

# School plan 2018-2020

**Grays Point Public School 3914**

**GRAYS POINT**  
**PUBLIC SCHOOL**



# School background 2018–2020

## School vision statement

At Grays Point Public School we are committed to working together to create a dynamic, learning culture; where inspiring teachers facilitate meaningful and challenging learning experiences for all students. Our goal is for every student to grow as confident, creative, engaged citizens and leaders with the personal attributes for future success and well being.

## School context

Grays Point Public School has an enrolment of 391 students in 15 classes and is located in a unique bush setting in the Royal National Park. The school features beautiful playgrounds with space for students explore, play and develop life-long friendships. Staff are professional, committed and caring providing all students with a safe learning environment to grow and succeed.

The teachers and school are well supported by the community. Families are very welcome in the school with many parents willing to volunteer in classrooms. The community operated canteen has fully implemented the Healthy Schools Canteen policy and is recognised widely for outstanding service in providing freshly cooked healthy meals and snacks.

The school enjoys a strong reputation for academic, performing arts and sporting excellence within its local community and beyond. The extensive extra-curricula programs provide opportunities for students to develop talents and interests beyond the classroom.

Grays Point's focus on wellbeing frames the culture of high expectations, care and friendship the school is widely known for. The Buddy Program and Transition to School Great Start initiatives are the foundation of well established wellbeing practices leading to success for all students.

The on-site before and after school activity centre is a non-for-profit community run centre. The community raised the funds to build the centre and provides an outstanding service to the families of Grays Point.

## School planning process

This school plan was developed in close consultation with students, staff and the community.

Responses to surveys and community meetings provided vital feedback on current performance and input to drive future school priorities and directions. Students in Years 4, 5 and 6 completed the Tell Them From Me survey providing an insight into student outcomes and school climate. The teacher and parent/carer responses provided valuable data on areas of achievement and areas to improve.

Teaching and SASS staff participated in 2 sessions analysing feedback from teachers, student and parent surveys.

A summary of the survey responses was presented at an open community forum to engage the community in developing a shared vision for the future and drive school directions.

The 2017 School external validation also provided essential data to evaluate school improvement and future directions. The thorough school evaluation process leading to school validation enabled the school to identify future directions in learning, teaching and leading.

All staff contributed to the evaluation of current practice for the annual self assessment using the School Excellence Framework 2.

# School strategic directions 2018–2020

## STRATEGIC DIRECTION 1 Learning Together

### **Purpose:**

At Grays Point there is school wide responsibility for the success of all students.

Our purpose is to ensure quality planning, teaching and assessment promotes excellence and meets the learning and wellbeing needs of all students. At Grays Point we are committed to ensuring all students are engaged in learning that results in ongoing improvement where students are active participants in their education.

## STRATEGIC DIRECTION 2 Teaching Together

### **Purpose:**

A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students. Our purpose is to ensure learning opportunities are engaging and teachers evaluate the effectiveness of their teaching practices, share the responsibility for improvement and contribute to a transparent learning culture.

## STRATEGIC DIRECTION 3 Leading Together

### **Purpose:**

The school leadership team supports a culture of high expectations. Distributed leadership ensures a culture of growth throughout the school and enables community engagement that supports a shared vision and drives ongoing improvement and success for all members of the school community. Teachers collaborate to build expertise within the school and with other schools to improve practice. There are explicit growth coaching systems for staff and students enabling staff and students to take responsibility for their own learning and development.

# Strategic Direction 1: Learning Together

## Purpose

At Grays Point there is school wide responsibility for the success of all students.

Our purpose is to ensure quality planning, teaching and assessment promotes excellence and meets the learning and wellbeing needs of all students. At Grays Point we are committed to ensuring all students are engaged in learning that results in ongoing improvement where students are active participants in their education.

## Improvement Measures

An increase in the proportion of students achieving Kindergarten and Year 1 reading benchmarks at the end of the year.

