# School plan  2018-2020

## Grenfell Public School 2082

# School background 2018–2020

## School vision statement

Grenfell Public School fosters a positive learning culture where students and staff are confident, creative and lifelong learners who strive for excellence.

## School context

Grenfell, birthplace of the famous poet Henry Lawson, is a picturesque town, steeped in history. Located in the Weddin Shire, the area has a population of approximately 3700 people.

It is also a community whose friendliness and family focus makes it an attractive place to live and work and offers a high quality of life.

Grenfell Public School enjoys a high profile within the community participating in local sporting and cultural events. Our reputation is founded on delivering quality education and developing the individual talents, interests and abilities of our students.

The school is set amid ten acres of well maintained, parklike, grounds and gardens. Our students and staff enjoy well–resourced classrooms, thanks to additional funding from our committed and active Parents and Citizens Association (P&C). The current school population is 154. The school is a member of the Weddin Learning Community.

## School planning process

The school Plan was developed through consultation with staff, students and the community to develop a vision and the strategic directions for the next three years at Grenfell Public School.
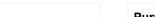
Extensive discussions, forums and meetings with students, staff and parents identified the programs Grenfell Public School provides and the directions for future development.

The school planning process included gathering and analysing data, discussions at meetings and upskilling key personal in the school planning process.

The executive team facilitated the discussion, and strategies were developed (under the 5Ps– Purpose, People, Processes, Products and Practices), to meet the 3 identified 2018–2020 strategic directions. The *draft* plan was presented to staff and the P&C. The stakeholders reviewed the plan and all feedback was considered and amendments made. The school plan has been a collaborative effort of all stakeholders and has been designed to drive the future directions of the school.

# School strategic directions 2018–2020

## STRATEGIC DIRECTION 1
### Positive Learning Culture

## STRATEGIC DIRECTION 2
### Effective Classroom Practice

## STRATEGIC DIRECTION 3
### Wellbeing for all

**Purpose:**

To build and nurture high expectations for students and their learning across all areas of the school with a focus on Literacy and Numeracy. Every student will develop the skills and strategies to become resilient life long learners, prepared for future success. Collaborative partnerships between teachers, students and parents  mean students are self motivated to deliver their best and continually improve.

**Purpose:**

Develop a culture of professional learning and the use of evidence based practices and data to inform teaching and learning, optimising progress and achievement for all students.

**Purpose:**

Develop evidence–based whole school well being and engagement practices to support learning.

# Strategic Direction 1: Positive Learning Culture

## Purpose

To build and nurture high expectations for students and their learning across all areas of the school with a focus on Literacy and Numeracy. Every student will develop the skills and strategies to become resilient life long learners, prepared for future success. Collaborative partnerships between teachers, students and parents mean students are self motivated to deliver their best and continually improve.

## Improvement Measures

An increased proportion of students demonstrating active engagement in learning.

An increased level of collaboration between students, parents and teachers.

Increase the proportion of students engaging in a broad variety of educational experiences and extra–curricular activities within the school.

Increase the proportion of students showing growth in literacy and numeracy.

## People

### Students

Articulate learning needs giving clear feedback about their learning to teachers and parents. Students accept feedback, set goals and strive for improvement. Participate in a wide variety of learning experiences.

### Staff

Utilise skills and strategies to effectively strengthen collaborative partnerships between students, parents and staff.

Provide quality learning experiences and extra–curricular activities for students. Staff embed literacy/numeracy in teaching and learning and use assessment data to direct learning.

### Parents/Carers

Confidently support and contribute to the school community through collaborative and inclusive partnerships whilst understanding and valuing the learning needs of their child.

### Leaders

Support Staff in the building and nurturing of high expectations for students.

Structures and protocols ensure collaborative partnerships and professional learning lead to improved outcomes in literacy and numeracy.

### Community Partners

Deliver a strengthened positive learning culture.

## Processes

### Literacy/Numeracy

Use current research to develop and implement high quality professional learning and practice in the teaching and learning of literacy and numeracy.

### Personalised Learning

Develop staff capacity to set learning goals and monitor student progress collaboratively with students and parents.

### Community Communication

Investigate and implement communicative and consultative strategies to develop a high expectations learning community.

## Evaluation Plan

School data – growth, achievement and attendance

3 way conferences minimum of 2 each year

Data for participation rates in educational experiences and extra–curricular activities.

Evidence of communication between stakeholders.

Local media articles

Surveys including Tell Them From Me

Staff meeting minutes / observational data

Personalised Learning Plans

Numbers of visitors/ volunteers/ Workshops/ and P&C meetings

## Practices and Products

### Practices

Students, teachers and parents collaborate and identify learning goals and other areas for actions, ensuring continuity of learning.

