPLAN in;

Year 3 Reading from 36% to 44% or higher

Year 3 Numeracy from 28% to 32% or higher

Year 5 Reading from 9% to 17% or higher

Year 5 Numeracy from 7.5% to 15.5% or higher

Increase the percentage of students reaching expected achievement in Literacy and Numeracy;

Kinder Lit – 83% – 93%, Num – from 97.6% – 99%

Year 1 Lit – 69% to 79 % or higher, Num – 63% to 73% or higher

Year 2 Lit – 76% to 86% or higher, Num 81% to 91% or higher

Year 3 Lit – 72% to 82% or higher, Num – 86% to 96% or higher

Year 4 Lit – 71% to 81% or higher, Num – 86% to 96% or higher

Year 5 Lit – 69% to 79% or higher, Num – 68% to 78% or higher

Year 6 Lit – 77% to 87% or higher, Num 77% to 87% or higher

People

Students

Self assess and identify their own learning goals in literacy and numeracy.

Students

Demonstrate a growth mindset which supports education growth and ongoing performance improvement.

Staff

Know the learning needs of each child by effectively analysing data and identifying an appropriate learning path for them that will lead to ongoing improvement.

Staff

Work collaboratively to set high expectations and consistent practices in literacy and numeracy.

Leaders

Adopt a coordinated approach to literacy and numeracy based on high and explicit expectations, ongoing evidence collection and evaluative thinking.

Parents/Carers

Engage in their child's learning and actively encourage and support goal setting and ongoing improvement by celebrating successes and having high expectations.

Processes

Know Each Student

Teachers collaboratively plan for and implement quality, consistent teaching and assessment practices through regular data tracking and analysis. This will inform evidence based, explicit literacy and numeracy programs focusing on visible Learning and individual goal setting with a powerful growth mindset.

Research Informed Pedagogy for Literacy and Numeracy

Draw on solid research to develop and implement high quality professional learning in literacy and numeracy teaching practices.

Critical and Creative Thinking

Inquiry based learning and STEM will be embedded across all areas of the curriculum.

Evaluation Plan

- classroom observations
- SEF analysis
- Program analysis
- Data Analysis

Practices and Products

Practices

Teachers collaboratively review and evaluate assessment data to inform teaching practice and programming.

All teachers utilise feedback to reflect on their own and student performance, set goals and improve student self-regulation

Supervisors support effective, consistent implementation of teaching and learning that is underpinned by clear and high expectations.

Students seek and give effective feedback to improve performance.

Teachers provide opportunities for students to think broadly and deeply and use reason, resourcefulness, imagination and innovation all learning areas.

Products

100% of Teaching and Learning programs are data driven, identifying individual learning needs and offering challenge to all students.

The school community values education and is actively involved in embedding a culture of high expectations, which effectively maximises the potential of every child.

Feedback drives a growth mindset

Students demonstrate creative and critical skills.

Strategic Direction 1: Quality Teaching, Outstanding Learning

Improvement Measures

Students achieving at or above expected growth from Years 3 – 5 as indicated in NAPLAN will increase by 10%

Reading – from 40% to 50% or higher

Writing – from 68% to 78% or higher

Numeracy – from 35% to 45% or higher

Strategic Direction 2: Wellbeing

Purpose

To create a whole school structure where education is valued, diversity is respected and individuals support each other to connect, succeed, thrive and learn.

Improvement Measures

Reduction in suspensions and negative red and amber incidences as recorded through Wellbeing tracking.

The % of students, parents and staff that feel a sense of belonging, care and inclusivity as indicated in TTFM surveys. will increase:

Students – 62% Belonging, 65% motivated and interested

Parents – Score 7.4 Welcome, 7.4 Inclusivity, 7.3 support for Learning

Staff – Score 8.1 Inclusivity, Score 7.2 Involvement; People Matter Survey – Employee engagement 62%

ATSI students will equal or better the outcomes of the broader community based on percentage of student in the top 2 bands of NAPLAN in Reading and Numeracy and in Growth from Year 3 to Year 5..

People

Students

Actively engage in their own learning journey.

Students

Have a strong sense of wellbeing, resilience and emotional intelligence.

