



Gravesend Public School

School Plan 2015 – 2017

At Gravesend Public School we inspire students to develop a passion for learning, to achieve personal success in all endeavours and enable them to become responsible local and global citizens who act with integrity.



*Strategic Direction 1
Successful learners*



*Strategic Direction 2
Innovative
differentiated
teaching and learning*





School Background 2015 - 2017

School vision statement

Gravesend PS has a culture of high expectations, dedicated staff committed to Quality Teaching and Learning and motivated, engaged students learning in a safe, nurturing and respectful environment.

We will inspire students to develop a passion for learning, to achieve personal success in all endeavours and enable them to become responsible local and global citizens who act with integrity.

School context

Gravesend PS is located in north west New South Wales 25km west of Warialda and 55km east of Moree. It is a small, rural school that directly caters for the educational needs of its students from Transition to School to Year 6 and enjoys a reputation for solid achievement in literacy, numeracy and working with technology.

Current enrolments total 32 students, with two full time teachers, one full time temporary teacher, a part time School Administration Officer and a part time School Chaplain. The teaching staff is committed to continuous improvement in the capacity to deliver a broad and high quality curriculum to all the students in an enjoyable, supportive and stimulating learning environment.

The school community is committed to students' welfare in supporting increasing student outcomes.

This commitment, combined with the support from the parents and wider community, and our ability to join with other small schools in the area enables the school to successfully work towards its objectives.

School planning process

In 2014, a planning process was undertaken across the whole school community to review current practices and collect evidence from staff, students and parents.

The staff brainstormed:

- what sort of school we would like to have in 2018;
- the physical environment of our school;
- attributes we envisage for the students exiting our school;
- what experiences we want our students to have; and
- the expertise of our staff to provide enriched learning experiences with rigor of learning.

The students, parents and members of the community completed a survey about what the school does well, what areas the school needs to improve and suggestions for strategies to make these improvements.

Findings were discussed at a P&C Meeting to develop the school vision, strategic directions and improvement measures.

The staff used feedback from the P&C meeting, studied the Melbourne Declaration on Educational Goals for Young Australians, the School Excellence Framework, Rural and Remote Blueprint and Local Schools Local Decisions to finalise the school vision, strategic directions, improvement measures and the 5Ps for each strategic direction.



School Strategic Directions 2015 - 2017



**Successful
Learners**

Purpose:

To develop our students for the future as successful global citizens by equipping them with the skills to be confident, critical and creative learners who strive for excellence in all endeavours.



**Innovative
and
Differentiated
Teaching**

Purpose:

To build a dynamic culture of innovation and best practice through quality professional learning and collegiality. Leaders and teachers will have high expectations of themselves and their students in order to foster sustained school improvement.

Strategic Direction 1: Successful Learners

Purpose

Why do we need this particular strategic direction and why is it important?

To develop our students for the future as successful global citizens by equipping them with the skills to be confident, critical and creative learners who strive for excellence in all endeavours.

Improvement Measures

- ❖ All staff have deep knowledge of all the new NSW Curriculum for the Australian Curriculums, developed a Scope and Sequence for each and implemented them according to the DoE's timeline.
- ❖ All staff collaborated to develop a whole school assessment plan and authentic tracking records of students' progress.

People

How do we develop the capabilities of our people to bring about transformation? Students

Students will be explicitly taught 21st century capabilities in order to become critical thinkers and productive, global citizens.

Staff:

Through PL Teachers will develop deep knowledge of the new NSW Syllabuses for the Australian Curriculum to provide engaging, evidenced based teaching and learning, differentiated programs and high expectations to cater for individual student learning needs. They will collaboratively develop a whole school assessment plan, be able to effectively analyse student results and utilise comprehensive tracking documentation.

Parents/Carers:

Communicate the school's strategic plan to parents and community members and provide workshops and forums for parental learning and feedback on their child's learning and how the school can best meet students' needs.

