

School plan 2018-2020

Galston Public School 1952



School background 2018–2020

School vision statement

Galston Public School is committed to creating a learning culture that provides high quality educational opportunities in order for every child to fulfil their potential and become a life-long learner.

We place children at the centre of our decision-making and aim to work together, school and families, to guide our students towards a future that will see them enjoy life as confident, independent and resilient members of the community.

Implicit in achieving our vision is a focus on wellbeing, with particular emphasis on the school's PBL values of respect, responsibility and personal best.

School context

Galston Public School's excellent facilities, attractive gardens and expansive playing fields offers a pleasant and inviting learning environment for its students.

Enthusiastic and dedicated classroom teachers, leaders and various support staff cater for all learners by providing a diverse range of engaging educational, social, creative and sporting opportunities for students, and demonstrate a commitment to developing positive relationships.

Our highly active and involved parent body works in partnership with the staff and members of the wider community to undertake projects to support the school and to maintain the strong and supportive spirit that is embodied in the school's values of 'Respect', 'Responsibility' and 'Personal Best'.

Students enjoy a wide variety of quality learning experiences, opportunities to interact in supportive peer groups and regular recognition of achievement and effort. They are encouraged to achieve their full potential, display a positive attitude and develop a strong sense of belonging.

The school is an active member of the Galston Community of Schools and welcomes active partnerships with schools nearby and further afield. Galston enjoys productive partnerships with local pre-schools and our feeder high school, Galston High. The school has benefitted from the support of Bendigo Bank, Galston Branch to undertake school improvement projects.

School planning process

Students, staff and parents/carers are given the opportunity to participate in the Tell Them From Me suite of surveys. Input from parents/carers is sought through numerous formal and informal avenues of school involvement, including P&C Meetings.

Information to guide the school's strategic planning is collected during staff, Executive and stage meetings, as well as one-on-one discussions between the Executive and staff. Staff collaboratively participate in self-assessment (S-aS) using the School Excellence Framework (SEF) Version 2, and the Executive team collate this data, measuring our progress against the statements of excellence, identifying evidence and noting ideas about future directions to inform the planning cycle.

Analysis of standardised, school-based and external assessment data is regularly undertaken to inform school strategic planning and to measure progress. The school has English, mathematics and PBL committees as priority areas identified through the above-mentioned processes and the Bump it Up strategy.

Our School Plan 2018–20 draws on current DoE initiatives and reforms including the Department of Education Strategic Plan 2018–2022, the School Excellence Framework Version 2; Literacy and Numeracy Strategy 2017–20, including the Learning Progressions; Great Teaching, Inspired Learning; Every Student, Every School; Strong Start Great Teachers; and the Bump it Up strategy.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Student learning and
engagement in literacy and
numeracy

Purpose:

To enhance student learning and engagement through the provision of explicit, meaningful, balanced and differentiated learning opportunities in literacy and numeracy, allowing individuals to engage successfully with their changing world.

STRATEGIC DIRECTION 2

Quality teaching and leadership

Purpose:

To foster a school-wide culture of high expectations through a collaborative, consistent and committed approach to developing collective teacher efficacy and a rigorous focus on professional learning, quality teaching, mentoring, participative goal setting and instructional leadership that builds capacity for change and improvement.

STRATEGIC DIRECTION 3

Wellbeing

Purpose:

To promote wellbeing through considered and systematic implementation of evidence-based systems and programs, developing healthy, resilient, creative and respectful members of the community.

