

School plan 2018-2020

Gravesend Public School 2068



School background 2018–2020

School vision statement

Gravesend PS has a culture of high expectations where we equip students with the tools to be successful, confident and creative individuals. Our staff is innovative, dynamic and committed to quality teaching and learning. We work together as a whole school community to prepare and inspire our students to be their best in an evolving global society.

School context

Gravesend PS is located in north west New South Wales 25km west of Warialda and 55km east of Moree. It is a small, rural school that directly caters for the educational needs of its students from Transition to School to Year 6. The school prides itself on a reputation for achievement in academics, cultural events and sports.

The teaching staff are committed to continuous improvement and delivering a high quality curriculum in an enjoyable, supportive and stimulating learning environment.

Gravesend PS enjoys positive partnerships and commitment from the whole school community. We provide significant extra-curricula opportunities often in partnership with surrounding schools. A broad range of learning experiences inspire students to be active and engaged citizens.

School planning process

In 2017, a planning process was undertaken across the whole school community to review current practices and collect evidence from staff, students and parents.

We brainstormed:

- what sort of school we would like to have in 2020;
- the physical environment of our school;
- attributes we envisage for the students exiting our school;
- what experiences we want our students to have; and
- the expertise of our staff to provide enriched learning experiences with rigor of learning.

The students, parents and members of the community were consulted about what the school does well, areas for growth and suggestions for strategies to make improvements.

Findings were discussed at a number of staff, student and P & C Meetings to develop the school vision, strategic directions and improvement measures.

Themes arising from our collaboration demonstrate a need for focus to be placed on Literacy, Numeracy, Wellbeing, continued use of Technology as an effective learning tool and the integration of STEAM (Science, Technology, Engineering, Arts and Mathematics) programs across the school.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

A stimulating environment focusing on a high-standard learning culture for educational aspirations

Purpose:

Raising expectations and enhancing the quality of learning across the school. Students and staff will be engaged in authentic learning experiences to encourage responsible global citizens. The school will target literacy and numeracy with the integration of STEAM (Science, Technology, Engineering, Arts and Mathematics) and collaborative learning opportunities within and across schools.

STRATEGIC DIRECTION 2

Structures and processes for ongoing school development and community engagement

Purpose:

Developing strategic school and community processes that support student learning and wellbeing through strong partnerships. Change will focus on building positive impact on learning progress, effective practices and continuous evaluation of systems whilst maintaining students at the core of all decision making.

Strategic Direction 1: A stimulating environment focusing on a high–standard learning culture for educational aspirations

Purpose

Raising expectations and enhancing the quality of learning across the school. Students and staff will be engaged in authentic learning experiences to encourage responsible global citizens. The school will target literacy and numeracy with the integration of STEAM (Science, Technology, Engineering, Arts and Mathematics) and collaborative learning opportunities within and across schools.

Improvement Measures

All students demonstrating expected growth per semester across the Department of Education's Literacy and Numeracy Progressions relevant to expected timeframes.

When analysing external and internal data, the school will focus on individual growth and trends in achievement over a five year period to inform teaching and learning planning.

Classroom programs will be evaluated for positive effect on student growth using reflection against the Australian Professional Teaching Standards and consistency between documentation and practice as outlined in the Quality Teaching Framework.

People

Students

Build skills to self–assess and self–motivate with a focus on resilience, general capabilities and competency across the curriculum.

Staff

The school staff adopts a coordinated approach to literacy that reflects high expectations for Literacy achievement by every student.

Parents/Carers

Our parents support a positive learning culture and values effective partnerships for the benefit of our students.

Leaders

Inspire staff and students to be self–directed, life–long learners who maintain high expectations of themselves and others. Leaders build collaborative networks for professional learning that are purposeful, inclusive and optimise success.

Community Partners

Understand the contribution they make as partners with the school in assisting to develop student learning and wellbeing through the sharing of skills and expertise.

Processes

Active and Engaged Learners

Draw on current research to develop, implement and share high quality professional learning in literacy and numeracy practices that support teaching and planning across the curriculum.

School Culture

Build a school culture of collaboration and consultation to enhance teachers skills and capacity to deliver effective teaching and learning that incorporates innovative practices and processes through staff engagement in high quality shared planning and programming.

