

# School plan 2018-2020

## Greenwich Public School 2076



# School background 2018–2020

## School vision statement

### ***To provide dynamic learning experiences which ensure all students become successful citizens of the future***

Our dynamic learning experiences are focussed on Future Focussed fluencies and provide opportunities for students to develop problem solving skills, creativity, critical thinking, teamwork and literacy and numeracy skills. We will maximise learning in our school with the aim being for students to 'achieve at least a year's worth of learning from every year's teaching'.

We will inspire all students to be lifelong learners with a thirst for knowledge. We encourage risk-takers and resilient learners who are self-directed and reflective. Students will find joy in their learning and feel empowered to achieve. Challenges will be seen as opportunities and students will strive to reach their full potential academically, creatively, physically and socially.

Teachers, leaders and parents will all take responsibility to nurture, guide, inspire and challenge students to build their skills so they can become successful citizens of the future. Our students will be adaptable, technological, ethical and empathetic global citizens equipped to make valuable contributions in the future.

Student learning is underpinned by high quality teaching and leadership (School Excellence Framework 2017). As such, we are committed to the pursuit of professional growth so that we can continue to provide high quality educational opportunities for each and every child.

Respect, Responsibility and Success are our values which are embedded in all student well-being initiatives.

## School context

Greenwich PS is located in a bushland setting in Sydney's lower north shore. It was established in 1876 and consists of two campuses situated 1.5km apart. Our Kindergarten and Year 1 campus includes a heritage building, a 'before and after school care' centre (GOOSH) and an attractive playground with engaging play equipment. Our Years 2–6 campus offers a school oval, a tennis court, cricket nets, a science room, a bush learning environment and a modern school hall.

Quality, innovative and enthusiastic teachers provide challenging learning programs for all students with a strong focus on literacy and numeracy. Our 2018 enrolment is 487 students, drawn from a high socio-economic population base.

With positive partnerships between staff, students, parents and the community, our school is well regarded in the local area. High levels of community participation and strong local business links allow us to provide an enviable level of support for our students. Our parent community is well educated, supportive and values quality, inclusive education practices. High expectations of staff and parents underpin planning.

21st century information technology includes interactive whiteboards in all classrooms, two computer hubs, classroom computers and access to wireless mobile technology, including iPads and netbooks.

The research based PBEL (Positive Behaviour Engaging Learning) program is continuing to be successfully implemented. K– 6 students interact through the Peer Support– Buddy Group program.

Extra-curricular activities include bands, choirs, strings, recorder, guitar, dance, sport and environmental groups.

## School planning process

Our School Plan 2018–2020 has been developed in consultation with all key stakeholders – parents/carers, students and staff. Several presentations, workshops and activities were conducted to celebrate current successful practices and to determine goals for the future.

The 2018–2020 draft plan was presented and discussed at School Council, staff meetings and P&C.

'Tell Them From Me' surveys were conducted to ascertain opinions of current practices and provide the opportunity to suggest future directions.

The staff engaged in an activity to create a shared vision that reflects State and DoE priorities. This activity elicited aspirational elements and common purposes from which the school vision has been constructed.

The School Executive has participated in workshops centred on the 5P Planning process and creating strategic directions to take the school forward into the future.

The P&C Presidents, School Council President and Principal met and discussed the draft plan. The draft plan was presented and discussed at a staff meeting.

Analysis of baseline data, NAPLAN, school assessments and feedback enabled improvement measures to be identified and incorporated into the plan.

This wide consultation process has provided the School Executive with valuable data to inform this three year plan.

# School strategic directions 2018–2020

## STRATEGIC DIRECTION 1

Connecting quality learning for all students in a challenging, engaging and inclusive curriculum.

### Purpose:

To ensure students at Greenwich PS are confident, reflective, compassionate and resilient life-long learners and global citizens.

We will enhance personalised learning experiences that allow students to develop their ability to think critically, creatively and ethically to achieve high levels of success.

Our students will be nurtured to become literate, numerate, collaborative and effective users of technology, whilst being socially, environmentally and culturally aware.

## STRATEGIC DIRECTION 2

Excellence in teaching, leadership and management through collaborative practices.

### Purpose:

To enable staff to be active, fearless and collaborative learning facilitators through improved collegial practices.

Our teachers will demonstrate curriculum innovation, quality teaching and leadership capability to inspire learning.

Our staff will learn from each other, provide feedback on performance and follow accreditation procedures, leading to increased development of staff and leadership capability, management practices and succession planning.

## STRATEGIC DIRECTION 3

Establish an inclusive approach to future focussed learning principals.

### Purpose:

To build authentic partnerships with local and global communities to achieve the school's vision and values so that all stakeholders become respectful, responsible and successful learners.

Our sustained partnerships will ensure the development of a positive learning culture with students becoming successful global citizens of the future.