Strategic Direction 1: Student learning and engagement in literacy and numeracy

| Purpose | People | Processes | Practices and Products |
|--|---|---|---|
| To enhance student learning and engagement through the provision of explicit, meaningful, balanced and differentiated learning opportunities in literacy and numeracy, allowing individuals to engage successfully with their changing world. | Students Students will be supported to understand their role in becoming active and engaged learners, and to develop their capacity to reflect on their learning through setting, articulating and monitoring learning goals in targeted aspects of literacy and mathematics. | Engage students in quality, differentiated literacy programs. Engage students in quality, differentiated mathematics programs. | Practices Teachers will draw on a variety of formal and anecdotal assessment data to plot students on sub-elements of the Literacy and Numeracy Learning Progressions that relate to relevant school-based professional learning and strategy implementation. Teachers will effectively differentiate and embed evidence of learning adjustments in teaching and learning programs and evaluations. |
| Improvement Measures | | Evaluation Plan Tracking and analysis of school-based and external student assessment data to inform teaching and measure growth: <ul style="list-style-type: none"> • Pre- and post-standardised PAT assessments • NAPLAN • Learning Progressions • Reading benchmark levels • SENA • Stage-based assessments Ongoing analysis, reflection and reporting on milestones. Formal and informal team teaching and lesson observations reflect student engagement in literacy and numeracy. Impact of professional learning evident through stage planning and program supervision. | Products 80% of students K–6 will exit their grade reading and comprehending text at school-set minimum standards. Each grade from Years 1–6 will record growth equivalent to an effect size of 0.4 or greater in pre- and post-PAT comprehension, spelling, written spelling, grammar and mathematics standardised assessments. Increase the proportion of students in the top 2 NAPLAN bands in reading and numeracy by 10% as per the Bump It Up Strategy. |
| 80% of students K–6 will exit their grade reading and comprehending text at or above school-set minimum standards using the Fountas & Pinnell benchmarking kits: Kindergarten: Level E ; Year 1: Level J; Year 2: Level M; Year 3: Level P; Year 4: Level S; Year 5: Level V; Year 6: Level Y. | Staff Teachers will collaboratively devise and deliver quality, engaging and differentiated programs in English and mathematics. Teachers will track student progress and collaboratively collect and analyse a variety of assessment data in order to identify and respond to areas of need, support and inform teaching and learning programs, cater for every student and measure growth. | | |
| Each grade from Years 1–6 will record growth equivalent to an effect size of 0.4 or greater in pre- and post-PAT comprehension and mathematics standardised assessments. | Leaders The Executive will investigate and identify evidence-based programs and initiatives in English and mathematics and lead professional learning and data collection/analysis. | | |
| Increase the proportion of students in the top 2 NAPLAN bands in reading and numeracy by 10% as per the Bump It Up Strategy. | Parents/Carers Parents/carers will be provided with regular feedback on their child's progress and will support the school in the delivery of quality educational programs. | | |

Strategic Direction 2: Quality teaching and leadership

| Purpose | People | Processes | Practices and Products |
|--|--|---|---|
| To foster a school-wide culture of high expectations through a collaborative, consistent and committed approach to developing collective teacher efficacy and a rigorous focus on professional learning, quality teaching, mentoring, participative goal setting and instructional leadership that builds capacity for change and improvement. | <p>Students</p> <p>Students will be provided with opportunities to achieve their potential through quality differentiated teaching and learning programs, clearly identified learning intentions and success criteria, feedback and learning goals.</p> <p>Staff</p> <p>Teachers will actively participate in professional learning, design and deliver engaging differentiated teaching and learning programs, collect and analyse data and maintain a rigorous and practical focus on the seven elements of 'What Works Best', thereby building collective teacher efficacy.</p> <p>Teachers will engage in collaborative practices and mentoring, including the development of professional goals guided by the school's strategic directions and the Teaching Standards.</p> <p>Leaders</p> <p>Leaders will identify and implement quality, relevant professional learning for staff that is aligned with the school's strategic goals, teachers' professional goals and DoE blueprints and initiatives. Aspiring leaders will be provided with opportunities to develop their instructional leadership skills.</p> <p>Parents/Carers</p> <p>Parents and carers, with support from the school, will engage in their child's learning, assist in classrooms, attend school events and support school initiatives.</p> | <p>Build teacher capacity and expertise to cater for every child in a collegial, collaborative and supportive environment, demonstrating a commitment to helping every student, teacher and leader to improve every year.</p> <p>Meet the needs of teachers at different career stages and support them in the development and achievement of professional goals and accreditation.</p> <p>Evaluation Plan</p> <p>Collaborative processes evident during whole-school and stage meetings and through the implementation of Performance and Development Plans, including formal and informal lesson observations and feedback.</p> <p>Teachers actively fulfilling their accreditation requirements and reflecting on the Teaching Standards.</p> <p>Program and bookwork supervision reflects professional learning, teacher collaboration and school expectations.</p> <p>Ongoing analysis, reflection and reporting on milestones.</p> | <p>Practices</p> <p>Teachers will regularly collaborate with their colleagues and support staff, incorporate responsive data analysis in their planning and tracking of student growth, and welcome opportunities to learn from and inspire others.</p> <p>School Executive will provide opportunities for leadership growth and support aspiring leaders through committees, teams and mentoring.</p> <p>All teachers, through professional learning and collaboration, will draw on the seven themes of What Works Best to enhance student learning outcomes and develop their instructional leadership.</p> <p>Products</p> <p>All teachers will confidently fulfil accreditation requirements.</p> <p>All teachers will engage in collaborative and explicit programming, set clear learning intentions and success criteria, and provide effective feedback for their students.</p> <p>Program and book supervision undertaken by Executive will reflect developing teacher expertise, high expectations and consistent use of data.</p> |
| Improvement Measures | | | |
| 100% of teachers will plot and track their students in selected sub-elements of the literacy and numeracy learning progressions that relate to current professional learning initiatives, draw on the link between the progressions and the syllabuses, and use the data to develop individualised student goals. | | | |
| 100% of teachers will develop their capacity and expertise to cater for every child, reflected in teaching and learning programs, program and bookwork supervision, lesson observations, feedback, team teaching, mentoring and professional discussions. | | | |
| 100% of teachers will develop professional goals in their Performance and Development Plans that align with the school's strategic plan and the Australian Professional Standards for Teachers. | | | |

