

School plan 2018-2020

Gymea North Public School 4389



School background 2018–2020

School vision statement

As a community we will inspire students to develop a passion for learning, assist students to achieve personal success in all endeavours and enable them to become engaged citizens who act with integrity.

This will be achieved by:

- Nurturing and encouraging students to achieve their personal best and develop individual talents by being actively engaged in a wide range of academic, sporting and cultural pursuits.
- Operating in an inclusive atmosphere which is caring, cooperative and respectful, based on our “Mantra” – ‘We are Safe and Respectful Learners’.
- Ensuring that students have frequent access to experiences that develop the 21st Century learning skills of critical thinking, communication, creativity, collaboration, problem solving as well as Information Communication Technology skills.
- Promoting and maintaining high standards and expectations across the learning community.
- Engaging as a learning community in continuous evaluation to ensure the best practice of quality educational programs.
- Welcoming and supporting parent and community participation and collaboration to share the responsibility for student development. with an active and effective P&C, canteen and uniform shop.

School context

GyMEA North Public School, established in 1967, is situated in a well established residential area in the Sutherland Shire. The school is set in a leafy environment on expansive grounds and is known as ‘the school among the trees’. There are currently 357 students and 14 classes. 20% of students come from a background other than English, 17 students are from an Indigenous background and 19 languages are represented by the student population. Teachers at GyMEA North are dedicated and engage in continuous professional learning. Our Learning Support Team, Learning and Support Teacher (LaST) and School Learning and Support Officers (SLSOs) ensure early identification and relevant support for a large number of students. Through class based and small group support the 20% of students from backgrounds other than English are assisted by the English as an Additional Language or Dialect (EAL/D) teacher.

Emphasis is placed on quality teaching and continuous improvement of learning outcomes for all students with learning support and Gifted and Talented programs and strategies in place. Our school is committed to providing rich programs to develop 21st century skills in critical thinking, problem solving, communication, collaboration and technology to enable all students to reach their full potential educationally, socially and emotionally.

GyMEA North Public School strives to create an inviting and engaging environment for all students with a strong focus on wellbeing. Our school library is newly equipped as a flexible learning space and there is a Before and After School Care service onsite. We are continually building connections with quality preschools and high schools to ensure smooth transitions for students from preschool to Kindergarten and Year 6 to 7.

School planning process

We established an evidence base to identify our current situation in terms of the processes and results of learning in the school. The school community was consulted to establish a shared vision and aspirations for the future. The staff and parents responded to questions posed, including, What are our strengths? What do we do well? What have we achieved? What has worked? And What could be improved? Priorities for 2018–2020 were also discussed.

We identified three strategic directions to be pursued by the school. These are sufficiently challenging to bring about growth and transformation, ensuring the school consistently engages students in quality learning experiences, producing optimum learning outcomes.

The school developed and published a 3 year school plan which identifies improvement measures to be achieved for each of the strategic directions in the plan. Details of the purpose (why), people and processes (how), and products and practices (what) that are to be realised through implementation of the plan are provided.

The 3 year rolling strategic plan is published on the school website and provided to the school community. We ensured that the key operational aspects in the school that support the plan are connected and aligned, including professional learning plans and performance management processes for staff.

Implementation milestones are identified in the school plan to provide the mechanism for ensuring regular progress is being made towards achievement of the school's improvement measures.

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A monitoring process will be put in place to regularly review the achievement of each implementation milestone. Adjustments may be made to milestones and budgeted resources as required, so as to accommodate changing contexts. Appropriate and ongoing evaluation and review practices are embedded as part of implementation milestones. This will ensure a regular process is built into the functioning of the school to assess the impact of implementation for future directions. The school's progress towards the achievement of these improvement measures will be reported annually.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Excellence in TEACHING and
LEARNING

Purpose:

To improve student learning outcomes in Literacy and Numeracy through an integrated approach to quality teaching, curriculum planning, delivery and assessment.

To create a stimulating and engaging learning environment underpinned by high expectations, explicit and systematic teaching and differentiation to meet the diverse needs of our students.

STRATEGIC DIRECTION 2

Excellence in STAFF
LEARNING and LEADING

Purpose:

To build staff capacity through focussed professional learning that creates a school culture where every staff member is engaged in ongoing, relevant and evidenced-based learning and practice at an individual and collective level.

