

**School plan** 2015 – 2017

**Greenethorpe Public School 2070**

Planning template – V2.0 [11/11/14]

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| **School vision statement** |  | **School context** |  | **School planning process** |
| Greenethorpe Public School aims to provide an education that will develop students intellectually, socially, physically and emotionally. In addition, the school promotes creativity, independent work habits, self- assessment and goal setting. Development of team work and technological skills are also promoted to equip students and staff for an ever changing society. A highly professional and dedicated team work together to provide a balanced, individualized and comprehensive curriculum. The staff, also strive to provide students with a supportive, safe and tolerant learning environment. The school works in close collaboration with the parent and wider communities to ensure all stakeholders are both informed and involved. |  | Greenethorpe Public School is a small rural school with a growing enrolment. It is situated between Cowra, Grenfell and Young. The school was established in 1903. At present, 25 students are enrolled. The student population is a blend of farming families and village residents. Several families are welfare recipients and experience low socio- economic circumstances. The school has recently been included in the **Early Action for Success program**. Through this program, the school is provided with an Instructional leader and an additional teacher allocation to deliver tailored interventions in Literacy and Numeracy. This will support our goal of achieving the Premier’s Priorities.The program also provides a training allocation for teachers to strengthen personalized learning for K-2 students. |  | Parents and community members were invited to be part of the planning process to establish our strategic plan. All families were surveyed and requested to comment on existing circumstances within the school as well as make suggestions for future directions. Successes were celebrated from the previous school plan and shortfalls identified. A committee was formed and met to establish future strategic directions. |

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**STRATEGIC DIRECTION 1**

**To provide a stimulating and innovative learning culture which enhances the opportunity for academic excellence, through the delivery of an exciting,**

**creative and challenging 21st Century Program of Learning.**

**STRATEGIC DIRECTION 2**

**A professional learning strategy which will build the capacity of all staff to adapt to change and strive toward best practice through continuous learning.**

**STRATEGIC DIRECTION 3**

**To identify local members of the Aboriginal community and establish links to assist in the development and implementation of a school based Aboriginal Education Policy.**

**Purpose:**

To ensure all students have access to relevant, engaging and challenging learning experiences to achieve goals and high expectations.

To achieve the Premier's Priorities which include an eight per cent increase in the proportion of students in the top two National Assessment Program:  Literacy and Numeracy (NAPLAN) bands by 2019.  The State Priorities also include a 30 per cent increase in the proportion of Aboriginal students in the top two NAPLAN bands for reading and numeracy by 2019.

**Purpose:**

To provide staff with systematic training through careful goal setting based on Departmental, School and Personal professional needs. To identify needs for change and well researched methodology to enhance the delivery of the Curriculum.

To improve forward financial planning, so that a realistic Professional Learning Budget and timeline for training can be established.

**Purpose:**

To establish a strong and ongoing partnership with the local Aboriginal community.

Strategic Direction 1: To provide a stimulating and innovative learning culture which enhances the opportunity for academic excellence and creativity through the delivery of an exciting, innovative and challenging program of learning for all.

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| **Processes** |  | **Products and Practices** |
| Staff to work in conjunction with Instructional leader/mentor to improve practice in the delivery of the Literacy and Numeracy program through engaging in professional learning, collegial dialogue, in class support, modeling, assistance with planning for learning and analysis of data.  Adjustments and accommodation of individual needs lead to progress, commensurate with student ability.  Lessons designed to encourage critical thinking, careful planning, analysis, hypothesis and scientific conclusions.  Improvement given to the importance of literacy based Science and technology lessons as a tool for encouraging higher order thinking across all KLAs.  Cross referencing of integrated outcomes.  Staff training in the use of PLAN software.  Professional instrumental music lessons delivered across all stages on a weekly basis.  Utilizing new skills for performances both at school and in the wider community. | **Product** Achievement of benchmark outcomes or above for all students who are not on an adjusted learning plan.  **Practice** Inclusion of all students on PLAN software and update of continuum achievements for all grades every 5 weeks for infants and at end of each term for primary students.  **Practice** Rubrics developed to be used in the assessment process.  **Practice** Development of scope and sequence for the YSS Cluster for Science and Technology and the co- ordination of resources transfers from one school to another.  **Practice** Development of a Scope and Sequence to improve the delivery of the Creative Arts Syllabus.,  **Practice** Using a variety of instruments within the music program.  **Practice** The development of a History and Geography Scope and Sequence. |

