# School plan  2018-2020

## Gymea Bay Public School 2116

# School background 2018–2020

## School vision statement

That every Gymea Bay Public School student is known, valued, cared for and challenged to reach their personal best by high calibre staff creating a culture of success, in a nurturing environment of community support.

## School context

Gymea Bay Public School is situated in the midst of suburban homes, a local preschool and a community sporting facility, 27 km south of the Sydney central business district. The school setting is spacious, with room for growth, a mixture of timber and brick facilities, and has an array of synthetic surfaces, asphalt and grassed areas for students to engage in physical activities and outdoor learning.

The school's logo of the Gymea Lily, soaring to heights, and its motto of "Forever Flourishing" which means to be forever growing rapidly towards success and thriving in our environment, are embraced in the vision statement. To ensure we live up to this logo, motto and our vision statement, we continually aim to ensure students, staff and community are future focused, through goal–oriented targets.

The school has an enrolment of 816 students in 32 classes. The school, whilst predominantly Anglo – Celtic, supports the learning of students from 26 varying language backgrounds, represented by 11.7 % of its population and also includes 1.8 %  indigenous students.  Together with staff of the school, we also house a Vision Team, which supports the needs of students with vision impairment across the Port Hacking, Sutherland and Woronora Networks.Staffing includes a mix of early career teachers, together with a range of mid career and more experienced staff.  This staffing mix allows for crosspollination of ideas, aspirations, best practice and enthusiasm to build a team geared for success.  As we progress through times of change throughout the department, the school has a strong focus of improvement for every student, staff member and our community partnerships, through an increasingly collaborative model, as together we create the environment in which our children will flourish. The school values community support, and has an active and growing P & C. There is an onsite 'Out of School Hours Care' centre which provides much needed quality care for students before and after school, as well as during school holidays. Community partnerships see the school being used for a range of activities outside of normal hours.

## School planning process

The school plan focus for 2018–2020 commenced with a forum, surveys of staff and community and the leadership team throughout 2017.   With a vast change in personnel from one planning cycle into the next, this planning needed to continue throughout Term 1 2018, where further forums, conversational opportunities, surveys and consultation with students, staff and the wider community were conducted.

Together with the provision of evidence of achievements in the domains of learning, teaching, and leadership across the School Excellence Framework (SEF), this open consultation resulted in the formation of our new vision statement for the 2018–2020 planning cycle, and effected planning across each of those realms.

Draft plans were presented for consultation and collaborative input, prior to finalisation.  A fluid document, the plan will continue to evolve as school needs change, expertise builds and time progresses in the planning cycle.

 Rigorous, continuous evaluation and feedback on the progress of the school plan will occur throughout the 2018–2020 cycle, with evidence to support school growth compared with the statements of excellence in the SEF in order to validate the school's success as a whole.

# School strategic directions 2018–2020

## STRATEGIC DIRECTION 1
### Future Focused, Goal Oriented, Deep Learners

## STRATEGIC DIRECTION 2
### Future Focused, Growth Driven, Professional Collaborators

## STRATEGIC DIRECTION 3
### Future Focused, Transformational Leadership Embracing Community Support.

**Purpose:**

Each classroom to be a student centred learning environment which nurtures, guides, inspires and challenges students to flourish as competent, capable literate and numerate learners, who are:– skilled, effective users of technology; engaged in critical and creative thinking; collaborative and effective communicators; and empowered for success.

Through differentiation and employment of a growth mindset, establishing visible learning strategies of learning intentions, success criteria and samples of excellence, collaborative development of student goals for progression will be targeted at point of need, with formative feedback to provide support for intrinsic desire for growth.

**Purpose:**

Every teacher to be focused on professional growth, in a collaborative and engaging school environment, underpinned by high expectations, evidence informed practices and dynamic use of technology to support learning opportunities which meet the diverse needs of students.

Through productive professional collaboration, staff will impact learning for self, and others within the school community and extend beyond to impact professional learning in other schools or learning communities.

**Purpose:**

Every student and staff member to connect, succeed and thrive, in the supportive environment of the school community, where community engagement and partnerships are extensive and result in whole school sustained and measurable success.

Through a focus on wellbeing and belonging, and embracing the value of wider community engagement, the school will empower active citizenship, extended opportunities for leadership and establish authentic community connections.

# Strategic Direction 1: Future Focused, Goal Oriented, Deep Learners

## Purpose

Each classroom to be a student centred learning environment which nurtures, guides, inspires and challenges students to flourish as competent, capable literate and numerate learners, who are:– skilled, effective users of technology; engaged in critical and creative thinking; collaborative and effective communicators; and empowered for success.

Through differentiation and employment of a growth mindset, establishing visible learning strategies of learning intentions, success criteria and samples of excellence, collaborative development of student goals for progression will be targeted at point of need, with formative feedback to provide support for intrinsic desire for growth.