# Strategic Direction 1: Connecting quality learning for all students in a challenging, engaging and inclusive curriculum.

## Purpose

To ensure students at Greenwich PS are confident, reflective, compassionate and resilient life-long learners and global citizens.

We will enhance personalised learning experiences that allow students to develop their ability to think critically, creatively and ethically to achieve high levels of success.

Our students will be nurtured to become literate, numerate, collaborative and effective users of technology, whilst being socially, environmentally and culturally aware.

## Improvement Measures

- 25% increase in students performing in the top two bands in Year 5 Language Conventions, Reading, Writing and Numeracy.
- 80% of Year 5 students demonstrate progress in Literacy and Numeracy, evidenced through school based assessments and the Literacy and Numeracy Continuums/Learning Progressions.
- STEAM principals to be embedded in 100% of all classrooms.

## People

### Students

Students are provided with a stimulating learning environment by: increasing opportunities for higher levels of student cognitive engagement, the facilitation of self-directed inquiry and instruction of future focused learning modes. Students will develop confidence to solve 'real-world' problems and engage with Project Based Learning initiatives.

### Staff

Staff will have high expectations of students and undergo professional learning to facilitate quality curriculum programs that support low performing students as well as laterally and vertically extend high performing and gifted and talented students.

### Parents/Carers

As part of a collaborative learning community, parents develop their skills and knowledge of educational reforms and processes through parent information sessions, newsletter and website articles and P&C meetings and forums.

### Community Partners

Leaders will foster and promote proactive learning alliances with other schools and agencies to deliver innovative educational projects and programs.

### Leaders

School leaders will guide a process of

## Processes

- Build staff capacity to collaboratively program, creating school-wide systems that foster and support differentiated pedagogy in literacy and numeracy.
- Implement 'Project Based Learning' practices to ensure that teaching and learning at Greenwich PS is innovative, adaptive and transformative.
- Review and refine our PBEL program.
- Develop teacher understandings of Future Focused Learning.
- Develop robust systems of assessment and analysis including the plotting of students achievement against the Literacy and Numeracy Continuums/Learning Progressions.
- Develop a school Wellbeing Framework.

## Evaluation Plan

### EVALUATION PLAN:

- Evaluate NAPLAN and PLAN data, school based assessments and teaching and learning programs.
- PBEL data will be tracked and used to adapt and change processes.
- Opportunities will be given for students to reflect on their learning.

## Practices and Products

### Practices

All staff will provide quality feedback to students and parents regarding student achievement.

All staff will provide 'Project Based Learning' experiences for students which are designed and implemented utilising blended learning pedagogies that employ technology in innovative ways.

All staff will provide a rigorous and differentiated curriculum and explicit teaching to cater for individual learning needs and improve Literacy and Numeracy outcomes for all students at all ability levels.

Every student is actively and consistently engaged in learning that is meaningful and developmental.

Staff will continue to record and monitor positive and negative behaviours through the PBEL system.

### Products

Maintain and increase the numbers of students in the top 2 Bands in NAPLAN Literacy and Numeracy.

• 100% of students demonstrate progress through school based assessments and the Literacy and Numeracy continuums/progressions

• 50% reduction in 'Minors' –PBEL reported behaviour incidents

# Strategic Direction 1: Connecting quality learning for all students in a challenging, engaging and inclusive curriculum.

## People

pedagogical reform in literacy and numeracy, authentic differentiation and technology.

# Strategic Direction 2: Excellence in teaching, leadership and management through collaborative practices.

## Purpose

To enable staff to be active, fearless and collaborative learning facilitators through improved collegial practices.

Our teachers will demonstrate curriculum innovation, quality teaching and leadership capability to inspire learning.

Our staff will learn from each other, provide feedback on performance and follow accreditation procedures, leading to increased development of staff and leadership capability, management practices and succession planning.

## Improvement Measures

100% of staff members have effective Performance and Development Plans identifying goals and review processes for further development.

Streamline our reporting procedures to be in line with the Numeracy/Literacy Continuums/Learning Progressions.

## People

### Students

Students are exposed to innovative, high standard professional teaching and management practices. This will ensure their success as learners and prepare them to become global citizens of the future.

### Staff

All teachers are empowered to take responsibility for their own professional learning, to positively give and receive peer feedback and to model risk-taking in goal setting and teaching. Teachers and administrative staff strive for excellence and sustained improvement.

### Parents/Carers

Parents are given opportunities to be informed and contribute to educational programs within the school. Participation in classroom activities, forums and reporting sessions foster a collaborative learning community.

### Community Partners

Leaders will develop the capacity to work in partnership with external organisations and experts to enrich and diversify student programs.

### Leaders

100% of school leaders identify and implement professional learning that is aligned with school priorities and Individual Performance Development Plans. School leaders set up and/or identify 'Communities of Practice' to meet individual, stage or school based professional learning needs.

