

# School plan 2018-2020

## Grafton Public School 2060



# School background 2018–2020

## School vision statement

Preparing: academically, socially, culturally, emotionally, spiritually and physically, our future resilient global citizens equipped with the skills and knowledge that will allow them to be positive members and contributors.

## School context

Grafton Public School is a large comprehensive split site regional primary school located on the lands of the Bundjalung people on the North Coast of NSW. We provide a strong, holistic and inclusive educational program for our local community and the people of the Clarence Valley with Special Education needs with six Special Education classes alongside our 25 mainstream classes, one of which is an 'enrichment class.' Twenty percent of our student population proudly identify with their Aboriginal heritage. Our school is a strong partner and member of the Grafton Community of Schools; we also work closely with our Local Government and other support and cultural agencies across the Clarence Valley. Our school's caring and supportive environment sets high expectations of staff and students. We deploy "tough love" – a firm, fair and consistent discipline policy which our community supports. We value respectful relationships with open and honest communication.

## School planning process

Our school plan involved staff, community and students. Discussions commenced with information/data gathering in Term 4 2017. One of our end of year school development days involved staff and members of our P&C in a professional learning conversation with our school leadership persons. Parents, students and teachers were asked to provide their vision for Grafton Public School. Further consultation occurred through, 'Café Conversations', corridor conversations, gate conversations and sport ground conversations. Our local Aboriginal community was consulted about their desires for their children and their desires for our school's inclusion and acknowledgement of culture and heritage. A parent–carer online survey, utilising the Melbourne Declaration, and a Kindergarten forum for parents enrolling their children in our school was also a feature of our consultation. This information was synthesised to form our schools strategic directions. The writing of the plan commenced early in 2018 including the key evaluation points from our school's previous three year plan. The school's evidence–based and inclusive strategic planning has allowed the school to develop a structured, sustainable plan built around student outcomes. The plan is designed to be continuously evaluated with a Yearly Implementation and progress monitoring plan constructed for each year of the overall plan. Our implementation strategy is based upon the evidence of progress from the previous year. The school's finance team has allocated funding to support our school's directions.

# School strategic directions 2018–2020

## STRATEGIC DIRECTION 1 Wellbeing

### Purpose:

Excellent schools demonstrate planned, whole school approaches to wellbeing allowing students to connect, succeed and learn. Our purpose is to consistently and explicitly support students to make positive choices and contributions to enhance their success at school.

## STRATEGIC DIRECTION 2 Learning

### Purpose:

Effective schools have an integrated approach to planning and delivering quality teaching and assessment practices.

Our purpose is to provide a whole school approach to the delivery of quality learning experiences that are differentiated, future focused and leading to measurable student improvement.

## STRATEGIC DIRECTION 3 Teaching (Collaboration)

### Purpose:

Dynamic and effective teachers engage in collaboration and reflective professional feedback to sustain and improve quality teaching practices. Our purpose is to provide mentoring and coaching, including targeted professional learning, to embed best practice in teaching and learning; followed by support of delegated professional growth through reflective stage, team and/or individual discussions.

# Strategic Direction 1: Wellbeing

## Purpose

Excellent schools demonstrate planned, whole school approaches to wellbeing allowing students to connect, succeed and learn. Our purpose is to consistently and explicitly support students to make positive choices and contributions to enhance their success at school.

## Improvement Measures

The school is deemed to be Sustaining and Growing through self assessment or external validation processes.

Sentral data indicates a reduction in negative incidents and an increase positive incident/parent communication (5–1)

## People

### Students

Understand and articulate student wellbeing processes. Exhibit STAR principles

### Staff

Commitment to the GPS wellbeing processes demonstrated in a variety of settings and contexts.

### Leaders

Research, establish and support structures and processes to ensure the consistent implementation and sustainability of the GPS wellbeing processes.

### Parents/Carers

Informed, engage and support GPS wellbeing processes.

### Community Partners

Work collaboratively with school staff to support student wellbeing.

## Processes

### Wellbeing

Whole school approaches to wellbeing, including strengthening and increasing awareness of PBL at GPS.

### Behaviour Management and Extra Curricular Opportunities

Draw on research to develop and implement high quality Professional Learning in behaviour management practices and extra curricular activities.

## Evaluation Plan

### How will we know and how will we show?

- Evidence in all classrooms of environment print supporting PBL and Kelso's choices
- Recognition of students positive contributions via PBL postcards and multimodal methods
- Extra curricular opportunities around STEM (timetables & photographs)
- Sentral positive entries
- Surveys
- Observations
- Sentral data

## Practices and Products

### Practices

Increased understanding of PBL values by the whole school community.

