

School plan 2018-2020

Grose View Public School 4483



School background 2018–2020

School vision statement

Grose View Public School is a dynamic, future-focused learning environment that promotes the development of the whole child and empowers students to be creative, critical and considered thinkers with strong identities as learners. We work collaboratively and constructively within and beyond our community to take learning beyond the classroom and contribute positively as global citizens.

School context

Grose View Public School is situated in the picturesque surrounds of the Hawkesbury Valley. Our semi-rural community offers the best of both worlds; close proximity to the vibrant and dynamic cultures of the Sydney metropolitan, while enjoying the lifestyle and community spirit of the country.

Grose View PS enrolment is currently 223 students. Our school is one of the larger schools in the district and enjoys a close and productive relationship with the neighbouring schools, university and local business groups.

We are committed to forging partnerships within and beyond our community that are strong, dynamic, productive and reciprocal. Our intention is to take learning beyond the classroom and position Grose View Public School as a truly global place of learning.

School planning process

The Grose View Public School communication strategy is focused on maintaining a *2020 Vision* that belongs to all members of the community and continuously reflects our changing needs and demands. Our 2018–2020 Strategic Plan is the last step in the achieving our 2020 Vision.

This ongoing process involves working in close consultation with our staff, students and community. Regular staff and student consultation and evaluations have largely shaped school priority agendas. These agendas have been presented to the community for consideration, reflection and feedback. Our community maintains a strong voice in school decision making processes.

Additionally, our school actively engages with other schools, our local university, AECG, business groups and international connections to strengthen our partnerships and broaden our network opportunities.

School strategic directions 2018–2020



Purpose:

To achieve strong value-added growth in learning for every student, every year, by making learning visible to students and teachers through targeted data analysis, strategic planning, action and evaluation.

Purpose:

To develop and deliver high quality professional practice from all staff, within a culture of collegial trust, collaboration, support and ongoing reflection.

Purpose:

To promote and nurture leadership development at all levels, and establish our school as a centre of expertise in best-practice, innovative, and evidenced-based teaching and learning within and across our learning community of schools

Strategic Direction 1: Analysis, Planning & Action

Purpose

To achieve strong value-added growth in learning for every student, every year, by making learning visible to students and teachers through targeted data analysis, strategic planning, action and evaluation.

Improvement Measures

All students achieving a minimum of one year's growth for one year's teaching in literacy and numeracy

Students can articulate their learning goals and understand themselves as learners

A target of 50% of Year 3 students performing in the top 2 bands in literacy and numeracy

A target of 50% of Year 5 students performing in the top 2 bands in literacy and numeracy

People

Students

Take responsibility for their learning and have high expectations of their achievement. Develop the skills to identify the purpose and direction of their learning, utilise feedback for improvement and recognise success and progress.

Staff

Proficiency in the use of student data to identify learning intentions, success criteria, formative assessment measures and feedback techniques to drive student improvement

Leaders

Facilitate professional development opportunities and collaborative planning sessions for staff, provide adequate teaching and learning resources, and communicate school initiatives to the community

Parents/Carers

Encourage students to take responsibility for their learning and have high expectations for their achievement.

Community Partners

Work collaboratively and share skills to improve professional practice in the use of data analysis, strategic planning and evaluation to improve school performance

Processes

Learning Sprints: A 3-step process that is applied each term to target specific student learning outcomes

Visible Learning Leadership Program: A whole-school 3 year professional development program in partnership with two local primary schools

Evaluation Plan

Learning Sprint summary outlines

Student surveys

Student value-added growth (SCOUT)

Visible Learning evidence into action

Practices and Products

Practices

Learning intentions, success criteria, formative assessment and feedback underpinning the teaching and learning cycle

Cyclical data analysis and strategic planning to inform teaching and learning programs

Products

Evidence sets that clearly show the relationship between student data and teacher intervention strategies

Whole-school formative assessment strategies and feedback practices

Strategic Direction 2: Collaboration, Reflection & Trust

Purpose

To develop and deliver high quality professional practice from all staff, within a culture of collegial trust, collaboration, support and ongoing reflection.

Improvement Measures

All teachers using evidence-based effective teaching strategies, monitoring student learning improvement and demonstrating growth

Stage-based evidence of embedded and explicit professional dialogue, collaboration, classroom observation, modelling and teacher to teacher feedback

People

Leaders

A strong commitment to the improvement of staff professional practice, well-being and collegiality through evidence-based decision making

Staff

A collective efficacy with the skills and commitment to engage collaboratively within and outside of the school and a willingness to share professional practice

Processes

Develop and implement a school-based coaching, mentoring and professional development program for all teaching staff

Professional development for school executive in human resource management and staff wellbeing

Evaluation Plan

Staff culture and wellbeing surveys

Teacher programs and evidence sets

Practices and Products

Practices

All teaching staff actively involved in or leading professional learning with schools in our Colo Learning Community or the broader Hawkesbury network

Teachers routinely seek and provide collegial support to improve their own practice and the practice of others.

Products

A repertoire of evidence-based effective teaching and learning strategies embedded in school systems, processes and teacher programming

A formalised and systematic approach to the management of staff health, wellbeing, collegiality and culture

Strategic Direction 3: Leadership, Expertise & Innovation

Purpose

To promote and nurture leadership development at all levels, and establish our school as a centre of expertise in best-practice, innovative, and evidenced-based teaching and learning within and across our learning

Improvement Measures

Each member of the school executive team to be actively leading or supervising a leadership development program and/or coaching teachers seeking accreditation at highly accomplished or lead

Our school to be actively engaged in leading, supporting or coaching one or more schools in a professional improvement process

People

Staff

A consistent and shared understanding of best-practice, evidence-based teaching and learning, with a commitment to continual self-improvement

Leaders

A deep understanding of leadership and leadership development with a relentless focus on school and student improvement

Community Partners

A willingness and commitment to engage in shared professional learning journeys

Processes

Develop and implement a school-based coaching, mentoring and leadership induction program and professional learning experience for potential or aspiring leaders and for staff seeking accreditation at proficient, highly accomplished or lead

Establish opportunities for staff at GVPS to lead professional learning development within existing network partnerships (PPC, PESG, CLIC)

Evaluation Plan

Number of teachers actively engaged in leadership development programs or seeking accreditation at highly accomplished or lead

Number of professional learning programs we are actively leading across our network

Practices and Products

Practices

Embedded leadership development initiatives to identify potential or aspiring leaders for coaching and mentoring.

All Executive staff leading innovative and/or evidenced-based professional learning within our local school network or beyond

Products

A formal leadership induction and professional development program for potential or aspiring leaders

A comprehensive portfolio of school-based systems and practices to deliver effective teaching and learning strategies to drive student improvement