

School plan 2018-2020

Gordon East Public School 3985



School background 2018–2020

School vision statement

Gordon East Public School – a welcoming and collaborative school community that supports student success. Quality teachers inspire students to be creative and critical thinkers enabling them to become active and informed global citizens.

School context

Gordon East Public School is a high performing school situated on spacious, picturesque grounds in Gordon. An outstanding feature of our school is the sense of shared purpose by the school community and the supportive relationships that underpin this. We value high expectations for student learning, enabling all students to strive for and experience success. Highly professional and dedicated teachers implement quality learning programs across all key learning areas. Gordon East provides innovative and well-resourced programs that engage, motivate and inspire students to achieve excellence. As well as undertaking a rigorous academic program students also participate in a variety of extra curricula opportunities including robotics, chess club, representative sport, string ensembles, bands, choirs and dance groups.

School planning process

This plan is the result of a rigorous process of whole school communication and collection of data using, the Department of Education's Strategic Plan 2018– 2022, the School Excellence Framework, Melbourne Declaration of Educational Goals for Young Australians, Great Teaching, Inspired Learning, Wellbeing Framework for schools and other relevant contextual documentation. Children and young people are at the centre of all our decision-making.

Parents during P&C executive meetings and P&C meetings during 2017/18 were introduced to the Melbourne Declaration of Educational Goals for Young Australians, Great Teaching, Inspired Learning and the Department of Education's Strategic Plan 2018– 2022. They were also informed that the planning process for schools will continue and our strategic planning for 2018–2020 has begun. Parents provided their views on where they perceive their children's needs would be best met and where they would like our school to be in 3 years based on the goals and commitments to action in the Melbourne Declaration. The group identified practices that are successful in our school as well as identify areas for improvement. Parents, students and staff within our community were asked to complete online surveys and provide feedback on learning, well-being and future directions, in relation to the School Excellence Framework– Excellence in Learning, Excellence in Teaching, Excellence in Leading.. This combined information was collated to develop our schools shared vision and future direction.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Student Success– engaged students challenged to continue to learn

Purpose:

Students know that they are well-supported, resilient, creative, critical thinking individuals with the personal resources for future success and wellbeing. The school has identified the expected or higher growth for each student and students are achieving higher than expected growth on internal school progress and achievement data.

STRATEGIC DIRECTION 2

Every teacher promoting student success

Purpose:

Teacher's model effective learning and use evidence-based teaching strategies. Evidence including student data and teacher observations is used consistently to drive teaching effectiveness and inform future school directions. We identify our own learning needs and there are systems for collaboration and feedback to sustain quality teaching practices.

STRATEGIC DIRECTION 3

Collaborative Partnerships– working together to enhance student learning

Purpose:

Gordon East Public School is committed to building a shared responsibility for student learning and success, through collaborative consultation. We will build a culture of collaboration within our community driven by communication and effective organisational practices by working together to enhance student learning.

Strategic Direction 1: Student Success— engaged students challenged to continue to learn

Purpose

Students know that they are well-supported, resilient, creative, critical thinking individuals with the personal resources for future success and wellbeing. The school has identified the expected or higher growth for each student and students are achieving higher than expected growth on internal school progress and achievement data.

Improvement Measures

80% of students are achieving grade level benchmarks for Literacy and Numeracy

Student data is effectively tracked and monitored using PLAN, ICAS, NAPLAN, SMART data and other internal data tools

Growth for students in literacy and numeracy is above DoE average in NAPLAN assessment data

People

Students

Students are engaged and motivated learners, who achieve success through a GROWTH Mindset.

Staff

Building curriculum knowledge implementing evidence-based quality teaching practices that includes the setting of success criteria and providing growth oriented feedback to inform student learning.

Leaders

Engage the school and wider community in learning opportunities for growth mindset, literacy, numeracy to support the success of every student.

Parents/Carers

Parents are engaged, informed and supported through learning opportunities for growth mindset, literacy and numeracy to support their child's success.

Community Partners

Create network partners between schools and with relevant community organisation to broaden professional learning around the implementation of quality teaching practices, including growth mindeset.

Processes

Growth Mindset– Student wellbeing is enhanced as we equip them with the skills and strategies to be resilient and challenge themselves.

