

School plan 2018-2020

Greenwell Point Public School 3872



School background 2018–2020

School vision statement

Greenwell Point Public School is committed to leading the learning of essential skills and abilities that enable students to be productive, confident and creative individuals who grow to become responsible global and local citizens.

The school focuses on working in collaboration with all stakeholders to ensure our students success.

School context

Greenwell Point Public School (enrolment 107 students, including 13 Aboriginal students) is located 14 kilometres east of Nowra. The school is valued by the community and the culture is based on core values of respect, responsibility and safety. The school is committed to providing comprehensive quality learning opportunities for all students in a positive, safe and supportive environment.

Literacy and numeracy programs continue to provide the foundation of the school's curriculum with strong focus on 21st Century learning skills. Teaching and learning programs incorporate technology across all key learning areas. The school is committed to celebrating the uniqueness of the individual, achieving this by offering a differentiated curriculum that provides opportunities for all students.

School planning process

The planning phase focused on the longer-term priorities of Greenwell Point Public School. It makes links to the NSW Department of Education and Communities Strategic Directions and with National Commitments. It is based on evidence and research and builds on the analysis of what works at the local, state, national and international levels.

In creating the 2018 school plan, the staff at Greenwell Point Public School:

- Collected data from many sources including NAPLAN, Literacy and Numeracy Progressions, Learning and Support Data.
- Surveyed and consulted the community to gain information and data on the strengths and areas for improvement.
- Participated in professional learning and information sessions to provide background information on the school planning process including the relevance of the School Excellence Framework.

The staff formed a planning team, incorporating all teaching staff, and held workshops to develop the school vision and strategic directions. The previous school plan was evaluated and from there 3 new strategic directions were set with projects devised to achieve these visions.

School strategic directions 2018–2020



STRATEGIC DIRECTION 1

Excellence in Teaching

Purpose:

To create and maintain a stimulating, engaging and professional environment for educators that is supported by a positive collaborative culture and high quality teaching practices.



STRATEGIC DIRECTION 2

Highly Engaged Self Directed
Learners

Purpose:

To provide quality learning experiences where students will thrive in a growth mindset culture that actively supports them as learners and citizens.



STRATEGIC DIRECTION 3

Student Wellbeing and
Communication

Purpose:

To improve student wellbeing through targeted programs, community engagement, effective communication and promotion of the school within the community.

Strategic Direction 1: Excellence in Teaching

Purpose

To create and maintain a stimulating, engaging and professional environment for educators that is supported by a positive collaborative culture and high quality teaching practices.

Improvement Measures

- Baseline data and ongoing and regular data collection indicates 80% or more of students are on track to meet expected grade outcomes in Literacy and Numeracy.
- 100% of students not achieving proficiency are identified and supported by the schools LST.
- All assessments are collaboratively developed, sourced and used regularly across all stages to promote consistent and comparable judgement.
- 100% of teachers use technology on a regular basis to engage students.

People

Staff

- Staff commit to ongoing professional development.
- Staff maintain accurate records, documentation and assessment data in order to evaluate, adjust and reflect on effectiveness of teaching practices.
- Teachers participate in collaborative practices to support continual improvement
- Teachers engage with the SEF and Teaching Standards as a constant cycle of improvement.

Leaders:

- Build the capacity of staff and engage staff in evidence based practices to improve teaching and learning.
- Will use comprehensive knowledge of current research to lead and expand professional learning opportunities for all staff that focus on improved student learning.

Parents/Carers:

- Parents have opportunity to provide and receive timely feedback regarding reports sent home.

Processes

School uses research based high quality Literacy and Numeracy pedagogies.

Staff demonstrate personal responsibility for maintaining and developing their professional standards and use these as reference points for reflection and improvement.

Staff use student progress and achievement data to identify strategic priorities, develop and implement plans for improvement and accurately provide information to stakeholders.

Collaborative practices are used.

Evaluation Plan

Progress towards improvement measures will be monitored through:

- Comparing student progress against baseline data (Reading, Numeracy, writing samples, NAPLAN, spelling, comprehension).
- Staffs achievement of PDP goals.
- Literacy and Numeracy Progressions
- Other documentary evidence : Programs, lesson notes.
- Increased use of technology by teachers to engage students.

