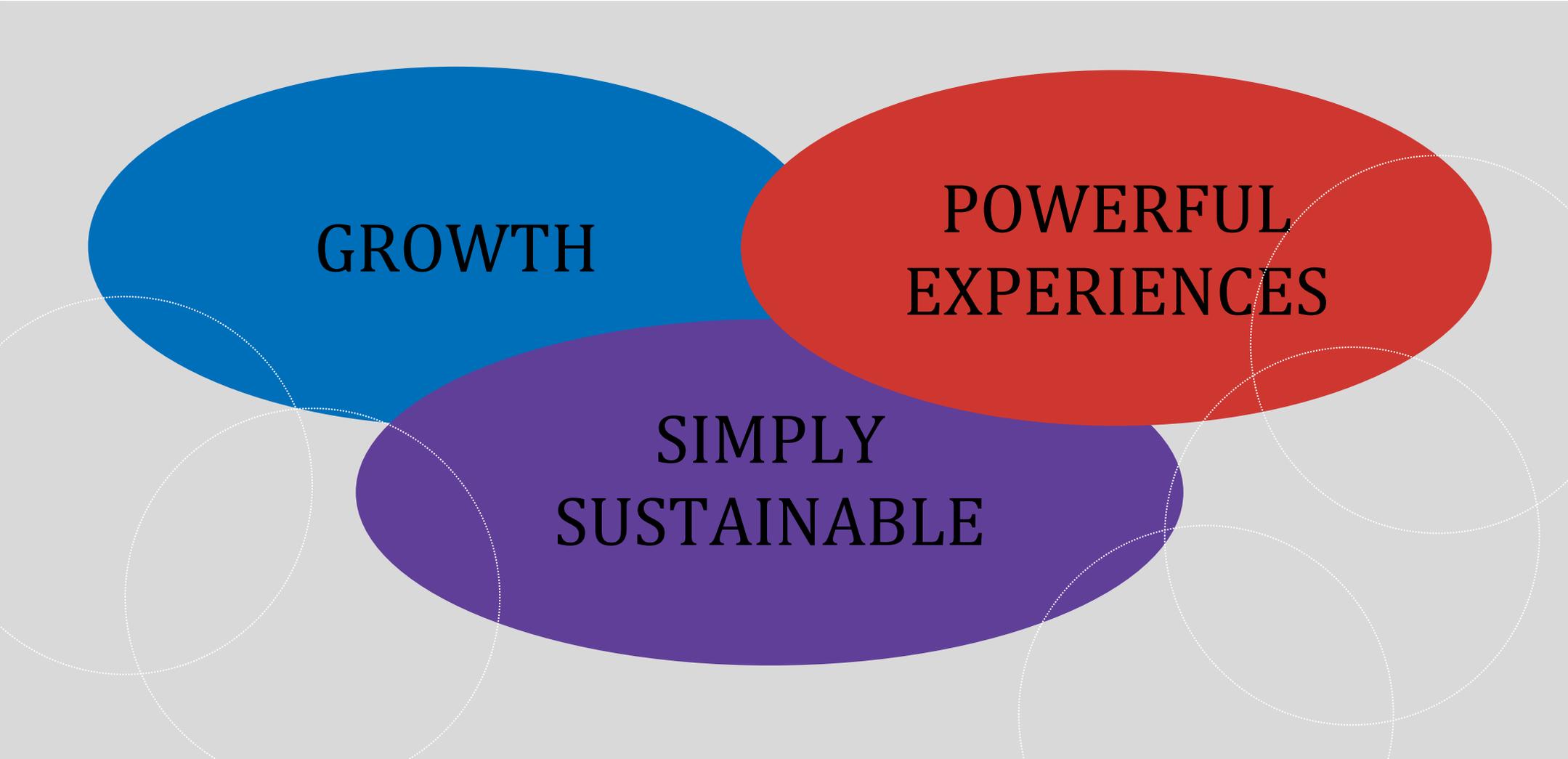


# School Plan 2015 – 2018

## Grafton Public School 2060



**GROWTH**

**POWERFUL  
EXPERIENCES**

**SIMPLY  
SUSTAINABLE**



## School vision statement

Preparing: academically, socially, culturally, emotionally, spiritually and physically, our future resilient global citizens equipped with the skills and knowledge that will allow them to be positive members and contributors.

