

School plan 2015-2017

Gymea North Public School 4389



School background 2015–2017

School vision statement

As a community we will inspire students to develop a passion for learning, assist students to achieve personal success in all endeavours and enable them to become engaged citizens who act with integrity.

This will be achieved by:

Nurturing and encouraging students to achieve their personal best and develop individual talents by being actively engaged in a wide range of academic, sporting and cultural pursuits.

Operating in an inclusive atmosphere which is caring, cooperative and respectful, based on our “Mantra” – ‘We are Safe and Respectful Learners’.

Ensuring that students have frequent access to experiences that develop the 21st Century learning skills of critical thinking, communication, creativity, collaboration, problem solving as well as Information Communication Technology skills.

Promoting and maintaining high standards and expectations across the learning community.

Engaging as a learning community in continuous evaluation to ensure the best practice of quality educational programs.

Welcoming and supporting parent and community participation and collaboration to share the responsibility for student development.

School context

Gymea North Public School, established in 1967, is situated in a well– established residential area in the Sutherland Shire. There are currently 343 students and 14 classes. 15% of students come from a background other than English and 19 languages are represented by the student population. There are 12 students from an Indigenous background. Teachers at Gymea North are experienced and the majority have been teaching more than 20 years. A strong feature of the school is the overall support given to teachers and staff by the parent community.

Emphasis is placed on quality teaching and continuous improvement of learning outcomes for all students. Our school aims to develop each student academically, socially and emotionally and is committed to providing rich programs in critical thinking, problem solving, communication, collaboration and technology.

Gymea North Public School strives to create an inviting and engaging environment for all students and continues to invest in 21st century technology including an iPad purchasing program and wireless connection throughout the school.

The new Resource Allocation Model (RAM) Funding has allowed the school to buy more support time in Literacy and Numeracy. In 2016 –17 our particular focus will be programs designed to target pedagogy in the areas of Reading, Comprehension and Numeracy.

School planning process

We established an evidence base to identify our current situation in terms of the processes and results of learning in the school. The school community was consulted to establish a shared vision and aspirations for the future. The staff and parents responded to questions posed, including, What are our strengths? What do we do well? What have we achieved? What has worked? And What could be improved? Priorities for 2015–2017 were also discussed.

We identified three strategic directions to be pursued by the school. These are sufficiently challenging to bring about growth and transformation, ensuring the school consistently engages students in quality learning experiences, producing optimum learning outcomes.

The school developed and published a 3 year school plan which identifies improvement measures to be achieved for each of the strategic directions in the plan. Details of the purpose (why), people and processes (how), and products and practices (what) that are to be realised through implementation of the plan are provided.

The 3 year rolling strategic plan is published on the school website and provided to the school community. We ensured that the key operational aspects in the school that support the plan are connected and aligned, including professional learning plans and performance management processes for staff.

Implementation milestones are identified in the school plan to provide the mechanism for ensuring regular progress is being made towards achievement of the school's improvement measures.

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School vision statement

School context

School planning process

A monitoring process will be put in place to regularly review the achievement of each implementation milestone. Adjustments may be made to milestones and budgeted resources as required, so as to accommodate changing contexts. Appropriate and ongoing evaluation and review practices are embedded as part of implementation milestones. This will ensure a regular process is built into the functioning of the school to assess the impact of implementation for future directions. The school's progress towards the achievement of these improvement measures will be reported annually.

School strategic directions 2015–2017




STRATEGIC DIRECTION 1 STUDENT LEARNING – High Expectations and Quality Student Learning

Purpose:

To empower students with the essential skills and attributes in order to maximise their potential as learners, leaders and productive citizens.

To ensure every student is engaged in quality, meaningful and future focused learning experiences.


To develop and/or enhance teacher practice to implement differentiated teaching and learning programs that incorporate high expectations and meet individual student needs.