All staff understand and explicitly teach Literacy and Numeracy.

Whole school community collaboration and participation in school planning, evaluation, teaching and learning.

### Products

Members of the school community actively contribute to students learning plans.

Positive and reflective relationships across the school community underpin an aspirational learning environment.

Literacy and Numeracy growth and achievement can be measured and monitored through tracking and achievement data.

# Strategic Direction 2: Effective Classroom Practice

## Purpose

Develop a culture of professional learning and the use of evidence based practices and data to inform teaching and learning, optimising progress and achievement for all students.

### Improvement Measures

Increase staff capacity to analyse data to inform practice.

Increase staff capacity to embed and employ evidence based practices in teaching and learning.

## People

### Students

Provide timely and respectful feedback to teachers on their learning experiences

### Staff

Provide effective and timely feedback to colleagues.

Work collaboratively to maintain accurate records, documentation and assessment data in order to evaluate and adjust their teacher strategies, to maximise impact on student learning.

Reflect on effectiveness of own practice.

Take responsibility for their own professional learning and maintain accurate records for accreditation purposes.

Share expertise.

### Parents/Carers

Engage in how their students learn in the classroom and provide feedback.

### Leaders

Lead and build capacity to inform teaching practice.

## Processes

### Data Skills and Use:

Develop staff capacity to understand, analyse and use data to inform their practice and reflect on their own effectiveness.

### Evidence Based Practice:

Develop a whole school approach to ensure the most effective evidence based teaching practices are embedded to optimise student learning.

### Professional Learning:

Develop an explicit culture of professional learning with systems that facilitate ongoing planning, implementation, evaluation, reflection redirection and timely feedback.

### Evaluation Plan

Regular reporting against milestones by the leadership team through focus groups, surveys, reflections and observations

Monitoring programs and assessment data

Performance and Development Plans

Professional Learning Activities

Tell Them From Me and other surveys

 Learning partner/minutes from staff/stage meetings

Evaluations and reflections in teaching programs

## Practices and Products

### Practices

All staff take personal responsibility for maintaining and developing their professional standards aligned with the school plan and the School Excellence Framework.

Staff employ and embed evidenced based practice into teaching and learning programs.

The school implements innovative practices and has processes in place to evaluate and refine teaching and learning.

Staff fully understand and apply a full range of assessment strategies and use data sets in determining teaching directions, monitoring and assessing students progress and achievement.

### Products

Consistent school wide practices for assessment are used to monitor plan and report on student learning across the curriculum.

Explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and provision of timely feedback and sharing and evaluation of extensive professional learning.

Teaching programs and practices show evidence of best practice.

# Strategic Direction 3: Wellbeing for all

## Purpose

Develop evidence–based whole school well being and engagement practices to support learning.

## Improvement Measures

Increased proportion of students, reporting a sense of belonging, expectations of success and advocacy at school.

Increased proportion of staff reporting that the school is a positive and productive workplace.

Increased community satisfaction and engagement with the school

## People

### Students

Treat and speak to others respectfully, take responsibility for actions and choose strategies that empower their own well being resulting in resilience building.

### Staff

Consistently use language and processes to develop student resilience, empathy, behaviour and learning.

Utilise data to develop targeted lessons to enhance well being and gain a deeper understanding of all students.

### Parents/Carers

Be active supporters and partners in student learning and well being.

Provide feedback on school programs.

### Leaders

Leaders will utilise data to inform whole school decision making.

## Processes

### Student Wellbeing:

Develop, implement and evaluate a strategic and planned whole school approach to student well being.

### Staff Wellbeing:

Strengthen culture and practice by establishing systems and procedures for evaluation and reflection throughout the year that value high expectations relationships to ensure staff reflect, respect and reset.

### Connected for Wellbeing:

Strengthen partnerships with parents, community and agencies to support students well being and learning

## Evaluation Plan

Attendance/ suspension data

Ancedotal records

Positive Behaviour for Learning data collected and analysed to track student behaviour and trends.

Tell Them From Me survey results analysed and utilised to enhance future needs and student engagement

People matter survey

Royal Far West referrals

Community referrals

## Practices and Products

### Practices

Students seamlessly articulate the school expectations.

Staff collect and analyse data to monitor and refine a whole school approach to wellbeing and engagement to improve learning.

Staff implement a range of strategies/tools to develop a culture of high expectations where students and staff exhibit the qualities of respectful, responsible and resilient learners.

### Products

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

A whole school well being program supports all members of the community.

The school is a centre for community access in supporting students and their families.

School data shows that student progress and achievement on external measures is matched with progress and achievement on internal school–based assessments.