Leader:

Instructional leadership in DEC Reforms, Australian Curriculum, Australian Professional Standards and all mandatory training.

Processes

How do we do it and how will we know?

Unpack the outcomes for new NSW syllabuses for the Australian Curriculum, develop a scope and sequence for each subject from ES1 to St 3 and create differentiated programs and units to address the specific needs of each student. Programs will reflect the systematic and explicit teaching of the general capabilities in all subject areas.

Develop a whole school approach which embeds assessment for, as and of learning in every classroom teachers' practice, including tracking and assessment of student progress using the literacy and numeracy continuums and other moderated tasks.

Evaluation Plan:

Collect and analyse:

- baseline data
 - Assessment data (classroom based)
 - Sena1 & 2
 - NAPLAN Data each year
- Literacy and numeracy mapping
Draft Assessment Plan
Tracking results to demonstrate progress.
Review teaching programs.

Products and Practices

What is achieved and how do we measure?

Product:

All staff have deep knowledge of all the new NSW Curriculum for the Australian Curriculums, developed a Scope and Sequence for each and implemented them according to the DoE's timeline.

All staff collaborated to develop a whole school assessment plan and authentic tracking records of students' progress.

Practice:

All teachers engaging in assessment for, as and of learning and develop tracking records for student data.

Individual student's progress is monitored and assessed against literacy and numeracy continuums.

Students use success criteria to evaluate their work and to set learning goals.

A culture of high expectations for every student is evident.

Teachers are confident in using the new NSW syllabuses for the Australian curriculum.

Strategic Direction 2: Innovative and Differentiated Teaching and Learning

Purpose

Why do we need this particular strategic direction and why is it important?

To build a dynamic culture of innovation and best practice through quality professional learning and collegiality.

Leaders and teachers will have high expectations of themselves and their students in order to foster sustained school improvement.

Improvement Measures

- ❖ 100% staff set and achieved learning goals in line with the Performance Development Framework.
- ❖ 100% of staff participated in professional learning activities to build capacity in the new syllabuses, differentiated curriculum, effective assessment, setting criteria and goals.

People

How do we develop the capabilities of our people to bring about transformation?

Students: Through quality teaching and learning all students will be supported to develop the capability to identify, develop and evaluate their own goals and to take responsibility for their own learning.

Staff:

Build a positive school culture to focus on students' learning and participate in ongoing professional learning.

Parents/Carers:

Support a culture of change and positive partnerships with parents for the benefit of students.

Leader:

Inspire and motivate the students and staff to be self-directed, life-long learners. Build collegial networks for professional learning that are purposeful, inclusive and optimise success for all.

Processes

How do we do it and how will we know?

All teachers participate in and take responsibility for the identification of professional learning goals in line with the Performance and Development Framework.

Staff learning is differentiated and negotiated to ensure the systematic and explicit teaching of the general capabilities in all subject areas.

Parents contribute to their children's learning, school planning and decision making through attending 3 way interviews, meetings, forums and workshops on a regular basis.

Evaluation Plan

Evaluate professional learning goals and plans.

Maintain a professional learning register.

Monitor student progress every 5 weeks.

Program reviews to monitor curriculum implementation.

Monitor parental attendance at 3 way interviews, meetings, forums and workshops.

Products and Practices

What is achieved and how do we measure?

Product:

100% staff set and achieved learning goals in line with the Performance and Development Framework.

100% of staff participated in professional learning activities to build capacity in the new syllabuses, differentiated curriculum, effective assessment and setting criteria and goals.

Practice:

Embed the procedures for the Performance and Development Framework into school culture.

Whole staff place a high priority on ongoing professional learning.

Assessment practices underpin all teaching and learning.

Teachers in collaboration with students, set regular challenging learning goals which are based on assessment and include the personal goals that students set.

Teachers regularly engage in structured professional dialogue in order to accurately plot student progress on a termly basis.