STRATEGIC DIRECTION 2 LEADERSHIP and STAFF LEARNING – Strong Culture of Professional Practice and Leadership

Purpose:

To build a dynamic performance and development culture of innovation and best practice through quality professional learning and collegiality. Teachers and support staff will be responsive to students' needs and be facilitators of learning in an inclusive setting. Leaders and teachers will have high expectations of themselves and their students in order to foster sustained school improvement.



STRATEGIC DIRECTION 3 SCHOOL LEARNING and WELLBEING – Inclusive and Collaborative Learning Community

Purpose:

To increase community support of our students through a school-wide focus on student equity, well-being and welfare programs. To work together in partnership as a learning community to give our students the knowledge, skills and experiences to achieve their personal goals and lead successful lives in the 21st century.

Strategic Direction 1: STUDENT LEARNING – High Expectations and Quality Student Learning

Purpose	People	Processes	Practices and Products
<p>To empower students with the essential skills and attributes in order to maximise their potential as learners, leaders and productive citizens.</p> <p>To ensure every student is engaged in quality, meaningful and future focused learning experiences.</p> <p>To develop and/or enhance teacher practice to implement differentiated teaching and learning programs that incorporate high expectations and meet individual student needs.</p>	<p>Students</p> <p>Students understand their responsibility to engage in their own learning for Literacy and Numeracy by ensuring they have a clear understanding of expectations of their performance and what is required to achieve at the highest levels.</p> <p>Students will be supported to develop the capabilities to identify, develop and evaluate their own learning goals through formative assessment practices.</p> <p>Staff</p> <p>Staff trained to become more proficient in analysing and interpreting data to ensure high expectations and differentiated learning.</p> <p>Staff will commit to and complete training in focus areas of development – Reading, Comprehension, Vocabulary, Formative Assessment, PLAN and Numeracy.</p> <p>Staff effectively engage with professional learning that addresses the skills, knowledge and understanding of the NSW syllabuses.</p> <p>Parents/Carers</p> <p>Parents have an understanding of the implementation of Reading and Numeracy programs and the opportunity to be trained in the ethos and methodology behind them.</p> <p>Parents and teachers work together to develop knowledge and understanding of school programs and curriculum.</p> <p>Community Partners</p>	<p>'Bump It Up' Strategy Project – Literacy</p> <p><i>Explicit Teaching</i> of Reading Strategies, Vocabulary and Comprehension.</p> <p><i>Tracking</i> K–6 student Reading, Comprehension and Vocabulary skills</p> <p>Bump It Up Strategy Project – Numeracy</p> <p><i>Explicit teaching</i> of Mathematical concepts.</p> <p><i>Tracking</i> K–6 student Numeracy skills.</p> <p>Formative Assessment Project</p> <p><i>Learning Intentions, Success Criteria and Learning goals.</i></p> <p>Evaluation Plan</p> <p>Regular reporting and evaluation against milestones, products and practices will guide future decision making.</p> <p>Conduct an internal audit/survey of our implementation of syllabuses..</p> <p>Analysis and evaluation of teaching using data collected.</p> <p>Student pre/post-tests in Reading and Number assessment show improvement.</p> <p>Record of student goal-setting and evaluation beginning and end of each</p>	<p>Practices</p> <p>Developing a consistent programming procedure to show the inclusion of explicit teaching strategies, differentiation and personalised learning plans for students.</p> <p>Demonstration, team teaching and observation lessons will be used to support teachers.</p> <p>Students formulate personal goals for Reading and Numeracy.</p> <p>Differentiated instruction monitoring middle students for growth (Bump It Up Strategy).</p> <p>Stage based ability Maths groups 3–6 to ensure differentiation for learning in Number.</p> <ul style="list-style-type: none"> Formative Assessment –monitoring data 'as', 'of' and 'for' learning. <p>Teachers regularly engage in structured professional dialogue in order to accurately plot student progress on PLAN each term. Planning, monitoring and assessing is based on the Literacy / Numeracy Continuum.</p> <p>Products</p> <p>Increased % of students in top 2 NAPLAN Bands by 2019. Analysis of NAPLAN data shows improved growth from Year 3 to Year 5 in all aspects.</p> <p>80%of all students to read and comprehend at age appropriate levels or above (unless identified with individual learning plans)</p> <p>PAT Test/PLAN data shows students are</p>
Improvement Measures			
<p>Increased % of students to achieve "Sound" or above over 3 years.</p> <p>Analysis of NAPLAN data shows improved growth from Year 3 to Year 5 in all aspects and shows increased percentage of students achieving in the top 2 bands.</p> <p>PLAN software shows expected growth for 80% of students.</p> <p>Supervisors report improved programming, incorporating high expectations and differentiated teaching learning activities.</p> <p>80% of students achieving grade/stage appropriate expectations based on all syllabus documents, the literacy and numeracy continuum and general capabilities framework.</p>			

