

School plan 2018-2020

Greta Public School 2084



School background 2018–2020

School vision statement

Greta Public School reflects its motto of **'Courage and Loyalty'** through our commitment to giving every child every opportunity within a culture of growth, performance and wellbeing.

The school leaders, teachers and non-teaching staff focus on education across all areas of the curriculum in an inclusive, engaging and supportive learning environment. We value the importance of our role in equipping our students to develop academic curiosity, learning skills for the 21st century, deep connections with our community and strong, supportive relationships.

We are committed to developing individual strengths, a love of learning and the capacity to achieve. As part of our Positive Behaviour for Learning framework we develop **RESPECTFUL** and **RESPONSIBLE** citizens who give their **PERSONAL BEST**.

School context

Greta is centrally situated in the Hunter Valley, twenty minutes drive from Maitland, Cessnock and Singleton. Greta Public School is a community school and has served this area since 1878, and is known for: strong community support with many parents and grandparents who are ex-students; historic and new buildings in a landscape designed to enhance the natural setting; quality learning programs, strong commitment from staff and parents to school programs and wheelchair access to air-conditioned classrooms. Our association with families, local businesses and other educational organisations brings a strong connection to the community far beyond the school gate.

We currently have an enrolment of 177 students, including just under 10% who identify as coming from an Aboriginal or Torres Strait Islander background. We have a number of students who descended from families who started their local life in the Greta Migrant Camp and we are continuing to build our connections to that important part of our community heritage. We have a small number of students from non-English speaking backgrounds. Our school has a Family Occupation and Education Index (FOEI) score of 146.

Greta Public School provides a rigorous curriculum, focused on academic growth, social and emotional development which is delivered by dedicated and highly professional staff. A number of quality learning programs and support programs exist within the school, including Early Action for Success (EaFS), Language, Learning and Literacy (L3), Seven Steps to Writing Success, Targeted Early Numeracy (TEN), and Choose Maths.

We work closely with the Rutherford Learning Community to build strong relationships across our local schools and to ensure that our students enjoy a smooth transition from primary to secondary school. Our links with local early childhood services are strengthening every year and in 2017 we established an innovative, comprehensive transition to school program called 'Smart Starters'.

School planning process

The writing of the school plan commenced in 2017 with a series of staff meetings for teachers and executive analysis data and focusing on our future directions. This was followed by consultation with students through face to face meetings for all students from year 1 to year 6. Parents focus group meetings were held at a variety of times across a two week period and following these meetings, surveys were sent home to allow those who could not participate to contribute their ideas. All school staff (teaching and non-teaching) are members of one strategic direction team and are responsible for ensuring ongoing consultation with parents, students and the wider community.

In determining these strategic directions staff collected and reflected on a range of data including student achievement (class based assessments, PLAN and NAPLAN), school and community culture surveys, and whole school student wellbeing data.

School strategic directions 2018–2020



Purpose:
To inspire our teachers to continue to develop their skills and expertise through the provision of quality professional learning, opportunities for collaborative practice, and career development programs in order to have the most positive impact possible on student outcomes.

Purpose:
To inspire every child to have a voice in the school, and to support them to develop individual strengths, a love of learning and the capacity to achieve in a safe and inclusive environment.

Purpose:
To inspire effective community partnerships with families and the wider community and to move towards the school as a hub for the community.

Strategic Direction 1: Inspiring Teachers

Purpose

To inspire our teachers to continue to develop their skills and expertise through the provision of quality professional learning, opportunities for collaborative practice, and career development programs in order to have the most positive impact possible on student outcomes.

Improvement Measures

Program evaluations demonstrate that 100% of teachers are implementing consistent programs developed in line with NESA expectations and school guidelines.

All staff, students, and parents can articulate school strategic directions as measured by annual survey.

Increase the percentage of year 3 and 5 students in the top two bands for NAPLAN writing by 5% annually.

Increase the percentage of year 3 and 5 students in the top two bands for NAPLAN numeracy by 5% annually.

