Greenwell Point School background 2015 - 2017

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<th>School vision statement</th>
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<td>At Greenwell Point Public School we will lead the learning of essential skills and abilities and to develop students to be productive, confident and creative individuals that grow to become responsible global and local citizens.</td>
<td>Greenwell Point Public School (enrolment 67 students, including 14 Aboriginal students) is located 14 kilometres east of Nowra. The school is valued by the community and the culture is based on the core values of respect, responsibility and safety. The school is committed to providing comprehensive quality learning opportunities for all students in a positive, safe and supportive environment. Literacy and numeracy programs continue to provide the foundation of the school’s curriculum with strong focus on 21st century learning skills. Teaching and learning programs incorporate technology across all key learning areas. The school is committed to celebrating the uniqueness of the individual, achieving this by offering a differentiated curriculum that provides opportunities for all students.</td>
<td>The plan focuses on the longer-term priorities of Greenwell Point Public School, makes links to the NSW Department of Education and Communities and with national commitments. It is based on evidence and research and builds on analysis of what works at the local, state, national and international levels. Greenwell Point Public School acknowledges and appreciates contributions to this plan from its entire community – students, staff, parents and our community.</td>
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Greenwell Point Public School aims to provide the best possible start to the formal years of education for our learners. The approach takes into account the connected global environment, and the significance of family and community in a child’s education. It also recognises that we need to understand and adapt the ways in which we teach, guide, encourage and relate to our students within the context of our growing knowledge about how they develop, think and learn.

At Greenwell Point Public School we aim to provide more opportunities, greater choice and more personalised learning with the view to creating students that are better equipped with the skills and values to be life-long learners.
**Purpose:**
Students and teachers are clear of their learning intentions in order for the achievement of academic and professional development goals.

School wide evaluation identified the need for students to extend their learning capabilities as competent and creative 21st Century learners.

Greenwell Point Public School aims to ensure that all teaching and learning programs enable students to achieve their full potential as inspired learners through quality teaching and learning experiences.

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**Purpose:**
Excellence in teaching and learning at Greenwell Point Public School is highest priority. Professional learning funds and time are used to build teaching and leading capacities to create a culture that transforms, inspires and nurtures the development of learners within our school.

Greenwell Point Public School aims to be at the forefront of current and future educational reforms that address best practice, the needs of our students and their engagement in learning.

Greenwell Point Public School aims to ensure embedded explicit systems for collaboration, classroom observation, the modeling of effective practices and feedback to drive and sustain ongoing, school wide improvement in creating a culture of lifelong learning.

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**Purpose:**
We aim for our school to be the centre of our community, where the school and families have effective and reciprocal communication strategies.

Data reflects a need to strengthen the school’s communication strategies and enhance the community’s contribution to student learning and the school environment.

The community is more actively involved in decision making and the provision of resources. Lines of communication will be mutually beneficial between the school and the wider community.
### Purpose

Students and teachers are clear of their learning intentions in order for the achievement of academic and professional development goals.

School wide evaluation identified the need for students to extend their learning capabilities as competent and creative 21st Century learners.

Greenwell Point Public School aims to ensure that all teaching and learning programs enable students to achieve their full potential as inspired learners through quality teaching and learning experiences.

### Improvement Measures

- 100% of students have engaged in an inquiry based differentiated curriculum.
- 100% of teachers, can show evidence within classroom practice and teaching and learning programs, of clear and explicit learning intentions and differentiation.

*Note: this links to the first bullet points in the Products and Practices column*

### People

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

**Students:**

Students will be engaged in developing the skills of a successful 21st Century learner. Students will understand and follow the learning intention cycle.

**Staff:**

Engage staff in professional learning that ensures they have a deep understanding of the links between 21st Century learning, quality teaching and successful learners.

**Parents/Carers:**

Through communication between school and home and the reporting process, parents will be provided with an opportunity to understand the importance of 21st Century learning, the Quality Teaching Framework and the engagement of learners.

**Leaders:**

Leaders have the opportunity monitor and evaluate the processes of this strategic direction. School leaders facilitate enhancement to curriculum implementation and programs across the COS.

### Processes

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

The team will focus on establishing frameworks for consistent high standard practices in developing 21st Century teaching and learning practices, explicit learning intentions and the skills for successful learning.

All teachers engage and focus professional learning to improve their knowledge of differentiated learning, 21st Century pedagogy and the link to quality teaching and the achievement of literacy and numeracy outcomes.

Developing a deeper, shared understanding of quality teaching across the school, including a framework for teacher self-evaluation, lesson observations and feedback. Linked to the PDF.