Evaluation Plan

–Analysis of internal and external data

–Review of teaching and learning evidencing whole school planning and consistent teacher judgement.

–Collect data regarding parent attendance at 3–way interviews, meetings, workshops and interactions regarding PLSP's.

–Evaluate professional learning goals, plans and future planning at meetings, using observation and through PDP's.

–School satisfaction survey.

Practices and Products

Practices

Professional Practice

Teachers effectively utilise curriculum to plan and implement strategies that involve students in deep, creative and critical thinking, cooperative and collaborative learning experiences as evidenced in internal data and shared assessment data.

School Systems

To establish and utilise a consistent data collection structure across the curriculum and school scope and sequence documents to inform teaching practices and student learning, evidenced by data collected for reflection.

Professional Practice

Implement evidence–based practice to develop consistent data collection processes for the whole school and interschool opportunities, that is informed by consistent teacher judgement and moderation in Literacy and Numeracy.

Products

Active and Engaged Learners

Planned teaching and learning experiences with an emphasis on literacy and numeracy, link explicitly to assessment data and are individualised, targeted, differentiated, responsive and challenging, resulting in continuous improvement for all.

School Culture

There is a collective responsibility for student learning and progress that reflects

Strategic Direction 1: A stimulating environment focusing on a high–standard learning culture for educational aspirations

Practices and Products

wellbeing and learning needs.

Professional Practice

Established Learning Alliances with other schools focus on Professional Learning for continual improvement in teaching practice and builds the capacity of every teacher to implement effective strategies to improve student performance.

Strategic Direction 2: Structures and processes for ongoing school development and community engagement

Purpose

Developing strategic school and community processes that support student learning and wellbeing through strong partnerships. Change will focus on building positive impact on learning progress, effective practices and continuous evaluation of systems whilst maintaining students at the core of all decision making.

Improvement Measures

Increase community attendance demonstrating greater participation and engagement in school events.

Parents/carers are surveyed annually to seek information regarding understanding of children's progress, effectiveness of reporting process and quality of school to home partnerships.

People

Students

Develop the role of Student Representative Council to provide student voice for genuine contribution to school life.

Staff

Staff will collaboratively develop whole school procedural documents, be able to effectively analyse and collect data to inform planning for teaching and track student progress.

Parents/Carers

Demonstrate understanding of the values that underpin the school's planning and are active partners in embedding the school's positive learning culture.

Leaders

Leadership roles will reflect the imperative to draw on high expectations and distributive leadership that recognises interests and expertise.

Community Partners

Community Partners:

- are active in developing shared understanding of the school goals
- are valued member of the community participating and contributing to school events that increase the schools vision within the community.

Processes

Community Engagement

Students are provided with opportunities to engage in activities that build academic, social and emotional skills, foster connectedness and create genuine relationships to be successful as global citizens

School Systems

Whole school professional practice is reflected in improved administrative systems, structures and processes that underpin ongoing school growth, success and professional effectiveness.

Evaluation Plan

Progress toward improvement measures will be evaluated through:

- interviews
- surveys
- staff meetings
- student/parent/community self–assessment

Practices and Products

Practices

Professional Practice

Shared school wide responsibility is evident through purposeful, instructional leadership, quality teaching and learning and community engagement as evidenced by parent and staff meeting feedback and data.

Professional Practice

Teachers participate in targeted professional learning activities that will enable them to systematically promote and implement effective pedagogy that directly aligns with the future focused direction of the school. This is evidenced by improved outcomes for students and teaching and learning programs.

School Systems

Teachers regularly review learning with each student, ensuring all students have a clear understanding of their progress and how to improve. This is evidenced by student feedback and engagement data.

Products

School Culture

Enhanced leadership capacity, reflected in greater collaboration, self–reflection, higher expectations and a cohesive school team.

Active and Engaged Learners

All students achieving and demonstrating growth in expected timeframes for school academics and school wellbeing systems.

Strategic Direction 2: Structures and processes for ongoing school development and community engagement

Practices and Products

School Systems

All staff collaborate on establishing whole school processes and systems to track student learning, collect evidence to support results and engage with the community.