Strategic Direction 3: Wellbeing

Purpose

To promote wellbeing through considered and systematic implementation of evidence-based systems and programs, developing healthy, resilient, creative and respectful members of the community.

Improvement Measures

Positive practices to support and promote student wellbeing will be evident through the programs and initiatives implemented in the classroom and playground and through learning and support practices.

100% of staff will record wellbeing notifications and details of parent/carer correspondence in Sentral, and collectively use this data to identify and address wellbeing priorities.

90% of results for positive climate for social-emotional outcomes in the Tell Them From Me survey will reflect above NSW Government norms.

People

Students

Students will be provided with the opportunity to connect, succeed and thrive through participation in wellbeing initiatives and the development of personalised wellbeing goals.

Wellbeing programs will develop student's resilience and the necessary skills to fulfil the school's PBL values of respect, responsibility and personal best.

Staff

Teachers will explicitly teach wellbeing strategies, collaboratively implement whole-school wellbeing initiatives and foster strong home-school partnerships in order to support students to reach their full potential.

Teachers will know, value and care for every student, maintain good record-keeping practices in Sentral and liaise with their Supervisor and parents to enhance student wellbeing.

Leaders

Leaders will deliver relevant professional learning and actively engage the staff in the evaluation of whole-school wellbeing data to inform decision-making.

Parents/Carers

Parents/Carers will be informed and consulted about wellbeing programs and initiatives and will have the opportunity to contribute through the P&C and Health & Wellbeing Committees.

Processes

Maintain a school-wide focus on Positive Behaviour for Learning (PBL) systems to underpin school wellbeing processes in order to contribute to a positive, engaging and consistent classroom and playground environment.

Investigate, implement, refine and monitor evidence-based approaches to enhance student wellbeing, including ongoing refinement and development of learning and support practices.

Evaluation Plan

Attendance and wellbeing entries and monitoring evident in Sentral.

Tell Them From Me surveys and parent, staff and student consultation.

Learning and support processes and records, including NCCD.

Ongoing analysis, reflection and reporting on milestones.

Practices and Products

Practices

Through active participation in wellbeing programs, students will develop resilience, teamwork, social competence and friendship strategies, thereby improving their social and emotional learning and engagement in their education.

Continue to enhance and refine responsive learning and support practices throughout the school, with staff providing learning accommodations and adjustments to cater for all learners.

Enhance transition programs with local pre-schools and with Galston High School.

Improve wellbeing and nutrition through the school's Health and Wellbeing Committee.

Products

All teachers will teach Positive Behaviour for Learning (PBL) explicit lessons and consistently implement PBL strategies within their classrooms and the playground. All students will be able to articulate the school's PBL values.

Teaching staff will use Sentral to record attendance, monitor student wellbeing, record parent communication and produce student reports.

Students requiring learning support are identified and learning adjustments and accommodations are evident through class programs and learning and support team documentation.