An Increased proportion of students in the top two NAPLAN bands for reading and numeracy in both Year 3 and Year 5

Increased proportion of students in year 4, 5 and 6 report in the Tell Them From Surveys they have:

- a sense of belonging,
- are interested and motivated to learn
- have high level skills and high level challenges in learning.

Student focus groups communicate their ideas, participate in planning and initiate projects to promote student engagement and collaborative relationships.

## People

### Students

Students value clear and explicit criteria for learning. They are able self assess using success criteria and with a focus on perseverance and excellence.

### Staff

Staff value collaborative planning and assessment using the Literacy and Numeracy progressions to inform future practice. They are able to evaluate their impact on individual student growth and use data to drive planning.

### Leaders

School leadership team values a culture of collaboration and shared practice. They are supportive of students and teachers and work with teachers to develop engaging learning opportunities.

### Parents/Carers

Parents are active partners in learning who are well informed and understand learning targets.

### Community Partners

Our community shares the school vision and is supportive of school directions. The community feels welcome and informed about their childrens' learning.

## Processes

### Language, Learning and Literacy

L3 is a research-based Kindergarten and Year 1 classroom intervention program, targeting text reading and writing. It provides rich literacy experiences through systematic and explicit teaching aimed at addressing individual needs.

### Positive wellbeing and engagement

A planned approach to well-being and engagement to ensure optimum conditions for student learning across the whole school.

## Evaluation Plan

- Benchmarking of reading levels in Kindergarten and Year 1.
- Tell Them From Me survey years 4,5 and 6.
- Tracking of individual progress using the literacy and numeracy progressions.
- Naplan results.
- Student SRC and Leadership team initiatives
- HQ club established and fully funded for 3 years.

## Practices and Products

### Practices

Kindergarten and year one teachers explicitly teach reading and writing strategies to individual students. Teachers gather a range of data every five weeks to refine practice and inform the next step in teaching.

Collaborative planning of teaching programs drives engaging and challenging pedagogy and enables teachers to share expertise and build capacity of all staff.

### Products

Data informs effective teaching and teachers plan for individual needs. Teaching and learning programs show evidence of revisions based on feedback on teaching practices, reliable assessments and tracking of student progress and achievements.

- Students are motivated learners, with the skills to engage in challenging lessons.
- There are reduced number of negative behaviour incidents recorded on Sentral.
- Student leadership responsibilities and initiatives
- HQ club provides an opportunity for all students to build positive relationships.

# Strategic Direction 2: Teaching Together

## Purpose

A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students. Our purpose is to ensure learning opportunities are engaging and teachers evaluate the effectiveness of their teaching practices, share the responsibility for improvement and contribute to a transparent learning culture.

## Improvement Measures

All teachers collaborate to develop learning programs and use common assessment strategies to ensure high expectations and consistent teacher judgment across classes.

All teachers use the NSW literacy and numeracy progressions to plan and monitor student learning progress.

Teacher use a range of assessment strategies and provide feedback to students about progress toward learning goals; reported in the Tell Them From Me survey.

An increased proportion of Year 5 students meet expected growth in Naplan Reading and Numeracy.

## People

### Students

Students understand criteria for success in lessons and are able to identify their learning goals.

### Staff

Teaching teams take collective action and support each other's growth. Teachers are able to effectively evaluate their impact and adjust learning strategies to sustain growth.

### Leaders

School leaders establish explicit systems to monitor and evaluate and report on school improvement.

### Parents/Carers

Parents are informed about student learning progress and improved understanding of learning goals.

### Community Partners

Community partners share the aspirations of the school. They are active participants and supporters in classrooms and the wider school community.

## Processes

### Learning Sprints–

The foundation of this project is the research of Dr Simon Breakspeare. An action research team will engage in Professional Learning and plan a coordinated program to use data analysis and formative assessment to reflect on student progress and develop plans and strategies for improvement focusing on cycles of impact.

### Assessing for growth – A whole school view.

The development of whole school practices in assessment to monitor, plan and report on student learning and use literacy and numeracy progressions to plan and monitor learning growth.

