School plan 2015 – 2017

Gymea Bay Public School
### School vision statement

At Gymea Bay Public School quality teaching delivers exceptional learning in a safe, nurturing environment where all students are challenged and supported to reach their individual potential.

### School context

Gymea Bay Public School (enrolment 870) is a dynamic learning environment. There are currently 34 classes and an executive team consisting of; two deputy principals, four school-based assistant principals and an assistant principal leading the itinerant vision team.

The dedicated staff of New Scheme and experienced teachers, including many temporary staff is committed to improving quality teaching and 21st century learning, incorporating information and technology skills across the curriculum and providing effective student well-being programs. There is a strong emphasis on literacy and numeracy development as well as enrichment for gifted and talented students and support for students with learning needs.

A very active student welfare committee, learning support team (LST), Reading Recovery (RR) teacher, support teacher learning STL and school learning support officers (SLSOs) ensure early identification and relevant support for a large number of students. Through class based and small group support, the 10% of students from English as an additional dialect (EALD) are assisted by a specialist EALD teacher.

The school enjoys a proud tradition of sporting and performing arts programs and offers an extensive range of extra-curricular activities. These programs are enthusiastically supported by the parent community which also provides additional funds to improve school facilities and purchase resources for classrooms.

### School planning process

The development of the school plan 2015 - 2017 occurred as a result of significant consultation with the school staff, members of the community and students over a six month period. The planning for the new vision statement commenced with an extensive survey which focussed on gathering information from all stakeholders on what Gymea Bay Public School would look like in the next 3-5 years.

Parent opinions and comments were sought also through focus groups and discussions at P&C meetings. Parents contributed to discussions around school values, attitudes and beliefs about learning as well as what skills they believed students should leave with when entering high school.

The school leadership team and all staff developed the three strategic directions relating to:

1. Developing confident, responsible and successful 21st century learners who are engaged, motivated, challenged and continually improving;
2. Fostering staff learning and leadership with a focus on quality teaching, and
3. A high performing school committed to excellence and setting high expectations.

All staff were involved in a number of meetings to consolidate the products, processes and methods of evaluation required to fulfill the school vision and complete the plan.
**Purpose:**
The purpose of developing students as 21st century learners is to create an environment at GBPS that provides every student with relevant opportunities to develop a wide range of skills. These skills will allow students to make informed decisions and enable them to be productive, responsible citizens.

**STRATEGIC DIRECTION 1**
At Gymea Bay Public School students will be confident, responsible and successful 21st century learners who are engaged, motivated and challenged whilst continually improving.

**Purpose:**
The purpose of quality teaching and leadership development is for staff to be reflective on their practice and expectations of themselves and their students. Focussing on continual improved outcomes for all students, staff will share practice and expertise in an environment of professional respect and cooperation.

**STRATEGIC DIRECTION 2**
At Gymea Bay Public School we foster learning and leadership with a focus on quality teaching.

**Purpose:**
The purpose of developing a high performing school is to set a clear and shared whole school focus. This focus is based on high standards and expectations for students, effective school leadership, curriculum and instruction. Professional development and ongoing monitoring of learning and teaching is set within a supportive learning environment with active family and community involvement.

**STRATEGIC DIRECTION 3**
At Gymea Bay Public School we are a high performing school committed to excellence and setting high expectations. We are consultative, collaborative and professional.
Strategic Direction 1: Developing confident, responsible and successful 21st century learners who are engaged, motivated and challenged whilst continually improving.

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| The purpose of developing students as 21st century learners is to create an environment at GBPS that provides every student with relevant opportunities to develop a wide range of skills. These skills will allow students to make informed decisions and enable them to be productive, responsible citizens. | **How do we develop the capabilities of our people to bring about transformation?**  
Students: All students engaged in meaningful, relevant learning in which they utilise skills and understandings required of 21st century learning.  
Staff: Knowledge of new curriculum is demonstrated through 21st century pedagogies and underpinned by a structured and collaborative approach to professional learning.  
Staff will share innovative teaching practice with colleagues – including BYOD, iTunes U, I Movies etc.  
Parents: Provide on-going opportunities for parents to support their child’s learning by increasing their knowledge and awareness of teaching programs.  
Community: Continue to establish and strengthen links with external organisations in areas of technology and quality teaching.  
Leaders: Leaders will implement a system of reflection on best practice in current pedagogy.  
All teachers will be leaders in various roles across the school. | **How do we do it and how do we know? (Projects)**  
The development of an innovative learning environment based on authentic assessment with a focus on process and engagement of all students.  
Students will actively participate in an enquiry - based learning environment involving; creating their own questions, self-discovery and spontaneity.  
Continuation of BYOD program in Stage 3 and on-going professional learning of all teachers in technology.  
Teachers are collaboratively involved in teaching with the support of colleagues with specific expertise in various areas.  
Evaluation plan: Utilising data collection and analysis to evaluate the effectiveness of programs and practices.  
Monitor progress of the implementation of programs and initiatives against the set milestones.  
Conduct an annual survey of staff, students and parents to seek opinions relating to effective changes in pedagogy.  
Focus groups and student interviews. Teachers and students collaboratively develop personal learning goals and reflect on their progress at regular intervals. |

**Products:**
- 100% of teachers engaged in professional learning projects with James Ladwig from the University of Newcastle.
- 100% of class programs and written observations show that highly trained and confident teachers are providing appropriate, differentiated learning opportunities for all students.

