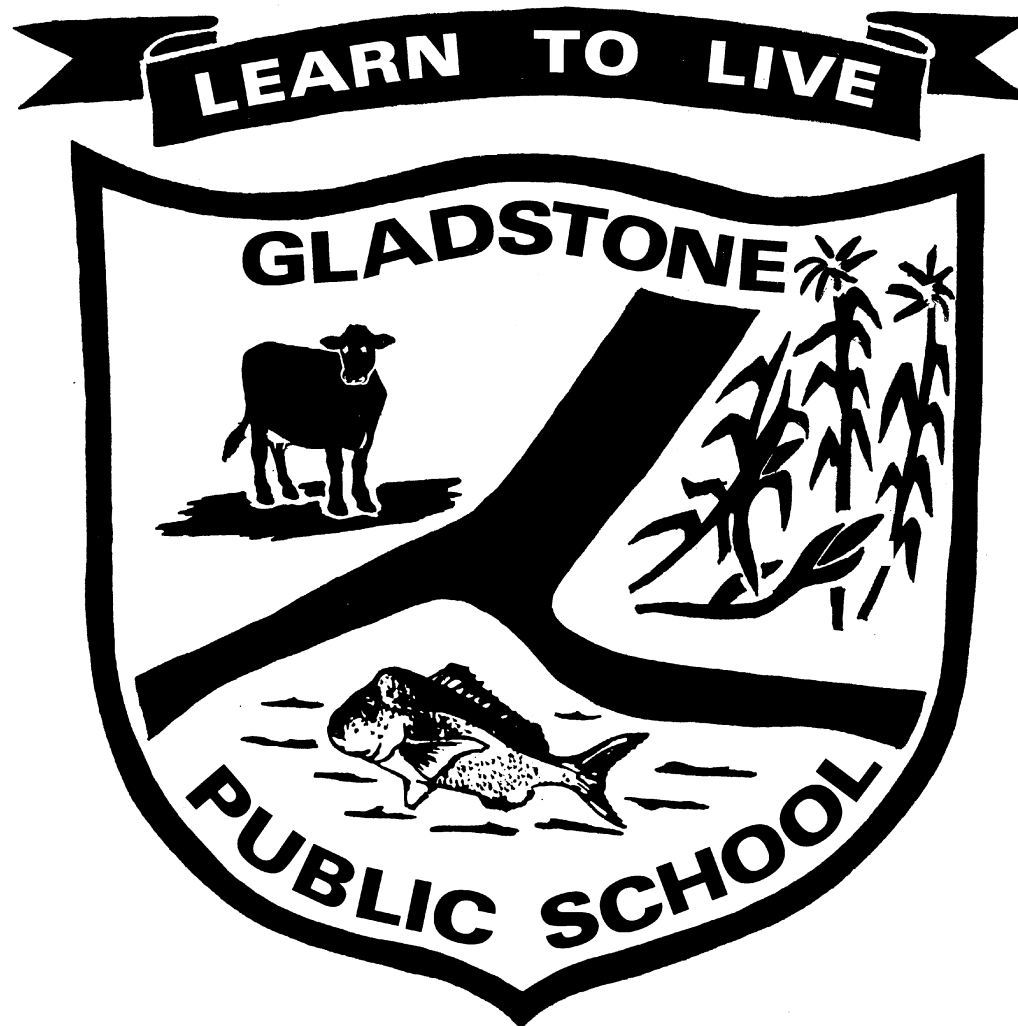


School plan 2015-2017

Gladstone Public School 1991



School background 2015–2017

School vision statement

Gladstone Public School is part of a supportive rural school community which values each individual student and designs educational programs that compliment students' interests and needs. The school and the community value qualities such as respect, resilience, humility and "trying your best". Collaboratively, the school community is working together to equip students with interpersonal skills, willingness to learn, perseverance and the ability to adapt to a rapidly changing world. This will ensure that our students are prepared for adventures, challenges, careers and families.

School context

Gladstone Public School is a small school that was established in 1898. It is located within the small township of Gladstone, between South West Rocks and Kempsey on the Mid North Coast of New South Wales. Gladstone Public School is a small PP5 school set in an idyllic position in the Macleay Valley. The school consists of two multi-stage classes and boasts an extensive and picturesque playground, a new library and modern fixed playground equipment. Our experienced enthusiastic staff provide a supportive and professional environment for all students to achieve their goals. Gladstone Public School is committed to developing student potential in all areas of the curriculum. We endeavour to empower students to take responsibility for their learning and to always "Do Your Best". Students are well catered for in a wide range of curriculum areas which are relevant to their stages of learning. The curriculum is comprehensive and innovative with a strong emphasis on literacy, numeracy, technology and the arts. Our school has a warm, caring, family atmosphere where all children are valued. Through commitment and professionalism, the staff aim to create a motivating and safe learning environment. We strive to provide students with the confidence and the experiences necessary to adapt to new challenges.

School planning process

The school plan has been developed after an extensive school community visioning process during 2014 that resulted in the development of the School Vision. Staff, students and parents were involved in the process of developing and refining the school strategic directions 2015–2017. Staff communicate daily, however this is formalised in weekly staff meetings where students' progress is discussed and supported by evidence. We collect evidence in a variety of ways to ensure authenticity. This informs our planning and ultimately our teaching. Communication with the wider community is an integral part of our processes. This is done informally, formally, and through social media.

School strategic directions 2015–2017

STRATEGIC DIRECTION 1

Developing respectful students who respect themselves, their community and their world.