## Evaluation Plan

Analysis of Learning Sprints data.

Feedback from students reflecting on their understanding of Learning Intentions and Success Criteria.

Feedback from parents about their understanding of Learning Sprints.

Year 5 Naplan growth.

Tell Them From Me – student, teacher and parent survey.

Literacy and Numeracy Learning Progressions.

Teacher programs

## Practices and Products

### Practices

Teachers will collaboratively define and plan strategic learning sprints to improve student learning outcomes.

Evidence of student learning is routinely collected and reviewed at the end of each sprint to set the next direction. Teachers regularly analyse data as a measure of their impact.

Teachers collaborate to plan lessons, they share curriculum knowledge and expertise. Teachers use the NSW Literacy and Numeracy Progressions to inform, plan and track student progress.

### Products

All lessons are systematically planned as part of a coherent program that has been collaboratively designed. Accommodations and adjustments are made to suit needs as they rise.

The learning goals for students are informed by analysis of student work and achievement data. Progress towards goals is monitored through quality and valid data and is tracked on the Literacy and Numeracy Progressions.

There are explicit systems in place for feedback to sustain quality teaching practice and to report on whole school teaching effectiveness.

All Teachers consistently explain explicit learning intentions and success criteria to students.

# Strategic Direction 3: Leading Together

## Purpose

The school leadership team supports a culture of high expectations. Distributed leadership ensures a culture of growth throughout the school and enables community engagement that supports a shared vision and drives ongoing improvement and success for all members of the school community. Teachers collaborate to build expertise within the school and with other schools to improve practice. There are explicit growth coaching systems for staff and students enabling staff and students to take responsibility for their own learning and development.

## Improvement Measures

Increased proportion of parents reporting they are informed adequately about their child's progress at school.

Increased proportion of parents reporting the school communicates effectively.

Feedback responses from *Parents as Partners in Learning* workshops.

All teachers reflect on their growth and effectiveness in the PDP cycle. based on evidence, coaching self-reflection and feedback.

## People

### Students

Students have strong sense of belonging and take ownership of their learning.

### Staff

Staff engage in growth coaching to plan and implement their Professional Development goals. They demonstrate quality teaching, feedback to students and evaluative thinking that results in improved student outcomes.

### Leaders

Leaders will develop their skills in growth coaching others to further develop the school culture of high expectations, evaluative thinking and reflective practice focused on continuous improvement of teaching and learning.

### Parents/Carers

Parents/carers have increased opportunity to build their understanding of learning and are increasingly willing to volunteer in the school.

### Community Partners

Community are informed of school directions and are supportive of the school vision and initiatives.

## Processes

### Community, Communications and Media

To engage the community as *Partners in Learning* to build a culture of shared understanding of learning and high expectations. The focus includes improved communications, parent forums, responsiveness to feedback and community events.

### Growth Coaching for Improved Learning, Management and Practice.

Improving the Effectiveness of all School Members will create a culture of shared accountability and organisational best practice. A growth coaching model is used to support all teaching and administration staff in developing Professional Learning Goals that build capacity and a culture of high expectations of all staff. Feedback on performance is sought from all sectors of the school community.

## Evaluation Plan

TTFM– parent/ community survey

Proportion of the community supporting school events, assisting in classrooms and attendance at *Parent as Partners in Learning* workshops.

PDP reflections of all teaching and administration staff.

Responses to consultation surveys.

## Practices and Products

### Practices

Community participates in forums and workshops to develop their understanding of learning at school.

Review communication and costumer service to increase community participation, engagement and responsiveness.

Staff participate in growth coaching to establish their professional development goals . The coaching model is used during feedback sessions to enable teachers to develop improvement plans they are able to implement.

### Products

A series of open parent / carer forums to support parent and carer understanding of classroom practice, learning expectations and school improvement measures.

A broader, more inclusive approach to school communication. A more effective communication system will include contributions by more staff, students and community volunteer groups.

The leadership team establishes a professional learning community which is focused on continuous improvement with clear focus on student progress and high quality service delivery.