Staff

Are responsible for the wellbeing of all students in the school community and consistently support processes to enhance wellbeing.

Leaders

Adopt a coordinated approach to student wellbeing and work with staff to support student wellbeing across the school.

Parents/Carers

Understand school values and support school directions with their children and in the broader community. They are active partners in embedding our values into the school's culture.

Processes

Wellbeing

Whole school approach to student wellbeing in which students can connect, succeed and thrive at each stage of the schooling.

Positive Behaviours for Learning

School wellbeing data driving consistent teacher practice in PBL across the school.

Cultural Education

All students are actively engaged in programs which give them pride in their cultural heritage. Aboriginal perspectives will be evident across key learning areas.

Evaluation Plan

- Behaviour Data
- SEF Analysis
- LST data
- Surveys
- Student Feedback
- Program analysis

Practices and Products

Practices

All teachers take responsibility for all students and actively engage in their wellbeing and academic progress.

All teachers have regular communication with parents with a focus on positives and high expectations.

LST processes support Student wellbeing.

PBL practices are a collaboratively developed in response to school wide data.

Cultural activities will be developed to increase student pride in their heritage and school community values diversity.

Parents are actively involved in setting learning goals for their students that are based on high expectations.

Products

A clear, collective understanding and belief in the learning process and potential ability of all members of the school community.

There is a community wide collective responsibility for student learning and wellbeing where every child is known and nurtured.

School resources are deployed to make best use of available expertise and create an optimal learning environment to meet the needs of all stakeholders.

100% of Teaching/Learning programs are data based and differentiated for individual student learning needs.

Strategic Direction 3: Partnerships

Purpose

To create a whole school community where staff, students, families and community partners are engaged in positive, respectful relationships which support continuous learning for all.

Improvement Measures

Significant improvement in partnerships with outside agencies and engagement of community members in activities fostered by this partnership.

The percentage of parents actively engaged in Mgoals and SLSP processes will improve to 100%..

The Percentage of families who participate in the Tell Them from Me surveys will increase from (12% in 2017 – 75% in 2020)

100% of parents will engage in communication with their class teachers through Class Dojo.

100 percent of staff actively engaged in coaching and mentoring practices in order to support the attainment of PDP goals.

People

Students

Students feel like they are known, cared for and supported by the entire school community.

Staff

Build strong relationships with each other which are based on high expectations.

Staff

Develop strong relationships with parents and community that inform and support the continuity of learning for all students, especially at transition points.

Parents/Carers

Parents develop positive, respectful relationships with the school and work with the school to ensure strong culture of learning and continuous improvement for their students.

Community Partners

Community partners support the school values and the clear focus on student progress and achievement. They collaborate with the school where appropriate and share resources and assets to deliver benefits to both the school and the community.

Processes

Family and Community Engagement

A focus on building authentic community and parent partnerships through effective communication and participation opportunities encompassing:

- PBL programs
- AECG consultation
- Outside Agency support
- Community of Schools projects
- Strong transition processes
- Goal setting and individual plans

Coaching and mentoring

Practices and systems enhance teacher improvement including:

- Classroom observations
- Collaborative Data analysis
- Collegial feedback
- Authentic PDP processes
- Support for beginning teachers
- Support for accreditation at proficiency and higher

Evaluation Plan

- Classroom observations
- Feedback from community , staff, parents and students
- engagement and satisfaction surveys
- SEF analysis
- PDP analysis

Practices and Products

Practices

Parents are consulted in setting learning goals through Mgoals and Student Learning Support Plans (SLSP) processes.

Consistent PDP processes are developed to support all staff professional growth.

The whole school community is consulted and data is regularly gathered to inform school practices and decisions.

Community of Schools develops effective partnerships and processes to support transitions to, across and out of the school.

Products

Whole school and/or inter school relationships provide mentoring and coaching to support the ongoing development and improvement of all.

A culture of learning where all are motivated to deliver their best and continually improve.

The school is seen as a positive place where outside agencies are engaged in supporting our school and its families.

Strategic Direction 3: Partnerships

Processes

- Evaluation of coaching and mentoring practices