Practices and Products

Practices

- Teachers will engage in professional development for Literacy and Numeracy.
- Teachers regularly engage and reflect on PDP's and ATS.
- Teachers use data to inform teaching practises.

Products

Teaching and Learning programs are data based, differentiated and reviewed to ensure syllabus content is delivered.

Structures are in place to enable regular meetings and opportunities to collaboratively plan, reflect, improve and deliver evidence informed pedagogy.

Personal Development Plans are maintained and regularly reviewed by staff in alignment with accreditation.

The school has embedded explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback to drive and sustain ongoing school-wide improvement in teaching practice and student outcomes.

School wide systems for accurate reporting and assessing are embedded.

Strategic Direction 2: Highly Engaged Self Directed Learners

Purpose

To provide quality learning experiences where students will thrive in a growth mindset culture that actively supports them as learners and citizens.

Improvement Measures

100% of Teaching and Learning Programs show evidence of differentiation according to students need and contain opportunities for creative and critical thinking.

Increase the proportion of students achieving proficiency in line with the Premiers Priorities to 80%.

All students 1–6 are using success criteria and can articulate what they need to do in order to grow academically and socially.

Growth Feedback is used by all teachers.

People

Students

Motivated to achieve their full potential in literacy and numeracy.

Will become visible learners who use learning habits to collaboratively set learning goals in order for them to become independent learners.

Staff

Will ensure timely feedback is given to all students by consistently monitoring learning activities and outcomes.

Parents

Confidently support their children in the implementation and monitoring of ILP's ,ensuring their child's engagement, wellbeing and aspirations are met.

Leaders

Will plan and promote school practices that support cognitive, emotional, social, physical and wellbeing of students.

Processes

Students are engaged in authentic learning experiences that foster creative communication and collaboration.

Visible learning intentions , success criteria and feedback is evident in all classrooms.

Students will use individualised learning goals to self monitor, evaluate and set future learning directions.

Evaluation Plan

Literacy and Numeracy (Learning Progressions) data

Visible Learning/ Success Criteria

Rubrics for assessment tasks are provided.

Student Bookwork

IEP's, PLP's ILP's regularly updated

Student behaviour and engagement

Practices and Products

Practices

Students are highly engaged and have improved attendance.

Students are aware of individual learning needs.

Learning across the school will be driven by assessment data. Programs will be differentiated to meet the needs of all students. Success criteria will be evident in classroom practices, programming and reporting.

Products

Quality work is celebrated.

Visible goal setting, rubrics and ILP's are utilised, evaluated, updated and forward goal setting takes place regularly.

Positive and respectful relationships across the school community underpin a productive learning environment, positive behaviour and effective engagement.

Strategic Direction 3: Student Wellbeing and Communication

Purpose	People	Processes	Practices and Products
To improve student wellbeing through targeted programs, community engagement, effective communication and promotion of the school within the community.	Staff Make regular contact with parents regarding issues of concern Provide opportunities to meet with parents to discuss student achievement Complete all PLP's and ILP's with input from parent/carer.	Promote school activities and increase community engagement through Newsletters, Facebook. Promote the school to the wider community using FilmPond. Evaluation Plan Progress of improvement measure will be through , data collection on the numbers of parents attending school functions and events., comments from community gained formally and informally. Increased understanding around the need for consistent attendance and an increase in student attendance rates. Increased number of parents attending meetings.	Practices Community is regularly informed about the school, its policies and procedures. Innovative ways are included for including the community in school events. Teachers and students publish on the website and through Filmpond to promote the school and community.
Improvement Measures	Students Report less incidents of behaviour problems Participate in more school based activities Have increased attendance		Products All focus groups have a community representative as part of the collaboration process The schools website regularly publishes student and teacher work to promote the school. Filmpond is used by students and teachers and these videos are published on the schools website and Facebook.
	Community Partners Engage with the school by participating in school activities		
	Parents/Carers Increased percentage of parents responding to school identified needs for their child – eg: speech, attendance, wellbeing Increased level of participation in school based activities, forums and meetings.		