Strategic Direction 1: STUDENT LEARNING – High Expectations and Quality Student Learning

People

Engage in proactive learning partnerships with the school community to deliver innovative educational projects.

Continued collaboration with Area Health Speech Pathologists with a focus on Vocabulary development.

Shared professional development and collaboration with Bump It Up schools.

Leaders

School leaders are instructional leaders of Best Practice in Reading and Numeracy in the school and have a focus on growth.

Leaders will drive collaborative stage teams that focus on quality education.

Processes

semester.

Practices and Products

progressing at the expected rate in Reading, Comprehension and Vocabulary and Numeracy

Supervisors report improved programming, incorporating high expectations and differentiated teaching learning activities.

Strategic Direction 2: LEADERSHIP and STAFF LEARNING – Strong Culture of Professional Practice and Leadership

Purpose

To build a dynamic performance and development culture of innovation and best practice through quality professional learning and collegiality. Teachers and support staff will be responsive to students' needs and be facilitators of learning in an inclusive setting. Leaders and teachers will have high expectations of themselves and their students in order to foster sustained school improvement.

Improvement Measures

100% of staff will have completed professional development plans (PDPs) which reflect National Standards (AITSL) and align with the priorities of the School Plan.

An increased number of teachers accredited by the Board of Studies Teaching and Educational Standards (Bostes) at Proficient and higher levels.

100% of Teachers demonstrate that they meet The Australian Professional Standards for Teachers.

Teacher feedback indicates work satisfaction and increased levels of support to achieve personal professional learning goals.

People

Students

Students develop the capacity to be independent learners who set their own learning goals and assess, reflect and judge progress towards these goals.

Staff

Staff identify specific areas for professional learning in the context of the Performance and Development Framework.

Staff engage with the Great Teaching, Inspired Learning reform, through participation in lesson observation and professional dialogue.

Staff are provided with quality, differentiated professional learning to support them with their professional learning goals.

Parents/Carers

Parents develop a greater awareness of new systems and reforms and how these impact their child.

Parents participate in reflective surveys to help shape the school planning process.

Leaders

Principal to participate in Principal's Learning Network and Coaching Circle to increase skills in coaching and mentoring.

Leaders use the Performance Development Framework (PDF) to support ongoing improvement in student outcomes through continuous development of teachers. (Coaching)

Processes

Great Teaching, Inspired Learning (GTIL) School Based Project

Staff participation in team teaching sessions, incorporating lesson observation, professional dialogue and quality feedback.

Evaluation Plan

Meetings with individual teachers

Collecting evidence of formative assessment practice.

All teacher professional learning will be evaluated with analysis of generated data guiding further process planning

Professional Development Plans show evidence of capacity-building.

Professional development plans will show that 100% of teaching staff are working towards accreditation or re-accreditation.

Practices and Products

Practices

Students, staff and community actively contribute to the school planning process.

Gymea North Public School has a strong collegial culture where all staff take responsibility for changes in practice required to achieve school targets and regularly monitor the effectiveness of their own efforts to meet those targets.