Purpose:

To ensure that students develop into confident, creative and respectful individuals who can cope in a rapidly changing world.

STRATEGIC DIRECTION 2

Delivering quality education in literacy that evolves with the needs of students.

Purpose:

To educate students at their individual point of need and to tailor their education to suit learning styles, diverse backgrounds and interests. Quality teaching underpins all teaching with emphasis on authentic learning experiences.

Strategic Direction 1: Developing respectful students who respect themselves, their community and their world.

Purpose

To ensure that students develop into confident, creative and respectful individuals who can cope in a rapidly changing world.

Improvement Measures

PBL values are integrated and taught weekly.

Students develop resilience which is monitored by a monitoring tool.

Positive relationships exist between the school and its community, the school provides learning and skill building opportunities for my child' eg dance, chess.

An increase in students attending extra-curricular activities.

People

Students

Students will have opportunities in leadership, initiative and confidence building activities.

Staff

Staff are training in PBL and will utilise this training to implement a weekly social skills and values program.

Parents/Carers

Parents: Parents are key in providing reciprocal values and appropriate modelling of expected attitudes and behaviours for their children. Understanding each weekly goal and supporting each step will reinforce learning and build confidence.

Community Partners

Community Partners: External agencies can provide educational opportunities which may be different to those offered at school. This will build confidence of a different kind and engage students at a community or global level.

Leaders

Rigorous monitoring of the school culture and reflective practice as well as modelling expected attitudes, behaviours and communication.

Processes

Student leaders are developed over time and have many opportunities to develop their leadership skills. This will provide role models for other students as well as build confidence in our student leaders.

Staff attending workshops to stay informed of the latest technologies. Staff have implemented a sequence of value based lessons and activities.

Workshop sessions with the parents will provide improved relationships between school and home as well as keeping parents in alignment with the school set goals. Continuous parental involvement in the school by providing more opportunities for parents to participate. School digital communications are developed and enhanced to improve school/community relationships.

Evaluation Plan

Engage with all represented groups. Provide opportunities for all school members.

Practices and Products

Practices

Cyclical practice of review and monitoring for staff in regular meetings. Providing regular feedback opportunities for all stakeholders.

Products

The school implements PBL and has a weekly focus for social skills and modelled, guided and independent learning. The school practices leadership approaches that encourage all students to take on leadership roles and opportunities. To provide opportunities for students to develop confidence extra-curricular activities.

Strategic Direction 2: Delivering quality education in literacy that evolves with the needs of students.

Purpose

To educate students at their individual point of need and to tailor their education to suit learning styles, diverse backgrounds and interests. Quality teaching underpins all teaching with emphasis on authentic learning experiences.

Improvement Measures

Students use technology to track progress towards their goals. Work samples with criteria a provided to students.

All students understand the learning intentions and success criteria for all of their literacy lessons.

L3 data is collated and reviewed to track individual student achievement. Tracking of plan data every 5 weeks.

Writing Samples Student conferencing with personal writing goals Weekly L3 training, L3 Stage 1 and Focus on Reading.

Instructional Leader is monitoring progress and tracking data in conjunction with staff.

People

Students

Students will have opportunities to tailor their learning to suit their interest and include inquiry based learning. Students will set their own goals and regularly monitor their own progress in consultation with staff. They will also have opportunities to peer teach.

Staff

Teachers will develop their understanding of using evidence based practice through participation in L3, L3 Stage 1 and Focus on Reading training and inter school based collegial discussions about the teaching of writing and reading.

Teachers and students will understand the importance of explicitly stated learning intentions and success criteria and providing quality feedback to students.

Parents/Carers

Parents are provided with feedback and formal reporting processes. Information sheets for home reading and school programs sent home. Once a year workshops in Literacy and Numeracy development and then further initiative if required.

Leaders

Regularly track data and research current best practice. Planned staff meetings and professional learning. Technology plan for literacy. Purchase of Mathletics and Reading Eggs. Leadership workshops for managing cross stage classes. Leadership Team leading professional learning with

Processes

Students are designing their own learning experiences in partnership with the teacher and monitor their own learning goals. Student conferencing is evidenced as productive with steady growth being maintained. Work samples will evidence growth and development. Visual expectation samples of student work provided. Students understand their learning intentions and success criteria.

Implementation of L3 that contains an inbuilt system of data tracking and monitoring. Individual learning plans are monitored and changed according to assessment data for all aboriginal students and student with an identified learning difficulty or disability. Supported by an Instructional Leader.

Focus on Reading training for teachers and continuum tracking training (Using PLAN software).

Evaluation Plan

Continuous parental involvement in the school by providing workshops and opportunities to be engaged in their child's learning. Collaborative planning and training will lead to a deep understanding of the learning continuums for staff which will be supported across a community of schools.

Practices and Products

Practices

Teaching practices demonstrate a greater focus on student direction, problem solving and thinking creatively. The use of technology is seamlessly incorporated into the learning process. A school technology plan will drive the implementation of technology into the learning process. PLAN and continuum data is systematically used to inform the learning process. Students are responsible for their own learning and can articulate their progress.

Products

Learning intention, success criteria and quality feedback is embedded into the learning process. Regular review, data and monitoring is embedded in practice for all staff. All teachers develop relevant professional goals that support their continual development as practitioners and discuss these as a part of the Performance and Development process. ILP's created for students at risk.

Strategic Direction 2: Delivering quality education in literacy that evolves with the needs of students.

Improvement Measures

People

other schools.

Processes

Practices and Products