

# School plan 2018-2020

## Grahamstown Public School 4609



# School background 2018–2020

## School vision statement

Grahamstown Public School – **where together we grow with pride, learn for life and strive to be the best that we can be!**

In this learning community we will:

- Acknowledge and develop the whole child in partnership with the wider school community.
- Develop respectful, responsible citizens who show pride in themselves and their community.
- Offer a supportive learning environment where education is valued and positive relationships are nurtured.
- Aspire to personal best through a community of high expectations in all dimensions of education.

## School context

Grahamstown Public School is in a rural area, drawing a majority of students from a low socio economic background. There are currently **343** students from an increasingly diverse cultural heritage, including **51** Aboriginal students and **42** Defence Force family students. Grahamstown Public School has a strong emphasis on student welfare which underpins the culture of support and personal development. Student welfare issues are supported through an active Learning Support Team, student leadership development, a staff dedicated to welfare issues and communication between home and school. Our school works in partnership with neighbouring Lakeside Learning Community Schools to develop a quality education for the Raymond terrace community.

Educational engagement is supported through a well developed network of ICT equipment and quality practice imbedded to supplement and support curriculum. Grahamstown Public School proudly offers a wide range of extra curricula activities to develop interest, skill and talent through sport, visual and performing arts and environmental projects.

## School planning process

In 2017 a comprehensive process was undertaken across the school community to review current practices and collect evidence, including student results, attendance, behaviour and participation, along with survey data from parents, staff and students. This process included a review of strengths, opportunities and areas for development across the school.

The AECG president and a local AECG representative were invited to attend a meeting to discuss the plan and have input into the planning for the Aboriginal programs that are imbedded in this plan. Their input has directed the development of cultural programs across the school.

The school vision statement and school context were developed in consultation with staff, students and parents through staff and P&C meetings and surveys. The strategic directions for 2018 – 2020 were developed through results of surveys, staff and parent forums, where past planning and directions were evaluated and new directions set to continue successful programs and implement new initiatives to address areas of weakness or concern.

# School strategic directions 2018–2020

**Purpose:**

To develop a culture that builds educational aspiration and ongoing performance improvement for students and staff.

**Purpose:**

To create a whole school structure where education is valued, diversity is respected and individuals support each other to connect, succeed, thrive and learn.

**Purpose:**

To create a whole school community where staff, students, families and community partners are engaged in positive, respectful relationships which support continuous learning for all.

# Strategic Direction 1: Quality Teaching, Outstanding Learning

Purpose	People	Processes	Practices and Products
To develop a culture that builds educational aspiration and ongoing performance improvement for students and staff.	<b>Students</b>  Self assess and identify their own learning goals in literacy and numeracy.	<b>Know Each Student</b>  Teachers collaboratively plan for and implement quality, consistent teaching and assessment practices through regular data tracking and analysis. This will inform evidence based, explicit literacy and numeracy programs and individual goal setting with a powerful growth mindset.	<b>Practices</b>  Teachers collaboratively review and evaluate assessment data to inform teaching practice and programming.  All teachers utilise feedback to reflect on their own and student performance, set goals and improve student self-regulation  Supervisors support effective, consistent implementation of teaching and learning that is underpinned by clear expectations.  Students seek and give effective feedback to improve performance.  Teachers provide opportunities for students to think broadly and deeply and use reason, resourcefulness, imagination and innovation all learning areas.
Improvement Measures	<b>Students</b>  Demonstrate a growth mindset which supports education growth and ongoing performance improvement.	<b>Research Informed Pedagogy for Literacy and Numeracy</b>  Draw on solid research to develop and implement high quality professional learning in literacy and numeracy teaching practices.	<b>Products</b>  100% of Teaching and Learning programs are data driven, identifying individual learning needs and offering challenge to all students.  The school community values education and is actively involved in embedding a culture of high expectations, which effectively maximises the potential of every child.  Feedback drives a growth mindset  Students demonstrate creative and critical skills.
Increase the number of students achieving in top 2 bands of NAPLAN by 8%  Increase the percentage of students reaching expected achievement by 10%  Students achieving expected growth From Years 3 – 5 as indicated in NAPLAN will increase by 10%	<b>Staff</b>  Know the learning needs of each child by effectively analysing data and identifying an appropriate learning path for them that will lead to ongoing improvement.  <b>Staff</b>  Work collaboratively to set high expectations and consistent practices in literacy and numeracy.  <b>Leaders</b>  Adopt a coordinated approach to literacy and numeracy based on high and explicit expectations, ongoing evidence collection and evaluative thinking.  <b>Parents/Carers</b>  Engage in their child's learning and actively encourage and support goal setting and ongoing improvement by celebrating successes and having high expectations.	<b>Critical and Creative Thinking</b>  Inquiry based learning and STEM will be embedded across all areas of the curriculum.	
		<b>Evaluation Plan</b> <ul style="list-style-type: none"> <li>• Classroom observations</li> <li>• SEF analysis</li> <li>• Program analysis</li> <li>• Data Analysis</li> </ul>	

