

# School plan 2018-2020

## Greenethorpe Public School 2070



# School background 2018–2020

## School vision statement

Greenethorpe Public School aims to provide an education that will develop students intellectually, socially, physically and emotionally. In addition, the school promotes creativity, independent work habits, self– assessment and goal setting. Development of team work and technological skills are also promoted to equip students and staff for an ever changing society. A highly professional and dedicated team work together to provide a balanced, individualised and comprehensive curriculum. The staff also strive to provide students with a supportive, safe and tolerant learning environment. The school works in close collaboration with parents and the wider community to ensure all stakeholders are both informed and involved.

## School context

Greenethorpe Public School is a small rural school situated between Cowra, Grenfell and Young. The school was established in 1903. At present, 12 students are enrolled. The students are all village residents. Most families earn a single income and some experience low socio– economic circumstances. The school is included in the Early Action for Success program. Through this program, the school is provided with an Instructional leader to support the classroom teacher in the delivery of tailored interventions in Literacy and Numeracy. Involvement in the program supports our goal of achieving the Premier’s Priorities. It also provides some training for teachers in pedagogy to strengthen personalized learning for K–2 students.

## School planning process

Parents and community members were invited to be part of the planning process to establish our strategic plan. All families were surveyed and requested to comment on existing circumstances within the school as well as make suggestions for future directions. Successes were celebrated from the previous school plan and shortfalls identified. A committee was formed and met to establish future strategic directions. Consultation and requests for input into the development of the plan were made to the school community including the local Aboriginal Education Consultative Group..

# School strategic directions 2018–2020

**STRATEGIC  
DIRECTION 1**  
QUALITY LEARNING An  
integrated approach

**Purpose:**

To provide a whole school approach to the delivery of quality learning experiences that are focussed and differentiated thereby enabling students to develop strong identities as self directed learners. Quality learning experiences, along with positive, respectful and caring relationships, will contribute to an aspirational learning culture which will support the cognitive, emotional, social, physical and spiritual wellbeing of all students.

**STRATEGIC  
DIRECTION 2**  
QUALITY TEACHING –  
Improving pedagogy

**Purpose:**

To promote and maintain a stimulating and engaging professional environment for educators, supported by a positive collaborative culture that develops skilled and high performing teachers. Within this, we are particularly focused on the teaching of Literacy and Numeracy skills. and ensuring we have an inclusive Aboriginal Education content across all aspects of our curriculum. We are also committed to meeting the Premier's Priorities.

**STRATEGIC  
DIRECTION 3**  
QUALITY LEADING –  
Community Partnerships

**Purpose:**

To foster a school wide culture of high expectations and a shared sense of responsibility for student engagement, learning and success. Continuing development of active community engagement to ensure an alliance between parents and leader based on positivity, respect and collaboration for the purpose of improving student outcomes.

# Strategic Direction 1: QUALITY LEARNING An integrated approach

## Purpose

To provide a whole school approach to the delivery of quality learning experiences that are focussed and differentiated thereby enabling students to develop strong identities as self directed learners. Quality learning experiences, along with positive, respectful and caring relationships, will contribute to an aspirational learning culture which will support the cognitive, emotional, social, physical and spiritual wellbeing of all students.

## Improvement Measures

Growth in educational aspiration measured by higher level goal setting and feedback.

Evidence of ongoing student improvement through regular assessment using internal school measures.

All students demonstrating growth towards achievement of proficiency in line with the Premier's Priorities and internal school measures.

Improved levels of student wellbeing and engagement.

## People

### Students

Articulate how they learn and why they learn and develop their critical thinking, problem solving collaborative and communication skills to achieve their learning goals.

### Staff

Differentiate their teaching to meet students' learning needs by providing targeted intervention in the areas of literacy and numeracy, enabling students to set and achieve their learning goals.

### Parents/Carers

Participate actively in school events and regular school contact with staff and principal to ensure expectations are aligned.

### Community Partners

Work collaboratively as resource personnel with school staff to support student achievement in learning, engagement and wellbeing.

### Leaders

Establish structures and processes to identify, address and monitor student learning successes and needs.

## Processes

### Student Wellbeing

Implement a whole school integrated approach to student wellbeing in which students can connect, succeed and thrive at each stage of their schooling.

### Data Driven Practices

Ensure learning is data driven and based on formative assessment practices and learning progressions. Timely, targeted intervention and feedback for all students reflects best practice and student access tailored support, extension or enrichment to maximise outcomes.

### Curriculum and Learning:

Deliver quality student centred and self-regulated learning experiences. We will also ensure that Aboriginal and Torres Strait Islander Education permeates our curriculum. Consistent and regular use of assessment will ensure data is gathered in a planned and effective manner to support future planning, enabling students to understand how they learn and to set and achieve their learning goals.

## Evaluation Plan

Development of strategic assessment plan K-6.

Regular assessment of all data.