STRATEGIC DIRECTION 3

Excellence in ENGAGEMENT
and WELLBEING

Purpose:

To have a commitment to fostering a school wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development, success and wellbeing. This will result in sustained and measureable whole school improvement.

Strategic Direction 1: Excellence in TEACHING and LEARNING

Purpose	People	Processes	Practices and Products
<p>To improve student learning outcomes in Literacy and Numeracy through an integrated approach to quality teaching, curriculum planning, delivery and assessment.</p> <p>To create a stimulating and engaging learning environment underpinned by high expectations, explicit and systematic teaching and differentiation to meet the diverse needs of our students.</p>	<p>Students</p> <p>Students are motivated to plan their own learning goals, monitor success, demonstrate their learning and develop skills to apply constructive feedback when discussing learning with their peers, teachers and parents.</p> <p>Staff</p> <p>Teachers identify and closely monitor 'Bump It Up' (BIU) student progress in Reading and Numeracy.</p> <p>Teachers understand what effective feedback looks like and will establish, implement and maintain a culture of high expectations and differentiated teaching and learning.</p> <p>Through collegial discussions and consistent teacher judgement, teachers develop personalised, comprehensive and detailed student reports including growth, next steps and comparative data.</p> <p>Leaders</p> <p>Support classroom teachers to ensure consistency in practice across Years K–6. This includes the 'Bump It Up' (BIU) strategy and initiatives in Formative Assessment and reporting in order to support future focused learning.</p> <p>Parents/Carers</p> <p>Promote awareness of student learning and performance through data driven communication and empower parents to actively contribute to the learning process.</p>	<p>'Bump It Up' Project: Reading/Numeracy</p> <ul style="list-style-type: none"> • Explicit Teaching • Differentiation • High Expectations • Data Analysis • Technology • L3 (2019) <p>Formative Assessment</p> <ul style="list-style-type: none"> • Learning Intentions (Sustain) • Success Criteria (Sustain) • Student goals (Sustain) • Focus on Feedback (2018) • Peer/Self Assessment (2019) <p>Reporting Project:</p> <p>Review of school reporting system to ensure all stakeholders' needs are being addressed.</p> <p>Technology is effectively used to enhance reporting procedures.</p> <p>Evaluation Plan</p> <p>Regular reporting of projects in staff, stage and executive meetings.</p> <p>Monitoring of Milestones.</p> <p>Analysis of Progressions, NAPLAN, ESR and school assessment data.</p> <p>Meetings with colleagues to promote</p>	<p>Practices</p> <p>Students set goals that are refined and monitored throughout the year. They are discussed during parent interview and school reporting processes.</p> <p>Students are aware of learning intentions, success criteria and act upon feedback.</p> <p>Student assessment data is used to inform differentiated planning and targeted support is provided for identified students.</p> <p>All teachers gather and review student assessment data and compare results with external assessments (e.g. Best Start, NAPLAN, ICAS, PAT) to build consistent and comparable judgement of student learning.</p> <p>All teachers have high expectations and understand and explicitly teach Literacy and Numeracy at all levels and across all subject areas.</p> <p>Teachers will be professionally developed in the implementation of quality feedback to students in the areas of Literacy and Numeracy.</p> <p>Parents are presented with clear information on what and how well their children are learning and receive regular information in accessible formats about how to support their children's progress.</p> <p>Technology is effectively utilised to promote student engagement and enhance learning and achievement, e.g. coding</p> <p>Products</p> <p>Students reflect on and take responsibility</p>

Strategic Direction 1: Excellence in TEACHING and LEARNING

People

Community Partners

Strengthen connections and engage with relevant community agencies to build an inclusive school culture focussed on improving student learning outcomes.

Processes

professional dialogue in regards to student learning outcomes and wellbeing.

- Class programs
- Lesson observations
- 'Tell Them From Me' Survey Results

Practices and Products

for their learning, monitoring progress and designing personal learning goals.

Teaching practices in Literacy and Numeracy reflect enhanced teacher knowledge, use of assessment data and evidenced based strategies to develop student learning.

Student data (pre/post-tests, benchmarking, NAPLAN, CARS, PAT, SENA, Best Start) demonstrates expected growth across DoE Literacy and Numeracy progressions relevant to expected time frames.