## School context

Grafton Public School is a large comprehensive split site regional primary school located on the lands of the Budjalung people on the North Coast of NSW. We provide a strong holistic and inclusive educational program for our local community and the people of the Clarence Valley with Special Education needs. We have six Special Education classes alongside our 25 mainstream classes, three of which are 'enrichment classes.' We have a large 17% student population who have Aboriginal heritage. We are a strong partner and member of the Grafton Community of Schools and work closely with our Local Government and other support and cultural agencies across the Clarence Valley. We provide a caring and supportive environment with high expectations of ourselves and students. We deploy a "tough love" – firm, fair and consistent discipline policy which our community supports. We value respectful relationships with open and honest communication.

## School planning process

Our school plan involved staff, community and students. Discussions commenced with information/data gathering in Term 4 2014. One of our end of year school development days involved staff and members of our P&C in a professional learning conversation with our school leadership person. Parents, students and teachers were asked to provide their vision for Grafton Public School. Further consultation occurred through, 'Café Conversations', corridor conversations, gate conversations and sport ground conversations. Our local Aboriginal community was consulted about their desires for their children and their desires for our school's inclusion and acknowledgement of culture and heritage. A parent-carer online survey, utilising the Melbourne Declaration, and a Kindergarten forum for parents enrolling their children in our school was also a feature of our consultation. This information was synthesised to form our schools strategic directions. The writing of the plan commenced early in 2015 including the key evaluation points from our school's previous three year plan. The school's evidence-based and inclusive strategic planning has allowed the school to develop a structured, sustainable plan built around student outcomes. There will be a continuous evaluation of our plan involving parent forums, surveys and staff meetings as well as the annual assessment cycle. The school's finance team has allocated funding to support our school's directions.



## STRATEGIC DIRECTION 1

Growth: through Quality Teaching and Leadership.

### Purpose:

Leaders use their 'greater school autonomy' focusing upon instructional leadership and supporting and resourcing quality teaching with all staff encouraged and enabled to seek leadership opportunities. All staff are encouraged and enabled to seek opportunities for leadership at all levels. Teachers and staff engaging in individual, team and shared professional learning enhancing student learning through explicit quality teaching measured against the Quality Teaching Matrix and aligned to the National Standards. The teacher is the biggest influence upon student achievement.

## STRATEGIC DIRECTION 2

Powerful Experiences  
– High Expectations:  
Enhancing student effort and delivering quality student achievement.

### Purpose:

Improving educational outcomes for students is central to everything we do as this will best position students to become global citizens living happy, fulfilling and productive lives.

## STRATEGIC DIRECTION 3

Simply Sustainable:  
Delivering Wellbeing,  
Communication and Opportunity.

### Purpose:

Promoting and nurturing a culture of excellence by providing supportive, challenging and engaging learning experiences in partnership with our parents/carers and local community in order for our students to become active, informed citizens.

# Strategic Direction 1: Growth: through Quality Teaching and Leadership.

## Purpose

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

Leaders to use their 'greater school autonomy' focusing upon instructional leadership and supporting and resourcing quality teaching. Explicit teaching will be measured against the Quality Teaching Matrix and aligned to the AITSL National Standards. The teacher is the biggest influence upon student achievement.

## Improvement Measures

- Each teacher establishes his/her personal teaching growth targets. Each target will be meaningfully evaluated against the quality teaching matrix and the AITSL Teaching Standards;
- Creating increased pedagogical preparation and delivery time focusing upon improved instruction and student engagement.

## People

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

**Leaders:** Staff identify with accreditation pathways and engage in processes leading to Proficient, Highly Accomplished, Lead Teacher and Masters of Education.

**Staff:** Engage in professional learning which leads to an increased understanding and effective implementation of strategies leading to improved student outcomes.

**Staff:** Apply professional learning supported by mentoring, coaching and collaboration processes to design targeted learning for use in classroom practice which improves student outcomes.

**Staff:** Understand the use of data analysis to develop as reflective practitioners.

## Processes

How do we do it and how will we know?

- Leadership that can identify, plan and negotiate change, manage the transitions and maintain the evolution.
- Staff build and sustain our quality teaching and learning environment; collaborative and reflective which enhances the capacity of teachers and student outcomes.
- Teachers utilising explicit teaching practices, clearly showing students what to do and how to do it in a cumulative and systematic process, starting with building strong foundations in the core skills in literacy and numeracy.

## Evaluation Plan

Teacher Performance and Development Plans monitored with two formal teaching evaluations co-ordinated by the executive team.

## Products and Practices

What is achieved and how do we measure? 100 % of our students equal or better expected agreed growth.

## Product and Practice:

- The school leadership team ensures the effective induction of all beginning teachers, including those employed on a short term or casual basis.
  - Highly skilled teachers are identified to mentor-coach, assess and guide beginning teachers from provisional registration through to proficient teacher.
  - All teaching staff develop and implement a shared understanding of effective, explicit teaching ensuring our students experience all the teaching strategies of explicit instruction.
- As evidenced by:** peer review, each teacher's personal professional learning plan, student conferences and feedback from the students.

