

School plan 2018-2020

Gresford Public School 2083



School background 2018–2020

School vision statement

"Leading the Way in Quality Education for All."

At Gresford Public School we are committed to working with the community to provide a strong and enriched program of learning which will develop innovative thinking in all.

We will do this in a safe, high quality learning environment where excellence is valued and our students are encouraged to be resilient, respectful and responsible in an ever changing world.

We will make a difference for all our students.

School context

Gresford is a caring school community committed to achieving high educational outcomes for all students. This commitment is evidenced in the range and depth of both curricular and extra-curricular programs offered after careful analyses of student needs. Student population stands at 81 with a portion of low SES families.

Academic needs are provided for through flexible organisation of available staffing and the offer of a range of support programs designed to both extend and consolidate student learning. Such programs include Early Action for Success providing specialised small group maths and literacy instruction and an Instructional Leader responsible for mentoring teachers K–3; a parent reading tutor program and a learning support program for identified students.

Student well being is a major priority with a whole school Values Program, Anti-Bullying Program and a Student Leadership Program. Positive Behaviour For Learning, (PBL) is a focus to support student well being and consistency of approaches across the school community.

Enrichment programs such as the Public Speaking and Debating Program, the Literacy Through Shakespeare Program, the promotion of music through the School Ensemble and Dance Program, as well as the Scientists in Schools and STEAM Programs provide opportunities for students to achieve their inquiry and creative potential.

As part of the Dungog Community of Schools, Gresford will continue to be involved in collaboratively determined group initiatives such as the Transition Maths Project, the Virtual Gifted and Talented Program, the PBL Networking Group, the LAST Network Group, needs based teacher professional learning and relevant transition programs.

School planning process

- School Evaluation Team is established
- Situational Analysis planning by team
- Online and hard copy surveys distributed to stakeholders; phone surveys and student interviews conducted
- Staff planning day held; student, staff and teacher surveys and responses collected and collated; SEF–SAS completed
- Collaborative Visioning Evening held involving parents, students and staff
- Data analysed by School Evaluation Team;
- Planning Day for staff using all analysed data; draft plan completed
- Draft Plan examined/modified by Evaluation Team
- Draft Plan presented to school community for ratification

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Quality Teaching, Consistent
High Standards of Learning

Purpose:

To embed a whole school approach to the delivery of literacy and numeracy with a goal of expected improvement for each student in literacy and numeracy through the provision of exemplary teaching practices, engaging learning environments and flexible, reflective curriculum delivery to meet the needs and aspirations of students, teachers and the school community.

STRATEGIC DIRECTION 2

Resilient, Reflective and
Self-Directed Learners

Purpose:

To consolidate, expand and embed existing well-being programs which will support relevant and durable learning and social skills to meet the needs all of students.

STRATEGIC DIRECTION 3

Enriched Learning To Develop
Innovative Thinking

Purpose:

To broaden and deepen learning experiences in order to challenge and nurture the range of strengths and talents of every student, thereby equipping them with the skills to function effectively in an ever changing world.

Strategic Direction 1: Quality Teaching, Consistent High Standards of Learning

Purpose

To embed a whole school approach to the delivery of literacy and numeracy with a goal of expected improvement for each student in literacy and numeracy through the provision of exemplary teaching practices, engaging learning environments and flexible, reflective curriculum delivery to meet the needs and aspirations of students, teachers and the school community.

Improvement Measures

- Premier's target to Increase percentage of students in top two NAPLAN bands for reading and numeracy by 8% by 2019
- At least 80% of students demonstrating expected growth per semester as measured by the learning progressions for literacy and numeracy relevant to the time frame
- All teachers demonstrate exemplary teaching practice in engaging learning environments and present the curriculum flexibly and reflectively as measured by observational rounds and program monitoring

People

People

Students: build skills to self-assess utilising rubrics and literacy and numeracy progressions with a focus on tracking their own learning progressions through the use of M goals

Leaders: adopt a coordinated approach to literacy and numeracy based on high and explicit expectations, ongoing evidence collection and evaluative thinking

Parents: build awareness and understanding amongst parents of number sense and algebra and the literacy and numeracy learning progressions

Staff: develop and deliver a series of parent information/education sessions to raise awareness of the learning progressions and provide strategies to support their children

Learning Communities: working beyond the school context with professional learning communities established for literacy and numeracy

Processes

High Expectations

All teachers will have realistic high expectations of literacy and numeracy standards across the school and will communicate these to students and parents

Research Informed Pedagogy

All teachers will engage in professional learning based on research informed pedagogy for literacy and numeracy to establish and consistently demonstrate exemplary practice through effective teaching and learning cycles

Rich Assessment

All teachers will engage in professional learning in a variety of assessment tools to create a timeline of rich formative, summative and anecdotal assessments to be used to drive the teaching and learning cycle

Evaluation Plan

Observational rounds.