Visible Learning– Enhancing students' deep understanding of the curriculum, using visible learning.

Assessment– Assessment FOR, AS and OF learning, with an emphasis on enhancing our formative assessment strategies.

Evaluation Plan

80% of students are achieving grade level benchmarks on the literacy and numeracy continuum's (progressions) and are achieving at proficiency level in NAPLAN and the relevant aspects of PLAN.

Staff develop processes that monitor and track the effectiveness of the embedded teaching practices by setting clear learning intentions, explicit quality criteria, descriptive feedback, questioning, self and peer assessment and reflection

Practices and Products

Practices

Successful students apply visible learning intentions, explicit quality criteria and feedback to achieve their persona learning goals.

Implement changes to assessment and reporting schedule.

Support successful learning through student project based/ action learning, teacher mentoring and personalised professional learning.

Review and analyse assessment data including NAPLAN, ACER– PAT tests, ICAS, diagnostic interviews, SENA, phonetic screening, reading and comprehension tests, SPELL–IT, Mini–Lit.

Products

80% of students are achieving grade level benchmarks on the literacy and numeracy continuum's (progressions).

All students are effectively tracked on the Literacy and Numeracy continuum's (PLAN) for the relevant aspects.

100% of students in Years K–6 have personal learning goals.

Strategic Direction 2: Every teacher promoting student success

Purpose

Teacher's model effective learning and use evidence-based teaching strategies. Evidence including student data and teacher observations is used consistently to drive teaching effectiveness and inform future school directions. We identify our own learning needs and there are systems for collaboration and feedback to sustain quality teaching practices.

Improvement Measures

All Teachers are tracking student progress on the Literacy and Numeracy continuum's (progressions)

All teachers create and maintain their Professional Development Plan (PDP) and participate in the relevant professional learning opportunities

100% of teachers participate in GROWTH Mindset professional learning

People

Staff

Teachers are trained on the techniques of peer coaching and mentoring. Peer coaching is used to improve teacher practice through PDP discussions and classroom observations

Leaders

Teachers are trained on the techniques of peer coaching and mentoring. Peer coaching is used to improve teacher practice through PDP discussions and classroom observations.

Staff

Audit teaching practices to determine if they are a fixed or growth mindset. Transform fixed mindset school, class-based practices to promote a growth mindset culture/ climate. Modify current practices to cultivate a school wide growth mindset.

Leaders

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Staff

Increase teacher proficiency with technology, using technological leaders to up-skill other teachers, survey staff on areas of need/ skills to ultimately improve classroom pedagogy with technology being

Processes

Teacher Professional Learning

Teachers' attainment of their professional goals in their PDPs and their maintenance of accreditation are supported by the school.

Curriculum Priorities– The school's curriculum provision and evidence-based teaching practices provide a high expectations framework, within which all students effectively develop their knowledge, understanding and skills. The school monitors and reviews its curriculum provision to meet changing requirements of the students.

Systems and Efficiencies– The school makes informed choices about administrative practices and systems in place, based on cost effectiveness, evidence, and in response to local context and need.

Evaluation Plan

Parents, staff and student surveys will be completed yearly through the use of google forms. Surveys will relate to, TPL, Communication and Leadership.

Curriculum Processes

Whole school assessment schedule combined with consistency in administration and analysis of results will be used to target and prioritise staff learning needs.

Practices and Products

Practices

Teacher's Professional Learning will involve;

1. Walk arounds (learning walks).
2. Planned TPL sessions by Dan Haesler.
3. Transformation of the TPL calendar.
4. Continued use of QTSS to support professional development.

The establishment of and collaboration to build effective communication practices by;

1. Using clouded software suites such as google docs and Office 365.
2. Using email and outlook calendar.
3. Providing access to professional documents from clouded storage.

All staff will support defined Leadership Roles by;

1. Reducing executive administrative duties to allow them to be curriculum leaders.
2. All staff have access to leadership opportunities across all stages.
3. Empowering students to have a voice through the Student Representative Council (SRC).
4. Effectively mentor early career teachers through QTSS, supervision and support.

Teachers will design and implement surveys to be completed yearly. The data collected in our surveys will inform future planning and directly relate to the Annual School Report and the School Excellence

Strategic Direction 2: Every teacher promoting student success

People

used an effective tool/ aid.