Creating and sustaining a variety of opportunities for students to develop their individual attributes.

Structures are in place to enable the Learning and Support Teachers to complete classroom observations, receive professional learning and provide feedback.

Mentoring staff to develop skills in extracurricular fields.

### Products

Evaluation and re–invigoration of the PBL program and implementation of Kelso's choice K–6.

Increased participation of students in extracurricular activities.

Bundjalung language being taught K–6

Learning and Support Team will implement targeted programs to support students and staff.

# Strategic Direction 2: Learning

## Purpose

Effective schools have an integrated approach to planning and delivering quality teaching and assessment practices.

Our purpose is to provide a whole school approach to the delivery of quality learning experiences that are differentiated, future focused and leading to measurable student improvement.

## Improvement Measures

Students will achieve expected growth data (NAPLAN/Progressions). Any student who does not achieve this will be identified and receive additional support.

## People

### Students

Articulate how they learn and why they learn to become active, engaged learners in Literacy and Numeracy

### Staff

Staff are provided professional learning and mentoring opportunities that develops their capacity to integrate technology effectively.

### Leaders

Instructional Leaders and executives comprehensively analyse student progress and achievement data and discuss results with staff.

## Processes

### Embed technology for enhanced learning and engagement

Develop and implement processes to upskill staff in the integration of technology in the curriculum.

### Focus on Literacy and Numeracy

Plan teaching and learning programs in Literacy and Numeracy that are evidence based and cater for individual needs.

## Evaluation Plan

- Analysing PLPs
- Learning progressions
- NAPLAN data
- Evaluation from Professional Learning Courses such as L3; FoR; TEN
- Survey staff capabilities with technology
- Assessment schedule
- TTFM (Engagement)
- Observations in conjunction with teacher program evaluation

## Practices and Products

### Practices

All teachers effectively integrate technology use into regular classroom practice to support student learning.

Utilising staff expertise to team teach/mentor/share knowledge and skills in technology.

Increase student engagement by providing relevant and targeted professional learning to staff on differentiated teaching practices.

### Products

All staff are regularly involved in evaluating programs, tracking student progress and providing timely and personalised feedback to students to ensure academic growth and engagement.

Improved school literacy and numeracy performance evidenced by NAPLAN and Learning Progressions data.

Students with specific learning needs are identified and interventions and individualised learning programs are in place.

Teaching and Learning Programs show embedded technology use across KLAS.

Team teaching around technology exists across the school.

## Strategic Direction 3: Teaching (Collaboration)

### Purpose

Dynamic and effective teachers engage in collaboration and reflective professional feedback to sustain and improve quality teaching practices. Our purpose is to provide mentoring and coaching, including targeted professional learning, to embed best practice in teaching and learning; followed by support of delegated professional growth through reflective stage, team and/or individual discussions.

### Improvement Measures

An increase in the number of teachers accredited at proficient or higher levels.

Evidence of goals within the performance and development plans being aligned with the higher levels of Professional Standards for Teaching.

An increase in the self efficacy of teachers measured by data (People Matter Survey).

Systematic processes will be evident allowing teachers to collaborate and receive feedback on professional practice.

### People

#### Students

Increase opportunities that allow them to increase their expectations, capacity and achievement in the classroom.

#### Staff

Teachers collaboratively develop, implement and reflect upon rich, integrated and future focused learning experiences.

#### Leaders

Will establish and improve processes which build the capacity of the school community to use data and engage in evidence-based conversations about school improvement.

### Processes

#### Dynamic Learning Culture

Develop a professional learning community amongst Grafton Public School staff including quality collaboration and self reflective practices.

#### Distributive Leadership

Develop a whole school approach to professional practice, identify staff with strengths and provide opportunities for them to build their leadership capabilities.

### Evaluation Plan

Analysis of Performance and Development Plans.

Tell Them From Me Survey

People Matter Survey

Classroom observations

Learning Conversation notes

### Practices and Products

#### Practices

All staff are involved in fortnightly learning conversations.

Evidence of wider instructional leadership observable across the whole school.

Enhancing self-reflective practices of teachers.

Teachers engage in professional discussion and collaborate to improve pedagogy in their classes, year groups, stages or for particular student groups.

#### Products

Fortnightly learning conversation sessions embedded in school timetables and systems to support the release of teachers from face to face teaching.

Structures are in place to enable regular meetings and opportunities to collaboratively plan, reflect, improve and deliver evidence informed pedagogy.

There is a school wide collective responsibility for student learning and success.

Negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and practice.