Student learning and satisfaction surveys

Parent feedback.

PLAN 2 and Naplan

## Practices and Products

### Practices

The continuous use of assessment data to monitor achievements, growth and gaps in students learning and inform planning for quality and pertinent learning experiences.

Relationships between all stakeholders are both valued and nurtured to ensure continuity of quality student learning and wellbeing.

### Products

A student-centred learning environment exists where all students are supported, challenged and they are receiving timely and meaningful feedback on their learning experiences.

Positive and respectful relationships across the school community underpin a productive and aspirational learning environment

An Aboriginal perspective is included in teaching and learning programs.

# Strategic Direction 1: QUALITY LEARNING An integrated approach

## Processes

Wellbeing Assessment Tool

Personalised Learning Plan Data

# Strategic Direction 2: QUALITY TEACHING – Improving pedagogy

## Purpose

To promote and maintain a stimulating and engaging professional environment for educators, supported by a positive collaborative culture that develops skilled and high performing teachers. Within this, we are particularly focused on the teaching of Literacy and Numeracy skills, and ensuring we have an inclusive Aboriginal Education content across all aspects of our curriculum. We are also committed to meeting the Premier's Priorities.

## Improvement Measures

All staff are committed to embrace the development of STEM opportunities for all students.

A commitment by all staff, to the use of visible learning as a tool for evidence informed pedagogy.

Increasing proportion of students achieving in the top three bands in NAPLAN.

## People

### Staff

Maintain accurate records, documentation and assessment data in order to evaluate and adjust their teaching strategies, to maximise impact on student learning. Work collaboratively to ensure that their pedagogy aligns with practices that are shown through research to have a high probability of success.

### Leaders

Provide opportunities for the parent and wider communities to be informed about current research in Educational practice and the efforts being made by the school to make informed decisions based on this research including the use of STEM.

### Students

Articulate how they learn and why they learn and develop their critical thinking, problem solving, collaborative and communication skills through the use of STEM based learning opportunities.

## Processes

### Research Informed Pedagogy

Draw on research to develop and implement high quality professional learning in literacy and numeracy teaching practices e.g. Language Learning and Literacy (L3) and Visible Learning.

Utilise the skills of Early Action for Success Instructional leader to mentor and coach for improved pedagogy.

## Evaluation Plan

PLAN Data (every 5 weeks)

Essential Assessment Data

Cars and Stars Reading Comp Data

Teacher, parent and student surveys

NAPLAN Data

Meeting minutes

Teaching programs

## Practices and Products

### Practices

The use of data collection and evaluation is an embedded practice to inform decisions, interventions and initiatives in literacy and numeracy.

STEM practices are integrated into the wider curriculum with a particular focus on technology and robotics.

### Products

Systems are embedded where teachers make informed and consistent judgements about student progress based on knowledge and understanding of the literacy and numeracy progressions.

A student centred learning environment exists where all students are supported, challenged and they are receiving timely and meaningful feedback on their learning, to inform future direction.

# Strategic Direction 3: QUALITY LEADING – Community Partnerships

## Purpose

To foster a school wide culture of high expectations and a shared sense of responsibility for student engagement, learning and success. Continuing development of active community engagement to ensure an alliance between parents and leader based on positivity, respect and collaboration for the purpose of improving student outcomes.

## Improvement Measures

Increased parental attendance at school functions and P&C meetings to celebrate student success.

Regular reporting to parents based on steps we are taking to develop improved pedagogy based on current research practices. e.g. Visible Learning

Regular participation in local AECG meetings by school staff.

To increase parent participation in our school-home reading partnerships to support engagement in student learning.

## People

### Staff

Participation in research based professional learning such as visible learning and STEM and reporting to parents and the wider community about the benefits of inclusion of these practices.

### Leaders

Provide opportunities for professional learning that are both affordable and applicable to school context.

Provide more opportunities for effective communication and engagement with the community about current educational practice.

### Students

Develop the mindsets and capabilities to analyse their overall learning progress and performance, to make informed judgements about their successes and next steps in their learning and development journey.

Gain the confidence to articulate this to both teachers and parents.

## Processes

Maintain regular communication with families and community about current educational practices to keep them better informed about our school approach to teaching and learning.

Students, teachers and leaders, reflect and report on the achievement of their own learning and leadership goals. They demonstrate confidence as learners and are mapping their progress against their personal goals and school priorities.

## Evaluation Plan

Evidence of school home communication.

Professional learning data.

Student and family goal setting.

Parent surveys about teaching, learning and student well being.

## Practices and Products

### Practices

Teachers actively engaged in the process of community participation to celebrate successes and strengthen partnerships with all families.

Teachers and leader to keep parents informed of developing pedagogical initiatives which will provide greater learning opportunities for children.

### Products

A shared sense of responsibility exists between school staff and the community for the education and wellbeing of all students.

Positive and respectful relationships across the school community underpin a productive and aspirational learning environment.