Leaders

Increase teacher proficiency with technology, using technological leaders to up-skill other teachers, survey staff on areas of need/ skills to ultimately improve classroom pedagogy with technology being used an effective tool/ aid.

Community Partners

Create network partners between schools and with relevant community organisation to broaden professional learning around the implementation of quality teaching practices, including growth mindset.

Parents/Carers

Parents are engaged, informed and supported through learning opportunities for growth mindset, literacy and numeracy to support their child's success.

Practices and Products

Framework Version 2.0.

Products

Teacher Professional Learning and Accreditation

All teachers will be able to maintain their accreditation. During TPL school-based sessions, teachers can make time at the end of each session to log hours with NESAs (proficient accreditation and maintenance). Teachers will develop a professional learning calendar on Outlook, showing TPL dates, details and the professional standards covered in each session. Teachers will need to make their PDPs part of daily practice.

Teacher Mentoring

New staff will receive an induction to the school and beginning teachers (new and experienced) will be given opportunities to further develop their professional practice

Curriculum Committees

We will develop curriculum committees for each KLA, especially when new curriculum areas are being implemented across the school.

All staff will need to be involved in at least ONE committee group.

Strategic Direction 3: Collaborative Partnerships– working together to enhance student learning

Purpose

Gordon East Public School is committed to building a shared responsibility for student learning and success, through collaborative consultation. We will build a culture of collaboration within our community driven by communication and effective organisational practices by working together to enhance student learning.

Improvement Measures

School management practices and processes are responsive to school community feedback

Gordon East Public School has a whole school approach to improving service delivery and satisfaction for the whole school community

Increase opportunities for students to develop leadership skills with initiatives with solving authentic problems.

People

Staff

Staff continue to embed PBEL which promotes a consistent welfare and wellbeing approach and reinforces school expectations

Leaders

Leaders continue to embed PBEL which promotes a consistent welfare and wellbeing approach and reinforces school expectations

Staff

Teachers demonstrate a growth mindset. Staff encourage students to recognise, respect and celebrate cultural identity and diversity.

Students

Students demonstrate a growth mindset. Students embrace, recognise, respect and celebrate cultural identity and diversity.

Parents/Carers

Parents and community members demonstrate a growth mindset. Parents and carers encourage students to recognise, respect and celebrate cultural identity and diversity.

Leaders

Staff continue to embed PBEL which promotes a consistent welfare and wellbeing approach and reinforces school expectations

Processes

Communication– Parents and community members have the opportunity to engage in a range of school–related activities which help build the school as a cohesive educational community.

Curriculum Priorities– The school offers a curriculum that meets requirements of the Department of Education and the NSW Education Standards Authority and provides equitable academic opportunities for all students.

Future Directions– As our students progress, it means knowing that they are well supported as increasingly self–motivated learners – confident and creative individuals, with the personal resources for future success and

Evaluation Plan

School and Community

As a school, we will utilise effective systems to track and evaluate students behaviour through school PBEL data collection, effectively report on student progress through the use of SBSR and PLAN software.

We will collect survey responses adhering to DoE guidelines and use this data to inform our school management practices.

Future Directions:

The school is constantly monitoring and researching professional best–practice to improve student learning outcomes.

Practices and Products

Practices

The school values the input of families for student learning. The school reflects on community consultation and responds appropriately. Consultation includes, surveys, parent–teacher meetings, P&C events, community organisations and professional learning opportunities.

The school actively communicates with parents on a regular basis to enable parent partnerships.

Parents are provided with opportunities to participate in workshops covering KLA's and specific school initiatives.

Our school uses a broad range of community channels, such as email, school stream APP, newsletters and Facebook to share community and school information.

The school offers leaders, staff, students, parents and carers and community organisations the opportunity to participate in workshop activities that are specific to school activities or Key Learning Areas.

Products

We create surveys to inform school and/ or learning improvements.

As a school, we form collaborative relationships with parents and community members to drive school strategic directions.

Students actively develop cooperative relationships with involvement in community partnerships.

Students are taught to accept responsibility

Strategic Direction 3: Collaborative Partnerships– working together to enhance student learning

Practices and Products

for their own behaviour through Positive Behaviour Engaging Learners (PBEL)

Our school makes necessary provisions for the use of school facilities to support community organisations.