## Strategic Direction 2: Powerful Experiences – High Expectations:

Enhancing student effort and delivering quality student achievement.

### Purpose

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

Improving educational outcomes for students is central to everything we do as this will best position students' to become global citizens living happy, fulfilling and productive lives.

### Improvement Measures

- 100% of Year 1 to Year 6 students will track their own development, in consultation with their class teacher, against the PLAN Literacy and Numeracy continuum utilising the PLAN software to identify their next growth target.
- All students will engage in the L3 Literacy Program (Kinder to Y2) or Focus on Reading (FoR) comprehension strategies (Y3 to Y6) to improve their reading.

### People

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

**Students:** - Understand active engagement in explicit learning leading to highly developed literacy and numeracy skills.  
- Engage in problem-solving, understanding that collaboration and working in teams leads to improved outcomes and personal growth.

**Staff:** Apply professional learning supported by mentoring, coaching and collaboration processes to design targeted learning for use in classroom practices to improve student outcomes.

**Parents/Carers:** Parents/Carers have an understanding and commitment to productive partnerships between the home and school.

### Processes

How do we do it and how will we know?

- All students K-2 will participate in the delivery of the L3 program.
- All students Y3 – Y6 will participate in FoR program.
- All students who: have an identified learning difficulty will have an Individual Learning Plan; are from Out of Home Care will have an OoHC Learning Plan; and/or identify with an Aboriginal heritage will have a Personalised Learning Plan, designed in consultation with the class teacher and parents/carers.

### Evaluation Plan

- Literacy team will deliver professional development in L3 and FoR with the Executive monitoring its implementation at key milestone points.

### Products and Practices

What is achieved and how do we measure?

- Improved student performance with our teachers holding high expectations for all students adding value at the level predicted by earlier student achievement.

### Product:

- Curriculum programs and teaching practices effectively develop the knowledge, understanding and skills of all students, using evidence-based teaching practices and innovative delivery mechanisms where appropriate.

**Practice:-** Identifying student potential including the gifted and our 'invisible' underachieving students, especially our low-socio economic and Aboriginal students, providing them with targeted, guided instruction.

## Strategic Direction 3: Simply Sustainable – Delivering Wellbeing, Communication and Opportunity.

### Purpose

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

Promoting and nurturing a culture of excellence by providing supportive, challenging and engaging learning experiences in partnership with our parents/carers and local community in order for our students to become active, informed citizens.

### Improvement Measures

- 100% of Indigenous students are working in or at their age appropriate cluster expectation (measured against the PLAN continuum) in literacy and numeracy.
- 85% of our students on Green Level – displaying positive behaviour. (measured against entries on Sentral)

### People

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

**Students:** Engage in opportunities to develop each individual's special non-testable individual attributes such as singing, dance, computers, art, public speaking and environmental passions.

**Staff:** Support student engagement, learning and well-being e.g LAST Team.

**Parents/Carers:** Engage in supporting the diversity of sporting, cultural and creative arts programs for our students

**Community Partners:** Work with the AECG to facilitate open and transparent communication about school planning, funding and Aboriginal student outcomes.

**Leaders:** Provide Financial and Human Resources for creative, cultural and sporting programs.

### Processes

**How do we do it and how will we know?**

- Leadership of collaborative decision making between our school and Aboriginal parents, extended families and our local AECG.
- Increase the number of parents engaging in community learning sessions, P & C events and other school organised events.
- Refinement of the next iteration of PBL through a focus upon Intrinsic Motivation and Personal Growth.
- Students actively engaged

#### Evaluation Plan

- All Aboriginal students focused upon PLPs.
- 20% attendance increase in P&C and school educational presentations.
- RAM Finances supporting creative, cultural and sporting programs.

### Products and Practices

**What is achieved and how do we measure?**

- Through targeted program funding ensuring that socioeconomic disadvantage and/or Aboriginality ceases to be a significant determinant of educational outcomes.
- Ensuring that GPS maintains a well-equipped and highly functioning IT, Sport/PE and Creative Arts Programs.

**Product:** Promoting the importance of wellbeing within the school and the broader community, enhancing our comprehensive, targeted PBL program moving it to the next phase of Intrinsic Motivation and Personal Growth; **What are our newly embedded practices and how are they integrated and in sync with our purpose?**

**Practice:** - Bundjalung language and culture provides a continuous connected learning pathway.