80% of K–2 students will be working at or above stage level in literacy or numeracy, as measured through the learning progressions.

People

Students

Will be supported to achieve the best possible outcomes through the application of professional learning in evidence based practice, and consistent, quality planning and assessment practice across the school.

Staff

Will build and maintain current understanding and skills which enable consistent application of the teaching and learning cycle; will work collaboratively to maintain a focus on effective and efficient processes for planning learning programs; and will access individualised development opportunities.

Parents/Carers

Will develop an understanding of whole school programs and learning progressions and how to support the implementation of quality literacy and numeracy programs at home.

Leaders

Will drive effective pedagogy throughout the school will facilitate teacher professional growth, reflection and development; and will offer enhanced access to mentoring and coaching.

Community Partners

Will develop the capacity to work collaboratively with the school to enrich and extend curriculum programs.

Processes

Quality Professional Learning

- All staff will be actively engaged in developing a professional learning plan that will link with the school plan, focus on literacy and numeracy, and address the teaching standards.
- All staff will maintain a focus on literacy and numeracy and on the deepening of their understanding of the teaching and learning cycle and assessment practice; and will have opportunities to access professional learning with the Instructional Leader and structured coaching and mentoring opportunities with executive staff.

Collaborative Practice

- All staff will engage in regular, structured collaborative sessions which will develop efficient, effective programming, planning and assessment practices.
- All staff will actively contribute to a Strategic Direction team and collaborate to maintain a focus on the goals of the School Strategic Plan 2018–2020.

Pathways

- Teachers at all stages of their career will be provided with opportunities to reflect and plan for the future through formal programs including coaching and mentoring.

Evaluation Plan

- Staff survey will be undertaken at the end of term one and term three to assess the impact of professional learning on teaching practice across each year.

Practices and Products

Practices

As a result of this work, all staff are actively engaged in monitoring the progress of the school strategic plan and ensuring that students and parents are informed of progress.

A consistent, collaborative whole school approach to programming, planning and assessment will be implemented K–6.

Quality systems and ongoing professional learning provide staff with tools to develop a deeper understanding of the implementation of the NSW syllabus for the Australian Curriculum.

Products

Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement

All staff will complete professional learning in literacy and numeracy, resulting in more effective and consistent student progress.

All staff will access regular support for career development in addition to their professional development plan.

A professional learning reflective journal will be developed so that all staff will evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning.

Strategic Direction 1: Inspiring Teachers

Processes

- A program evaluation will be undertaken by the executive team at the beginning, middle and end of each year to measure change.
- Analysis of internal and external school data will be compiled each term by the executive team and progress will be reported to the school community.

Strategic Direction 2: Inspiring Learners

Purpose

To inspire every child to have a voice in the school, and to support them to develop individual strengths, a love of learning and the capacity to achieve in a safe and inclusive environment.

Improvement Measures

Student representation in decision making is documented across all school activities.

100% of teaching and learning programs demonstrate evidence that student reflection and evaluation has an effect on teaching and learning.

80% of students report a sense of belonging, expectations for success and access to advocacy at school as measured by surveys in term two and the end of term four.

100% of students report that they contribute to decisions at school.

People

Students

Will play an active part in school processes and own their own learning; will develop leadership skills; will feel ownership of a safe and stimulating learning environment.

Staff

Will seek every opportunity to have student voice represented; will implement and evaluate engaging and relevant open ended learning projects across key learning areas; will be actively engaged in school wide student wellbeing systems.

Parents/Carers

Will support their children in reflecting, evaluating and providing feedback on school processes to ensure their voice is represented; will develop a deeper understanding of school wide student wellbeing processes.

Leaders

Will ensure that student voice and choice is heard at every level of the school; will continue to be engaged in professional learning and dialogue with their teams and as an executive team with a clear, shared vision for our school.

Community Partners

Will develop awareness of and involvement in the delivery of our diverse learning programs in order to support student learning as educational partners.

Processes

Student Voice

Student leadership teams will be supported to ensure that all students are represented in decisions about classrooms and the playground.