**Improvement Measures**
- 100% of class programs and written observations show that highly trained and confident teachers are providing appropriate, differentiated learning opportunities for all students.
- 60% of students reflect on their personal learning goals.
- 80% of teacher observations show Quality Teaching strategies occur in class through coding against QT framework.
- Staff and student interview data indicates an increased level of student engagement.
### Strategic Direction 2: Fostering learning and leadership with a focus on quality teaching.

#### Purpose

The purpose of quality teaching and leadership development is for staff to be reflective on their practice and expectations of themselves and their students. Focussing on continual improved outcomes for all students, staff will share practice and expertise in an environment of professional respect and cooperation.

#### People

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

**Students:** Regularly updated data from assessment shows growth and success in their learning through improved teaching practices.

**Leaders are highly skilled mentors identifying and fostering quality teaching practices.**

**Leaders will lead the performance and development cycle through an understanding mentoring for effective feedback.**

**Staff: Ongoing professional learning is provided to develop teacher capacity to become leaders and assist with the development of others. This includes professional learning in setting personal career goals and giving and receiving feedback.**

**Parents: Parents are informed on school directions / priorities including policy development, monitoring and procedures.**

**Parents have a partnership with the school and are consulted regarding future directions.**

**Community Partners:** Support the school through providing funds for resources and classroom equipment.

#### Processes

**How do we do it and how do we know? (Projects)**

**Documented, accredited and structured teacher professional learning programs.**

**Instructional observations and feedback with the support of external experts such as James Ladwig and other academics as required.**

**School leadership team to engage in professional learning on mentoring.**

**Engagement in professional learning within the Performance and Development Framework and the development of professional goals.**

**Evaluation Plan:**

The development of Personalised Development Plan allows for reflection, evaluating and goal setting which is utilised by teachers to assess their progress towards professional and personal goals.

#### Products and Practices

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

**Products:**

All staff members engaged in structured professional learning practices related to personalised professional goals.

Defined student growth through: data collection in all forms, which include, but not limited to – NAPLAN, PLAN, and Focus groups.

Data regularly updated with on-going assessment through various diagnostic tools.

100% of teachers utilising the standards to set learning goals and success in attaining them.

**Strong culture of professional learning is developing throughout the school which encourages staff to seek accreditation at the higher levels.**

**Practices:**

All staff members have the opportunity to be trained in the mentoring process.

All staff members engaged in professional learning practice.

Through the performance and development framework teachers reflect on their personal goals and ability to take on leadership roles.

**Classroom programs and observations show that professional learning opportunities have changed practice.**

#### Improvement Measures

- Increased number of staff applying for leadership roles within and external to the school.
- More teachers seeking accreditation at the higher levels.
- 100% participation of staff in quality teaching professional learning activities.
- Survey data from parents and students regarding the culture of staff learning in the school.
- 100% of staff demonstrating progress towards achieving professional learning goals.
Strategic Direction 3: A high performing school committed to excellence and setting high expectations. We are consultative, collaborative and professional.

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<td>The purpose of developing a high performing school is to set a clear and shared whole school focus. This is based on high standards and expectations for students, effective school leadership, curriculum and instruction. Professional development and on-going monitoring of learning and teaching is set within a supportive learning environment with active family and community involvement.</td>
<td>How do we develop the capabilities of our people to bring about transformation? Students: Will be supported by their engaged parents and the wider community to improve their outcomes. Students will be engaged in developing the skills required for effective reflection. Opportunities are provided for students to participate in conversations about their own learning and achievement with parents and teachers. Staff: Proactive strategies with the community are implemented through opportunities to engage in professional learning, leading to improved, positive community relationships. Positive parents will be well informed and work together with staff to enhance student success.</td>
<td>How do we do it and how do we know? (Projects) Provide articles and opportunities for parents to participate in workshops on the teaching of skills and strategies required to access syllabus documents and parenting education. A communication strategy to seek parent opinion is developed and utilised throughout the year eg. focus groups and parent forums (homework policy) White Ribbon – Not Silent, Not Violent project coordinated by a team that includes community members and staff. News project – uploading current school events and practices to further inform the community Evaluation Plan: Monitoring of milestones and executive reporting. Monitoring of achievement of improvements by systematically collecting, analysing and discussing evidence of progress. Conduct annual survey of parent, students and staff. Invite parents, students, staff and community members to participate in focus groups. Teaching programs across the K-6 utilise a consistency in language and organisation.</td>
<td>What is achieved and how do we know? Products: 100% of teaching programs and observations show that professional development has changed classroom practice and increased levels of student engagement. Data collected from community, parents and students is utilised in planning processes. Increased positive interactions from parents with the school through effective communication of quality teaching and school procedures. White Ribbon activities incorporated into school programs and will include specific learning activities embedded in student welfare programs and community projects. Practices: Teachers involved in leadership opportunities across the school including common language and terminology used in professional teaching standards. Students setting goals, self-evaluating, reflecting and peer evaluating to identify future learning pathways. Staff, students and the community are consulted regularly using focus groups, surveys and workshops. Fathers lead White Ribbon community initiatives each year.</td>
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**Improvement Measures**

- 100% of teaching programs and observations show that professional development has changed classroom practice and increased levels of student engagement.
- Opinions from community, parents and students are utilised in planning processes.
- Increased positive interactions with school through effective communication of quality teaching and school procedures.