Formative assessment strategies are embedded across the school and evident in every classroom.

Student reports contain personalised information about individual student learning progress and achievement and preview plans for meeting future learning goals.

Partnerships with parents and students support clear improvement aims and planning for learning.

Strategic Direction 2: Excellence in STAFF LEARNING and LEADING

Purpose	People	Processes	Practices and Products
<p>To build staff capacity through focussed professional learning that creates a school culture where every staff member is engaged in ongoing, relevant and evidenced-based learning and practice at an individual and collective level.</p>	<p>Students</p> <p>Students are empowered to take ownership of their learning to drive improvement and growth.</p>	<p>Performance and Development Culture:</p> <ul style="list-style-type: none"> • Whole school focus on improved teaching methods in Literacy and Numeracy. • Individualised / cluster Professional Learning groups for teachers 	<p>Practices</p> <p>QTSS funds will be used to provide time for leaders to collaborate with and support their colleagues with a focus on constructive feedback and professional reflection.</p>
<p>Improvement Measures</p> <p>All staff plan, implement and review their Personal Development Plan (PDP).</p> <p>100% of staff achieve accreditation at appropriate levels.</p> <p>Increasing staff involvement in leadership roles</p> <p>Aspiring leaders build their leadership capacity through coaching and mentoring.</p>	<p>Staff</p> <p>Further develop their knowledge and understanding of the Australian Standards for Teachers and the NSW DoE Performance and Development Framework.</p> <p>Staff will engage in ongoing professional learning and dialogue to develop leadership capabilities and promote best practice to enhance teacher/student performance.</p>	<p>Coaching and Mentoring Project:</p> <ul style="list-style-type: none"> • Build leadership capacity and provide leadership opportunities • Support early career teachers • Create measurable and meaningful PDPs linked to the School Plan. • Succession planning • Community of Schools – Building Excellence Together Alliance(BETA) collaboration 	<p>Individual teachers seeking accreditation at various levels supported through mentoring networks, induction programs and ongoing professional learning.</p>
	<p>Leaders</p> <p>Lead and engage all staff in personalised professional development through a range of strategies that focus on feedback, self-evaluation and sharing of professional practice.</p> <p>Build leadership capacity through significant professional learning such as Growth Coaching.</p> <p>Establish Personal Development Plans (PDPs) with staff and provide mentoring opportunities to improve/enhance staff performance.</p>	<p>Evaluation Plan</p> <p>Staff, students and parents complete the online 'Tell Them From Me' Surveys annually.</p> <p>Professional learning programs are reviewed and evaluated (survey).</p> <p>Regular reporting of projects in staff, stage and executive meetings.</p> <p>Monitoring milestones.</p> <p>Meetings with colleagues to promote professional dialogue with reference to the Australian Professional Standards for Teachers.</p>	<p>All staff set quality personal and professional learning goals aligned to the School Plan and Australian Teaching Standards and the SAS Staff role statements.</p>
	<p>Parents/Carers</p> <p>Utilise staff expertise to deliver targeted parent information workshops.</p>		<p>Teachers engage in professional discussion and collaborate to improve teaching and learning. This includes negotiated observation of classroom teaching practice with feedback to improve professional knowledge and practice.</p>
			<p>Teachers actively evaluate, share and discuss learning from targeted professional development with other staff in the school to improve whole school practice.</p>
			<p>Products</p> <p>100% of teachers implementing teaching and learning programs consistent with the NSW DoE syllabus documents.</p>
			<p>Teachers' Personal Development Plans (PDPs) are supported by a coordinated whole school approach to develop professional practice, informed by research.</p>
			<p>Teachers demonstrate increased</p>

Strategic Direction 2: Excellence in STAFF LEARNING and LEADING

People

Promote parental involvement in the delivery of educational programs within the school.

Provide opportunities for parents to learn about the school's performance and development system.

Community Partners

Effective Community of Schools (CoS) network will provide professional learning opportunities for staff leading to improved student learning outcomes.

Practices and Products

leadership skills by working beyond their classrooms to share and model best practice.

Teaching and non-teaching staff proactively seek to improve their performance.

The leadership team embeds clear processes with accompanying timelines and milestones, to direct school activity towards effective implementation of the school plan.