## Improvement Measures

Individual improvement on internal and external assessments with value added growth and appropriate progressions on PLAN 2, learning progressions, together with an increased proportion of students in the top two bands of Literacy and Numeracy.

Student samples (work samples, student voice, digital media, student reflections) show increased understanding of, and engagement with areas of creativity, collaboration, critical thinking, reflection and technology use.

An increase in the collaborative use of valid, reliable, quality data to inform planning, practice, and interventions needed to positively impact the teaching and learning cycle.

## People

### Students

Will use terminology of a growth mindset and improved application towards challenging tasks. Will engage in diverse, transformative learning opportunities, adapting their mindset to empower new learning connections, embrace self and peer reflection and feedback and gain a deep knowledge and understanding of the importance of effective collaborative practices.

### Staff

Will be effective classroom practioners, setting high expectations and use a range of contemporary, deep learning practices for guiding student improvement of a year's growth for a year's input. Will analyse student progress and achievement data, with other contextual information and respond to trends at individual, group and whole school levels.

### Leaders

Will possess a deep understanding of current research underpinning use of strategies (such as visible learning, learning progressions, synthetic phonics and engagement with technology) to bring about effective and sustained change.

### Parents/Carers

Will have an understanding of and affirm the practice of individualised learning goals and progressions as measures of student growth. Will have an increased understanding of the impact of effective use of technology as an embedded practice in teaching and learning cycles.

## Processes

### Project : Visible Learning and Learning Progressions

Use of Agile Sprints (short terms of intervention, with feedback and review of process for progress)

### Project : Effective Integration of Technology

Shared implementation of best practice, through regular "Brekkie with a Techie" sessions.

### Project : Learning and Support : Remedial and Gifted Students

Collaborative planning, effective intervention strategies and team teaching for impact.

### Evaluation Plan

Project leaders will meet with teams for regular monitoring of progress, supported with evidence. This will inform the planning cycle. Transparency in reporting will provide the community with the current status against the plan.

## Practices and Products

### Practices

Learning goals are informed by analysis of internal and external progress data which is of high quality, valid and reliable. Learning is visible throughout the school. All teachers understand and explicity teach Literacy and Numeracy to students of all levels of achievement, in all subject areas.

Technology is used as an effective tool to support teaching and learning processes, record evidence of practices and share products for feedback and evaluative purposes.

Learning and Support needs are identified and supported in collaborative practices throughout the school. Increased partnerships with parents and carers are evident in the process.

### Products

Student engagement is evident through use of Learning Progressions to determine paths for individual growth, peer and self reflective formative feedback and establishment of personal success criteria in areas of Literacy and Numeracy.

Work samples show effective technology use for learning.

Programs show impact of collaborative practice, differentiation and intervention strategies for students with particular needs for remediation or extension.

# Strategic Direction 2: Future Focused, Growth Driven, Professional Collaborators

## Purpose

Every teacher to be focused on professional growth, in a collaborative and engaging school environment, underpinned by high expectations, evidence informed practices and dynamic use of technology to support learning opportunities which meet the diverse needs of students.

Through productive professional collaboration, staff will impact learning for self, and others within the school community and extend beyond to impact professional learning in other schools or learning communities.

### Improvement Measures

Increasing proportion of staff with growth focused PDPs experience success in professional learning and personal and/or professional and/or student achievement.

Teacher programs, observations and reflections show increased opportunities for deeper collaboration throughout the school (Shared planning, shared units, shared rich assessment tasks, shared examples of quality practices and expertise).

Staff developed rubrics and assessment tasks show both :– increasing opportunities for students to be engaged in contemporary learning practices (critical, creative thinking, critical reflection, feedback, collaboration and use of technology AND consistent teacher judgement across the team.

Staff expertise is increasingly shared within school (learning pods) and with other schools (networks, professional leadership)

## People

### Students

Will engage in quality learning opportunities, differentiated to meet their own needs and learning goals.

### Staff

Will align their PDPs to Professional Standards and demonstrate planned 12 months growth.  Will use evidence informed practice, data informed differentiation embedded within current curriculum based on NSW syllabus documents. Will collaborate across teams, whole school and beyond the school environment.

### Leaders

Will develop deep knowledge and understanding of growth mindset, learning progressions and spirals of enquiry to provide instructional leadership and support the ongoing professional growth of staff.

### Community Partners

Key external and internal practitioners will work with staff with a focus on contemprary application of skills to empower growth in quality teaching and learning practice.

## Processes

### Project : Growth Mindset – Personal and Professional Development

External provider : Dan Haesler – Active engagement of staff reflected in PDPs and embedded practice of growth mindset for students.

### Project : Professional Collaboration Within and Without

PSL – Early Career Leaders' support; Instructional Leaders – Literacy and Numeracy, Beginning Teacher.