5 weekly data collection, entry and analysis.

Professional development surveys and feedback

PLAN and program meetings; staff focus groups

Practices and Products

Practices

Practice: Every teacher uses research based pedagogy and data to inform and differentiate their program design and delivery in literacy and numeracy, making use of the Learning Progressions

Practice: All teachers utilise feedback from Professional Development Plan meetings, mentor feedback and lesson observations to improve their teaching practice

Practice: Student achievement is measured through the use of internal assessments on five weekly cycles with achievements tracked using online departmental systems

Practice: All teachers provide opportunities for program differentiation through personal and student goal setting to increase students' responsibility for learning and growth using regularly collected data

Practice: Students regularly track their own learning progress through the use of M goals

Products

Product: 100% of teaching and learning programs will be underpinned by research and evidence based professional learning to develop differentiated teaching and

Strategic Direction 1: Quality Teaching, Consistent High Standards of Learning

Processes

Five weekly reflections on activities; iterations

as necessary placed on SPaRO

Parent feedback on student growth and program initiatives through surveys and anecdotal data

Practices and Products

learning cycles in literacy and numeracy with deep understanding of the NSW Syllabus documents and learning progression

Product: Students are aware of, and most are showing expected growth on internal school progress and achievement data as tracked through 5 weekly assessments

Product: Teachers engage in professional discussions and collaborate to improve teaching and learning in their classes, year groups, stages, or for particular student groups. This includes negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and practice

Product: Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge. Most students can articulate and track their learning and understand what they need to learn next using M goals, to enable continuous improvement

Strategic Direction 2: Resilient, Reflective and Self-Directed Learners

Purpose

To consolidate, expand and embed existing well-being programs which will support relevant and durable learning and social skills to meet the needs all of students.

Improvement Measures

- Data will reflect continued increase in positive behaviours and a similar decrease in negative behaviours
- Teacher knowledge of PBL strategies and their implementation in the classroom is broadened and consolidated, as demonstrated by the collection of classroom data, teacher observation and feedback, and SET appraisal
- Parents understand and identify with wellbeing initiatives and observe improvements in their child's behaviour as tracked by regular, brief surveys focusing on school initiatives
- Teacher identification of observed student behaviours and appropriate interventions to be tracked electronically, as well as adjustments made

People

Staff

Students: contributing to and becoming more responsible for their own learning behaviours through the use of M goals and are able to identify a staff member to whom they could confidently turn to for support

Staff: engaging in further professional development and learning opportunities to enhance student well-being programs; meeting regularly to streamline existing well-being systems

Leaders: well-being leader participating in professional learning and up skilling staff at school level

Parents: develop a deeper understanding of the structure of the well-being program through attendance at specialised school events and regular communication via school newsletter

Departmental Support Staff: providing regular feedback and analysis of effectiveness of program implementation and staff development as appropriate

People

Processes

Deep Understanding of Well-being Processes

Well-developed and evidence-based approaches, programs and assessment processes identify, regularly monitor and review individual student learning needs

All stakeholders understand expected behaviours, rewards and consequences which are explicitly, consistently and supportively applied with visual representations in classrooms and school environment

Evaluation Plan

Internal: regular collection of well-being data for analysis and future planning

Five weekly reflections on activities identified in milestones; iterations as necessary placed on SPaRO

Students, parents and teachers reflect on student goal setting in M goals and analyse for demonstrated impact on learning and social skills to build staff and community direction to student self evaluation

External: Well-being coach to review the quality and effectiveness of the well-being program operating within the school

TTFM surveys for students, parents and staff to analyse effectiveness of program

Practices and Products

Practices

Practice: All teachers are aware of the expected behaviours and consequences and will ensure students will progress through the awards demonstrating fewer instances of negative behaviours

Practice: Communicating with the wider school community through the use of the school newsletter, PBL assemblies and social media to inform community of well being processes and practices

Practice: Teachers will engage in professional development opportunities beyond the school context to improve well being strategies impacting positively on data, systems and practice

Practice: Parent community will contribute to and support student well-being practices

Products

Product: The reward system is streamlined and used throughout the whole school to guide student wellbeing practice.