Strategic Direction 3: Excellence in ENGAGEMENT and WELLBEING

Purpose	People	Processes	Practices and Products
<p>To have a commitment to fostering a school wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development, success and wellbeing. This will result in sustained and measureable whole school improvement.</p>	<p>Students</p> <p>Students are engaged and feel supported by a comprehensive framework that addresses their cognitive, social, emotional and physical wellbeing.</p> <p>Students develop their understanding that their learning is enhanced by working with others and understand their roles and responsibilities as learners within a collaborative environment.</p> <p>Students are supported and engaged in quality transition programs that enable them to move successfully along a continuum of learning.</p> <p>Staff</p> <p>Staff have high expectations, a consistent approach, monitor and respond to data to successfully manage student behaviour and learning.</p> <p>Staff will build productive professional relationships with all stakeholders to promote common goals and improve the inclusivity of the school as a community.</p> <p>Parents/Carers</p> <p>Parents/Carers will develop a greater understanding of student learning and school expectations and feel valued. They are actively involved in consultation processes to enable school improvement.</p> <p>Establish a collaborative learning community by providing opportunities for parents and teachers to work together including parent information sessions and forums.</p>	<p>Wellbeing (Positive Behaviour for Learning) / Social Skills Project:</p> <ul style="list-style-type: none"> • Friendly Schools Program • Targeted Social Skills – School Chaplain • Wellbeing Framework – incorporated in school planning • Positive Behaviour for Learning (PBL) review <p>Quality Transition Project:</p> <p>Preschool to Kindergarten</p> <ul style="list-style-type: none"> • Preschool visits • Open Morning (May) – Kindergarten 2019 • Kindergarten Orientation • 'Stepping Stones' Transition Program <p>Year 6 to Year 7</p> <ul style="list-style-type: none"> • Feeder High School visits/Talks • GNPS transition program (4 days, Term 4) • PHHS Transition Program (4 days, Term 4) <p>Enhanced Parent Engagement Project:</p> <p>Parents engage with and contribute towards school life, school improvement and student learning through:</p> <ul style="list-style-type: none"> • Workshops / Information Sessions • 'Tell Them From Me' Surveys 	<p>Practices</p> <p>A whole school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment.</p> <p>Students demonstrate resilience and positive behaviour techniques in the playground and classroom.</p> <p>The school leadership team analyses responses to school community satisfaction measures.</p> <p>Attendance rates are regularly monitored and appropriate action taken.</p> <p>Products</p> <p>Transition programs provide effective prior to school experiences for incoming Kindergarten students.</p> <p>All environments are well managed within a consistent school-wide Positive Behaviour for Learning (PBL) approach.</p> <p>Effective links are established with local High Schools to ensure an enhanced transition process for Year 6 students.</p> <p>The school has in place a comprehensive and inclusive framework to support the emotional, social, physical and spiritual wellbeing of students.</p> <p>Physical learning spaces are used flexibly and creatively to meet a broad range of student learning interests and needs.</p> <p>Student voice is established through the</p>
Improvement Measures			
<p>Percentage of students achieving positive behaviour levels.</p> <p>Improved levels of wellbeing by decreasing instances of negative behaviour on EBS OnTrack/ Student Management.</p> <p>Increased percentage of parents engaging in supporting their child's education.</p> <p>'Tell Them From Me' survey results show increased parental satisfaction.</p> <p>Percentage of students who feel better prepared for transition to High School. (Survey)</p> <p>Percentage of parents who feel they/their child have been supported in their transition to school (Kindergarten). (Survey)</p>			

Strategic Direction 3: Excellence in ENGAGEMENT and WELLBEING

People

Community Partners

Access and utilise resources within the community to facilitate the effective delivery of high quality educational programs for all stakeholders.

Leaders

Leaders will foster a school-wide culture of high expectations and a shared responsibility for learning, engagement and wellbeing.

Programs and structures are continually reviewed, refined, enhanced and communicated to ensure that all stakeholders are effectively engaged and empowered to achieve excellence.

Processes

- Forums and Focus Groups

Evaluation Plan

Tell Them From Me surveys / School Surveys

Regular analysis of behaviour tracking data trends.

Regular reporting of projects in staff, stage and executive meetings.

Monitoring of milestones.

Meetings with colleagues to promote professional dialogue.

Practices and Products

creation of learning goals, student directed learning experiences and self-assessment opportunities which enhance student engagement.