School leaders place a high priority on the ongoing professional learning of all staff and lead and participate in professional learning alongside teachers.

An effective mentors program is in place to support beginning teachers.

Scheduled observations for teachers with written and verbal feedback.

Succession planning and shadowing of key school roles is in place.

Products

100% of staff will have completed professional development plans (PDPs) which reflect National Standards (AITSL) and align with the priorities of the School Plan.

An increased number of teachers accredited by the Board of Studies Teaching and Educational Standards (Bostes) at Proficient and higher levels.

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Strategic Direction 2: LEADERSHIP and STAFF LEARNING – Strong Culture of Professional Practice and Leadership

People

Leaders facilitate collegial discussions and training in targeted programs and data analysis.

Practices and Products

All school teams will have a designated aspiring leader to take on relieving, co-leading, and leadership roles.

Strategic Direction 3: SCHOOL LEARNING and WELLBEING – Inclusive and Collaborative Learning Community

Purpose	People	Processes	Practices and Products
<p>To increase community support of our students through a school-wide focus on student equity, well-being and welfare programs. To work together in partnership as a learning community to give our students the knowledge, skills and experiences to achieve their personal goals and lead successful lives in the 21st century.</p>	<p>Students</p> <p>Students will increase their social competence level through explicit teaching and active participation in social skills programs.</p> <p>Students engage in quality cultural activities and programs that enrich cultural identity across the whole school community.</p>	<p>Community Partnerships Project:</p> <ul style="list-style-type: none"> • Parent Forums • School 50th Anniversary Celebrations <p>Learning Support</p> <p>Students are identified for the National Consistent Collection of Data and provided with a range of supports and plans relevant to their needs. Data is collected and evaluated.</p> <p>The Learning and Support team will have rigorous identification and monitoring processes to ensure high levels of support for identified students, and develop individualised learning plans for students with high needs.</p> <p>Professional learning will enhance staff capacity to make adjustments for learning.</p>	<p>Practices</p> <p>Students will use enhanced social skills and demonstrate improved resilience and emotional intelligence, reducing negative incidents recorded on ESR.</p> <p>Adjustments for learning will be embedded in 100% of teaching and learning programs.</p> <p>Fundamental Movement Skills program implemented K–6.</p> <p>Families and the school share responsibility for student learning and wellbeing and build on parent capacity to support learning at home.</p> <p>Friday Forums: Information sessions for parents on new curriculum and school projects.</p> <p>Quality and inclusive programs ensure successful transitions for students P–K, 2–3 and 6–7.</p>
Improvement Measures	<p>Staff</p> <p>Staff engage in professional learning on Aboriginal and Torres Strait Islander culture and Personalised Learning Plans (PLPs) including aspects of cultural competency.</p> <p>Staff are trained in PLAN in order to provide diagnostic student data, IEPs, quality parent feedback and programs for students with special needs.</p> <p>Staff develop processes to enhance wellbeing with students, colleagues and community.</p> <p>Parents/Carers</p> <p>Parents collaborate with staff to develop and build on, the academic, social and cultural goals for their children.</p> <p>Community Partners</p> <p>Encourage and build opportunities for the community to celebrate educational and cultural days.</p> <p>Strengthen partnerships with community volunteers from preschools to</p>	<p>Evaluation Plan</p> <p>Transition programs P–K, 2–3 and 6–7 will be evaluated to gauge success.</p> <p>Parent feedback about information sessions presented on a variety of topics.</p> <p>Student, staff and community survey questions establish areas of success and areas for improvement within these programs.</p>	

Strategic Direction 3: SCHOOL LEARNING and WELLBEING – Inclusive and Collaborative Learning Community

People

High Schools to ensure student transitions are successful.

Leaders

Ensure that the language and ethos of our community and citizenship programs is ubiquitous and develop, implement and evaluate teacher professional learning and student programs to support this.