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| **Purpose** | |
| To ensure children benefit from inclusion in the **EAfS** Program.  To ensure all students have access to relevant, engaging and challenging learning experiences to achieve goals and high expectations.  To align student progress with curriculum outcomes through the use of PLAN in both literacy and numeracy K-6. | |
| **Improvement Measures** | |
| Commence Continuum mapping using PLAN in both Literacy and Numeracy K-6.  Develop a system of assessment rubrics which will give clear indicators of outcome achievement in Science and Technology, Creative and Practical Arts Program.  To improve the delivery of the Science and Technology, and Creative and Practical Arts Programs.  To introduce and implement the History Syllabus. | |

**People**

**Staff**  To implement **EAfS** strategies in the infants grades to ensure all children entering year three have a solid foundation in both literacy and numeracy.

**Staff:** All staff to adopt a three tiered approach to teaching and learning with particular focus on literacy and numeracy.

**Parents:** Parents to be kept informed of student progress through the distribution of of PLAN Parent Reports that display student progress.

**Staff** To utilise the literacy based Primary Connections program as a means of improving both literacy and science and technology outcomes. **Parents** Invited to a Science Fair which highlights the benefits of the Primary Connections program.

**Students** Benefit from the implementation of an exciting range of units designed to improve literacy skills and critical thinking.

**Students** Benefit from greater access to a variety of instruments and professional tuition in the use of these instruments.

**Parents and Wider Community** Students will perform for parents and the wider community in a range of settings.

**Staff** – Professional learning in the implementation of the History and Geography Syllabus.

**Staff** – Professional learning to ‘unpack, the History and Geography Syllabus.

**Parents** – Parent information session.

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**Students-**

GAT students, or high achieving students, in different areas identified

and encouraged to take part in GAT online and cluster developed courses.

Strategic Direction 2: A professional learning strategy which will build the capacity of all staff to adapt to change and strive toward best practice through continuous learning.

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| **Purpose** |
| To ensure children benefit from EAFS Teacher Professional Learning.  To provide staff with systematic training through careful goal setting based on Departmental, School and Personal professional needs. To identify needs for change and well researched methodology to enhance the delivery of the Curriculum.  To improve forward financial planning, so that a realistic Professional Learning Budget and timeline for training can be established. |
| **Improvement Measures** |
| Increased proportion of students participating in innovative teaching and learning programs that incorporate interactive learning technologies to promote active home and school learning partnerships.  Evidence of greater achievement in Science and Technology outcomes for all students. |

**People**

**Staff** Infants teacher to work in conjunction with**EAfS** instructional leader/mentor to improve skills in the delivery of Literacy and Numeracy

**Staff** Including teachers from other schools within the YSS.

Primary Connections Team. **Students** Benefit from improved curriculum delivery.

**Parents** Planning committee agreed that Science and Technology curriculum delivery was in need of improvement. Keep community informed of intended outcomes of PL and other developments in the delivery of the S&T program.

**Staff** Provided with PL in additional strategies to ensure identified students are quickly supported to achieve an acceptable level of outcomes.

**Students** Benefit from diverse teaching pedagogy to improve problem solving skills and ability to think mathematically’

**Staff** Benefit from improved access to a range of resources which will enhance the delivery of teaching and learning programs.