## Processes

- Implement improved performance management processes for staff that align with professional standards and the school plan.
- Develop individual professional learning plans explicitly targeted at developing teacher capacity to cater for learner diversity and improving leadership capability.
- Teachers participate in Learning Progressions PL and show evidence of use in their practices with all students plotted.
- STEAM principles to be embedded across all KLAs and classrooms.
- Teacher mentoring to be expanded to embrace Quality Teaching Rounds as part of standard practice.
- Refine financial management approaches to maintain standards in staffing, student offerings, facilities and resources.

## Evaluation Plan

- The Performance and Development Framework will be used to monitor professional learning and capacity.
- Staff and Parent Surveys will inform progress in the area of management practices.
- Executive staff will provide anecdotal feedback on professional learning and plans.

## Practices and Products

### Practices

- STEAM principles to be embedded across all KLAs and classrooms.

Teachers use value added data and analysis to drive learning opportunities.

Whole school emphasis to be placed on implementing effective assessment and reporting practices.

- All staff members regularly reflect on and take responsibility for their own teaching, management and leadership practices and acknowledge the importance of feedback in this process.

- Integration of accreditation/registration requirements into professional discussions to facilitate professional and leadership development.

- Staff will respond appropriately to students well-being needs through the use of SALM software, tracking data, resources allocation through a single budget funded directly by the LMBR Resource Allocation Model (RAM) .

### Products

- 100% of staff members have active and Performance and Development Plans identifying goals, professional learning processes and review processes for further improvement

- An increased number of teachers are accredited by the Board of Studies and Teacher Education Standards(BOSTES) at

## Strategic Direction 2: Excellence in teaching, leadership and management through collaborative practices.

### Practices and Products

- proficient and highly accomplished level
- 100% of teaching and learning programs show evidence of collaborative planning, effective assessment and differentiated learning practices
  - 100% of students to be plotted against Literacy & Numeracy Continuum/Learning progressions.

# Strategic Direction 3: Establish an inclusive approach to future focussed learning principals.

## Purpose

To build authentic partnerships with local and global communities to achieve the school's vision and values so that all stakeholders become respectful, responsible and successful learners.

Our sustained partnerships will ensure the development of a positive learning culture with students becoming successful global citizens of the future.

## Improvement Measures

- Flexible, well structured learning spaces are established to cater for and encourage future focussed learning skills and practices.
- 100% of staff to undertake Professional Learning with Future Focussed Learning/ STEAM education and practices.
- 100% of staff implement STEAM? Future Focussed Learning practices in classrooms.

## People

### Students

Students are provided with greater access to teaching practices and resources. This will lead to improved empathy, understanding, tolerance and a sense of social cohesion. Multiculturalism will be valued.

### Staff

Develop teachers understanding & use of technology to further develop & implement future focus learning practices. Support staff growth mindset around own practices to change & support student improvement outcomes in future focused learning. Develop staff understanding & use of evaluative data & programming appropriately to support differentiation. Develop staff understanding on the use of flexible learning spaces to support innovative teaching and learning practices.

### Parents/Carers

Increased parent & community engagement of redefined student learning and future focus learning through parent forums.

### Community Partners

Supportive relationships will be initiated and developed through special projects that involve local and global partners.

### Leaders

Current and aspiring leaders will be given opportunities to manage and lead key projects to develop educational, management and leadership capacities.

## Processes

- Staff and identified experts share current practices and innovations with the community via P&C meetings, school website and parent forums.
- Create 'communities of practice' and networks that assume shared responsibility for promoting individual and collective practice for the ongoing growth and development of the school and the system.
- Appropriate Information and Communication Technology (ICT) will be provided to enhance connections with local and global partners

## Evaluation Plan

- Parent/Community Satisfaction surveys & Tell Them From Me Surveys will be used to monitor achievements
- School Excellence Framework

## Practices and Products

### Practices

- All staff are engaged in teaching and leadership practices of STEAM education, project based learning, 6 C's (Collaboration, Communication, Creativity, Critical Thinking, Culture & Connectivity), Learning Progressions & Visible Learning Processes.
- All staff are engaged in establishing flexible learning spaces that are mobile, varied and connected to provide students with choice in where and how they learn. Spaces will support collaborative learning for students and teachers and provide opportunities for students to learn independently and in small and large groups
- Parents will be kept informed of our progression towards Future Focussed Learning through regular presentations and information sharing sessions in P&C meetings, parent forums or via the school website.

### Products

- Increased parent and community engagement and improved understanding of student learning at Greenwich PS.
- All staff utilising Future Focused Learning Modes.
- All staff utilising flexible learning spaces.



## Strategic Direction 3: Establish an inclusive approach to future focussed learning principals.

### People

Aspiring leaders will be given opportunities to shadow executive and participate in educational discussions.