# Strategic Direction 2: Wellbeing

Purpose	People	Processes	Practices and Products
To create a whole school structure where education is valued, diversity is respected and individuals support each other to connect, succeed, thrive and learn.	<b>Students</b>  Actively engage in their own learning journey.	<b>Wellbeing</b>  Whole school approach to student wellbeing in which students can connect, succeed and thrive at each stage of the schooling.	<b>Practices</b>  All teachers take responsibility for all students and actively engage in their wellbeing.
Improvement Measures	<b>Students</b>  Have a strong sense of wellbeing, resilience and emotional intelligence.	<b>Positive Behaviours for Learning</b>  School wellbeing data driving consistent teacher practice in PBL across the school.	All teachers have regular communication with parents with a focus on positives.
Reduction in suspensions and negative red and amber incidences as recorded through Wellbeing tracking.	<b>Staff</b>  Are responsible for the wellbeing of all students in the school community and consistently support processes to enhance wellbeing.	<b>Cultural Education</b>  All students are actively engaged in programs which give them pride in their cultural heritage. Aboriginal perspectives will be evident across key learning areas.	LST processes support Student wellbeing.
95% of students, parents and staff feel a sense of belonging and care as indicated in TTFM surveys.	<b>Leaders</b>  Adopt a coordinated approach to student wellbeing and work with staff to support student wellbeing across the school.	<b>Evaluation Plan</b> <ul style="list-style-type: none"> <li>• Behaviour Data</li> <li>• SEF Analysis</li> <li>• LST data</li> <li>• Surveys</li> <li>• Student Feedback</li> <li>• Program analysis</li> </ul>	PBL practices are a collaboratively developed in response to school wide data.
ATSI students and students from different cultural backgrounds will equal or better the outcomes of the broader community based on internal and external data sources.	<b>Parents/Carers</b>  Understand school values and support school directions with their children and in the broader community. They are active partners in embedding our values into the school's culture.		Cultural activities will be developed to increase student pride in their heritage and school community values diversity.
			Parents are actively involved in setting learning goals for their students.
			<b>Products</b>  A clear, collective understanding and belief in the learning progress and potential ability of all members of the school community.
			There is a community wide collective responsibility for student learning and wellbeing where every child is known and nurtured.
			School resources are deployed to make best use of available expertise and create an optimal learning environment to meet the needs of all stakeholders.
			100% of Teaching/Learning programs are data based and differentiated for individual student learning needs.

# Strategic Direction 3: Partnerships

Purpose	People	Processes	Practices and Products
To create a whole school community where staff, students, families and community partners are engaged in positive, respectful relationships which support continuous learning for all.	<b>Students</b>  Students feel like they are known, cared for and supported by the entire school community.	<b>Family and Community Engagement</b>  A focus on building authentic community and parent partnerships through effective communication and participation opportunities encompassing: <ul style="list-style-type: none"> <li>• PBL programs</li> <li>• AECG consultation</li> <li>• Outside Agency support</li> <li>• Community of Schools projects</li> <li>• Strong transition processes</li> <li>• Goal setting and individual plans</li> </ul>	<b>Practices</b>  Parents are consulted in setting learning goals through Mgoals and Student Learning Support Plans (SLSP) processes.
Improvement Measures	<b>Staff</b>  Build strong relationships with each other which are based on high expectations.		Consistent PDP processes are developed to support all staff professional growth.
Significant increase in partnerships with outside agencies and engagement of community members in activities fostered by this partnership.	<b>Staff</b>  Develop strong relationships with parents and community that inform and support the continuity of learning for all students, especially at transition points.		The whole school community is consulted and data is regularly gathered to inform school practices and decisions.
100% of parents actively engaged in Mgoals and SLSP processes..	<b>Parents/Carers</b>  Parents develop positive, respectful relationships with the school and work with the school to ensure strong culture of learning and continuous improvement for their students.	<b>Coaching and mentoring</b>  Practices and systems enhance teacher improvement including: <ul style="list-style-type: none"> <li>• Classroom observations</li> <li>• Collaborative Data analysis</li> <li>• Collegial feedback</li> <li>• Authentic PDP processes</li> <li>• Support for beginning teachers</li> <li>• Support for accreditation at proficiency and higher</li> </ul>	CoS develops effective partnerships and processes to support transitions to, across and out of the school.
75% of families participate in the Tell Them from Me surveys.	<b>Community Partners</b>  Community partners support the school values and the clear focus on student progress and achievement. They collaborate with the school where appropriate and share resources and assets to deliver benefits to both the school and the community.	<b>Evaluation Plan</b>  <ul style="list-style-type: none"> <li>• Classroom observations</li> <li>• Feedback from community , staff, parents and students</li> <li>• engagement and satisfaction surveys</li> <li>• SEF analysis</li> <li>• PDP analysis</li> </ul>	<b>Products</b>  Whole school and/or inter school relationships provide mentoring and coaching to support the ongoing development and improvement of all.
			A culture of learning where all are motivated to deliver their best and continually improve.
			The school is seen as a positive place where outside agencies are engaged in supporting our school and its families.

## Strategic Direction 3: Partnerships

### Processes

- Evaluation of coaching and mentoring practices