**Staff** Assessment driven programing, planning and preparation, implementation and reflective practice.

**Parents** Leader to provide workshops for parents on curriculum change, assessment and reporting. **Students** Provide opportunities for students to commit to mastery at higher levels through staff

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| **Processes** |  | **Products and Practices** |
| Professional Learning in the use of L3 and Numeracy Strategies  Professional learning in the delivery of Primary connections S&T Program.  Development of a scope and sequence for the delivery of Primary Connections Program.  Outcome checklist for S&T Outcomes  For all students.  .  Training in the use of Mini Lit to ensure accelerated learning of children at risk of falling behind.  Professional learning in the implementation of strategies used in I Maths and Mathletics.  Professional Learning for teachers in developing quality assessment driven programs, rubrics and continuous feedback to students and parents.  Review school reporting format. Students taught to use reflective practices to promote ownership of learning.  Promoting Quality Teaching and Learning Cycle: Modelled Guided and Independent strategies and routines in both English and Maths Mathematics. Leader mentoring.  Professional learning to support the | **Product** Evidence of growth through Continuum mapping. All students not  on an adjusted program should  achieve appropriate cluster levels and above. Children on LSP should be working toward these cluster levels.  **Product** Improved skills for teachers in the delivery of S&T syllabus.  **Practice** Professional Development in the delivery of the program by the PC team.  **Practice** Development of strategy to include Learning Cycle in teaching and learning programs.  **Practice** Much greater use of video conference facilities to access quality teaching and learning opportunities. **Practice** Access virtual classrooms to enhance delivery of curriculum. |

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demonstration of **“A”** level achievements within assessment rubrics.

**Staff** Encouraged to utilize three teired Learning Cycle in delivery of lessons whenever possible.

**Students** Utilise technology to complete rich assessment tasks. **Parents** Using technology to show parents evidence of achieved learning outcomes.

**Staff** Benefit from improved professional practise which will ensure improved outcomes in the classroom.

**Staff** Providing staff with the knowledge and resources to implement the History Syllabus

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| Implementation of 21st century learning. Continue to improve use of technology to support a three tiered pedagogy.  Professional Learning activities to focus on improved teaching practice applied to deep knowledge and an understanding of higher order thinking.  Professional Learning to support the implementation of the History Syllabus. |  | **Practice** Access professional learning to improve teacher skill in explicit strategies that can be used to develop deep knowledge and higher order thinking.  **Product**-Plan and document scope and sequence for the implementation of the History Syllabus in Multi-Stage classes. |

Strategic Direction 3: **To identify local members of the Aboriginal community and establish links to assist in the development and implementation of a school Aboriginal Education Policy.**

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| **Purpose** |
| To establish a strong and ongoing partnership with the local Aboriginal community. |
| **Improvement Measures** |
| All teaching and learning programs show evidence of Aboriginal education being embedded into the curriculum, as per the Aboriginal Education and Training Policy and Aboriginal and Torres Strait Islander Education Plan. |

**People**

**Staff** Principal to engage support from Aboriginal Education Officers in Regional office.

**Staff** and Community School develops partnership with local AECG.

**Staff** Teachers are familiar with the policy and procedures outlined in the Aboriginal Education and Training Policy.

**Staff** Principal and teachers to identify cultural references within the scope and sequence of KLAs.

**Staff** Teachers understand the six domains of the ATSI Education Plan 2010-2014.

**Staff and Community** School to organise National Aboriginal and Torres Strait Islander Week celebrations in consultation with Aboriginal community.

**Staff** Advice on policy development sought from Regional Aboriginal Education Team

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| **Processes** |  | **Products and Practices** |
| Aboriginal Community Liaison Officer and staff work together to formulate a plan of action in engaging local Aboriginal community.  Partnership agreement formed and signed with local AECG  All stakeholders meet to discuss policy details.  Policy distributed to parents and school community for feedback.  Policy reviewed if necessary, adopted and implemented.  Policy evaluated. | **Practice** Aboriginal education is clearly embedded in teaching and learning programs.  **Practice** Community groups invited to join with school celebrations (including Mobile Pre-school, Playgroup). Events publicised in local media and on website to promote a greater level of community awareness.  **Product** Draft policy developed in consultation with local Aboriginal community representatives.  **Product** Policy to be published and distributed to all stake holders.  **Practice** Review and catalogue of existing Aboriginal education resources.  **Product** Identification of all existing Aboriginal education topics for in the scope and sequences of all KLAs. |