Product: Community links are further established to support well-being

Product: All teachers have engaged in professional learning to support moving the program towards a whole school approach for all settings

Product: The formation of a student leadership team focusing on providing student voice around well-being

Strategic Direction 2: Resilient, Reflective and Self-Directed Learners

Practices and Products

procedures

Product: There is a coordinated effort by school staff to engage the school community to reflect on student progress and achievement data and provide input to support the development of improvement strategies

Strategic Direction 3: Enriched Learning To Develop Innovative Thinking

Purpose

To broaden and deepen learning experiences in order to challenge and nurture the range of strengths and talents of every student, thereby equipping them with the skills to function effectively in an ever changing world.

Improvement Measures

- An observable increase in the integration of technology into regular class learning through program design and classroom visits
- Engagement of a greater number of students in high order problem solving and GaTS experiences measured by attendance at DDCoS Virtual Learning Programs and external competitions
- Differentiated learning to allow for equity of access measured by outcomes tracked through learning progressions and general capabilities as well as inclusion in teaching programs
- Increased teacher confidence in designing STEAM learning experiences as compared with base line data across the curriculum as evidenced by class programs, teacher surveys, class learning environments incorporating purposeful use of learning spaces, well-resourced classrooms and innovative learning experiences

People

People

Students: build skills in self- assessment and reflection as well as management and leadership of STEAM initiatives to broaden and deepen skills in inquiry learning

Leaders: work collaboratively with teachers, students and outside mentors to build STEAM programs which are challenging and responsive to student needs; manage STEAM Labs by setting up processes to ensure programs are well resourced and equipment is well maintained

Teachers: Pursue future focused pedagogy which will inspire them in designing teaching programs based on inquiry and project based learning

Mentors: work shoulder to shoulder with teachers to design and implement innovative STEAM programs; provide professional learning and support to teachers; provide advice on appropriate resources to support programs

Processes

STEAM Resources

STEAM Labs are designed by students and teachers to cater for student needs

STEAM Labs are adequately equipped with a range of appropriate resources, tools, equipment and activities

Research Informed Pedagogy

Teachers draw on research and professional learning to enable the development of future focused teaching and learning strategies

Teachers source and include differentiated higher order thinking activities across KLA's

Teachers undergo professional learning on identification of GaTS students and differentiation for all students with appropriate resources

Evaluation Plan

Students tracked once per semester to measure growth against selected learning progressions and general capabilities framework

Tracking of student numbers attending DDCoS Virtual Enrichment Programs and external competitions

Observation of teaching programs for inclusion of STEAM learning experiences across the curriculum

Surveys of students, teachers and parents to evaluate effectiveness of STEAM initiative across the whole school

Practices and Products

Practices

Practice: All teachers include project based inquiry learning relevant to student needs and interest in their teaching programs each term, which will have STEAM learning as the core and will be drawn from one or two KLA's

Practice: All teachers work shoulder to shoulder with the technology mentor in designing and delivering the STEAM project for the term

Practice: STEAM labs are designed, managed, maintained and frequently used across the school

Practice: Teachers engage in professional learning to deliver project based and inquiry learning

Practice: Innovative online and face to face platforms are sought to support enriched learning in the classrooms

Products

Product: 100% of teacher programs include the integration of technology across the range of KLA's

Product: Teachers are confident to utilise a range of technologies across KLA's

Product: STEAM labs are established across the school to support Science, Technology, Arts, Engineering and Mathematical project based learning which are easily accessible, well equipped and maintained learning centres

Product: Staff undergoes professional

Strategic Direction 3: Enriched Learning To Develop Innovative Thinking

Processes

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Practices and Products

learning to deliver the most effective strategies to improve teaching and learning

Product: Teachers collaborate with staff in other schools to share and embed best practice

Product: Participation in external projects, learning opportunities and competitions; liaisons with academic institutions and centres and the Dungog Community of Schools Virtual Learning Platform