Whole Staff : Collaborative planning in school, establishment of whole school scopes and sequences of learning across all KLAs, embedding of technology and 4C's of contemporary learning; Learning Pods.

Development of Communities of Practice and partnerships in Communities of Schools.

### Project : Expertise in Technology Use

"Brekkie with a Techie" – shared expertise – regular sessions – rotational roster ;
  Professional and collaborative leaderhisp in technology,  Apple Distinguished Staff

### Evaluation Plan

Project leaders will meet with teams for regular monitoring of progress,  supported with evidence.  This will inform the planning cycle.  Transparency in reporting will provide the community with the current status against the plan.

## Practices and Products

### Practices

Increased authentic application of and expertise in use of technology reflected in teacher reflection, observations and professional dialogue, which drives ongoing school wide improvement in teaching practice and student results.

Teaching staff demonstrate and share their expertise within their school and other schools.

The schools trials innovative practices and has processes in place to evaluate refine and scale success.

### Products

Increasing proportion of staff use a growth mindset to inform professional application and practices. as evidenced in PDPs and in improved teaching and learning cycles.

Staff have expert contemporary content knowledge and deploy effective teaching strategies as  evidenced in programs and student work samples.

The product of collective teacher efficacy will be evident in high quality curriculum provision,  enhanced by learning alliances. Teaching and learning programs will show evidence of adjustment to address individual student needs,  that all students are challenged and that adjustments lead to improved learning.

# Strategic Direction 3: Future Focused, Transformational Leadership Embracing Community Support.

## Purpose

Every student and staff member to connect, succeed and thrive, in the supportive environment of the school community, where community engagement and partnerships are extensive and result in whole school sustained and measurable success.

Through a focus on wellbeing and belonging, and embracing the value of wider community engagement, the school will empower active citizenship, extended opportunities for leadership and establish authentic community connections.

### Improvement Measures

Improved wellbeing as shown on the wellbeing survey and Tell Them From Me survey results. Parent Survey results show strengthening connections with school. Increased community engagement and support in school activities. Extended community partnerships are increasingly evident.

The school's planning process will embed clear processes with timelines and milestones which direct school activity towards effective implementation. Valid data and evidence will support improvement measures. There will be increased transparency of practice.

Improved administrative systems and management practices will be evident in better workflow practices across the teaching and administrative staff.

The school's physical resources and facilities will show improvement in quality and allow for more flexibility in use of learning spaces.

## People

### Students

Will have a strong sense of belonging in the school, will be able to identify staff to whom they can confidently turn to for advice or assistance and will have increased opportunity to engage in leadership activities.

### Staff

Will have a strong sense of belonging in the school, and have an increased opportunity to engage in distributed leadership activities, at all levels. Will work collegially, in a community where positive, respectful relationships are evident, and widespread across the whole school. Will authentically relate to the broader community, building shared sense of connectedness.

### Leaders

Will create a culture of shared accountability to achieve organisational best practice. Will embrace a professional learning community which is focused on continuous improvement and ensure best practice to empower transformational leadership practices across the school. Will support an extended community perspective and build relationships within the school at all levels, with community partners and across an extended community.

### Parents/Carers

Will be encouraged to work collaboratively with the school to develop stronger partnerships and empower more collecive decision making.

## Processes

### Project : Connect, Succeed, Thrive (Wellbeing)

Our collective wellbeing is valued – students, staff and community.

### Project : Our Community Partnerships

Sponsorships, local and beyond.

Community users making use of facilities will provide benefit to the students of the school.

Improving Community Engagement in school activities and opportunities to learn and share.

### Project : Our Extended Community

Connected Country (Joining the Dots) – Support rural and remote schools

Local community visitations

APPLE community  – building expertise within and beyond the school in Apple technology

### Evaluation Plan

Project leaders will meet with teams for regular monitoring of progress,  supported with evidence.  This will inform the planning cycle.  Transparency in reporting will provide the community with the current status against the plan.

## Practices and Products

### Practices

Students, staff and the school community feel valued and  supported, through respectful, supportive interactions.  School values will be promoted, communicated and supported within the community.

Monitoring of wellbeing  of students  and staff will be regular practice across the school.

The school will  use evidence  informed strategies and innovative practices to deliver ongoing improvement in student progress and to increase effectiveness of administrative practices.

Active engagement with local community and broader partnerships will be encouraged and supported.

Communication will be regular, open and transparent across a variety of media to ensure the community have the opportunity to be informed of school activities.

### Products

Community will be engaged in the school, as evidenced in individual interviews, forums,  in classroom support, and attendance at events.

Tell Them From Me and other school based survey results show an increased community satisfaction with the school as an educational entity, which values and supports the students in its care.

The school will be valued for its excellent contributions towards learning, its contributions within its community and exteded community beyond the local area.