Systems for seeking student feedback and evaluation on school activities will be embedded across the school.

Student Choice

Learning hubs will be established that will allow students to pursue areas of interest, and will facilitate enrichment for targeted students and teachers will develop the capacity of students to reflect on and evaluate their own learning and vary their choice in both the playground and the classroom.

Student Wellbeing

A review of Positive Behaviour for Learning will be undertaken and a PBL relaunch will be planned.

A review of Learning Support Team processes will be undertaken with involvement from across the school community.

Evaluation Plan

A student survey will be implemented in term two and four of each year in order to measure student sense of safety, ownership and belonging.

Executive evaluation of teaching and learning programs will include an analysis of staff and student reflection on learning.

Practices and Products

Practices

Increased student engagement and confidence through enhanced involvement in school decision making and more opportunities to choose learning activities.

Structures to support staff reflection on student learning will be incorporated into stage meetings; and structures to support student reflection on learning will be used in class learning programs.

Positive, respectful relationships are evident and widespread amongst students and staff and promote student wellbeing to ensure optimum conditions for student learning across the school.

Products

Proformas for seeking student feedback will be developed and used for key events and decisions.

Programming formats for documenting staff reflection on student learning, and student self reflection will be developed and used in teaching and learning programs.

Students will be represented on strategic planning teams, and all classes will undertake a process to ensure that their voice is heard at school.

Strategic Direction 2: Inspiring Learners

Processes

PBL data will be analysed and presented to staff each term.

Student involvement in school decision making will be recorded and analysed by the executive team.

Strategic Direction 3: Inspiring Community Partnerships

Purpose

To inspire effective community partnerships with families and the wider community and to move towards the school as a hub for the community.

Improvement Measures

An annual 360 degree customer service evaluation of home–school communication shows continual improvement.

50% of our parents and carers will attend at least one workshop per year.

100% of classes will be able to articulate their annual community contribution.

People

Students

Will be actively involved in seeking community involvement in our school and will make regular contributions to our local community.

Staff

Will evaluate current home school communication tools and contribute to parent workshops on learning; and will facilitate student involvement in local community events and seek opportunities for volunteer involvement in the classroom.

Parents/Carers

Will evaluate current home school communication tools and build their understanding of teaching learning and wellbeing at school through participation in parent workshops; and will actively contribute by accessing a wide range of volunteering opportunities.

Leaders

Will co–ordinate an evaluation of home school communication and change practice as a result of this review; and will facilitate opportunities for mutually beneficial school–community relationships.

Community Partners

Will develop an awareness of school activities and collaborate with the school to develop mutually beneficial relationships; will access community services that are located at school.

Processes

Communication

An annual evaluation of home–school communication will be undertaken and results will drive continual improvement in this area.

An annual program of parent workshops will be offered to provide a deeper understanding of literacy, numeracy, and wellbeing.

Involvement in School Life

A broader range of opportunities to engage in school events and activities will be promoted and supported including induction training, the PATCH program, Smart Starters and volunteering across the year.

Community Contribution

A plan to establish the school as a Community Hub will be investigated.

Student opportunities to contribute to the local community will be sought, including involvement with the local early childhood services.

Evaluation Plan

Annual parent survey of communication tools will be implemented.

Participation in parent workshops will be documented and evaluations will be analysed.

Student participation in community events will be analysed.

Practices and Products

Practices

Home–school communication strategies will be regularly reviewed in order to embed a culture of continual improvement across the school.

A parent workshop program will be timetabled and offered each year following consultation with the community to determine need.

Opportunities to involve the wider community in school activities are considered by all staff at every opportunity.

Students make regular contributions to the community through their annual class community project.

Products

As a result of our work, a thorough communication strategy is in place which meets the needs of our parent community.

Through improved communication processes parents and carers will have a deeper understanding of teaching, learning and wellbeing at school.

A community newsletter will be distributed throughout Greta each term.

A plan to establish Greta Public School as a community hub will be in place.