Provide opportunities that will engage parents/carers and community partners in both the progress of their children’s learning and in the educational priorities of the school.

**Evaluation plan:**

Internal- regular reporting against milestones as a collaborative group; feedback from project teams; focus group sessions and a staff survey.

### Products and Practices

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

100% of students have engaged in an inquiry based differentiated curriculum.

100% of teachers, can show evidence within classroom practice and teaching and learning programs, of clear and explicit learning intentions and differentiation.

**Products:**

- All students are engaged in a differentiated and personalized curriculum.
- All students have an understanding, awareness and skills of successful learners.
- Clear and explicit Learning Intentions are evident in all classrooms.
- Teachers know their students and how they learn.

**What are our newly embedded practices and how are they integrated and in sync with our purpose?**

**Practices:**

- Data is used consistently and regularly to measure student achievement and inform teacher practice.
- Students know where they are, how they are going and where to next in their learning.

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**Purpose**
Excellence in teaching and learning at Greenwell Point Public School is highest priority. Professional learning funds and time are used to build teaching and leading capacities to create a culture that transforms, inspires and nurtures the development of learners within our school.

Greenwell Point Public School aims to be at the forefront of current and future educational reforms that address best practice, the needs of our students and their engagement in learning.

Greenwell Point Public School aims to ensure embedded explicit systems for collaboration, classroom observation, the modeling of effective practices and feedback to drive and sustain ongoing, school wide improvement in creating a culture of lifelong learning.

**Improvement Measures**
- 100% of staff are providing evidence of pedagogical change in relation to targeted programs.
- 100% have professional learning goals aligned to the school plan and teacher standards and actively achieve these with personal and collective competence.

*Note: this links to the first bullet-points in the Products and Practices column*

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**People**

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

**Staff:**
A focus will be placed on developing an inquiry approach to teaching and learning by building the capacity of staff. Collaborate with SSSN in this process.

Provide professional development in effective evaluation and feedback strategies. Data will be used to identify the quality and impact of existing programs.

Provide staff with teacher professional learning around differentiated learning and effective assessment strategies.

Staff participate in collaborative learning opportunities focused on differentiation and new syllabus implementation.

**Leaders:**
Promote and participate in professional development ensuring the provision of effective and constructive feedback at a school and COS level.

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**Processes**

How do we do it and how will we know?

Work collaboratively to drive new and current initiatives in inquiry learning, new syllabuses, L3 and learning support.

Provide professional learning opportunities for staff to discuss, observe and improve practice.

Programs and teaching practices will reflect effective development of the knowledge, understanding and skills of all students, using evidence based teaching practices and innovative deliver mechanisms.

Develop and refine targeted policies based on the evolving needs of the school plan and current DEC agenda.

Teachers collaborate within SSSN to ensure consistency of curriculum deliver, including strategies for syllabus implementation, differentiation and assessment.

Ensure processes are in place to provide formal mentoring, coaching support and supervision to improve teaching and leadership practice. (PDP)

**Evaluation plan:**
Internal - regular reporting against milestones by the leadership group; feedback from project teams; focus group sessions and a staff survey.

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**Products and Practices**

What is achieved and how do we know?

100% of teachers have professional learning goals aligned to the school plan and teacher standards and actively achieve these with personal and collective competence.

**Products:**
- Teachers are engaged in professional learning designed to address identified learning needs of students
- DEC policy, reforms, initiatives and guidelines are embedded in everyday school practice and policy
- All teachers engage in individual learning to meet their professional needs

**Practices:**
- All teachers deliver an innovative and differentiated curriculum reflective of current and quality pedagogy
- A collaborative working environment exists within the school
**Purpose**

We aim for our school to be the centre of our community, where the school and families have effective and reciprocal communication strategies.

Data reflects a need to strengthen the school’s communication strategies and enhance the community’s contribution to student learning and the school environment.

The community is more actively involved in decision making and the provision of resources. Lines of communication will be mutually beneficial between the school and the wider community.

**People**

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

**Students:**
Students participate in rich, engaging and personalised learning experiences.

**Staff:**
Staff facilitate enhancement to curriculum programs.

**Parents:**
Provide ongoing opportunities for the P&C to have input into school resourcing in connection to the P&C fundraising plan. Parents receive improved reciprocal communication to connect learning at home and at school.

**Community partners:**
AECG collaboration is continually sought for feedback in terms of staffing, funding and program implementation. Collaboration with local Elders and Community members is paramount.

**Leaders:**
School leadership is highly visible and active with in the school and wider community.

**Processes**

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

- Practices and policies are responsive to school and community feedback.
- Classrooms are redesigned as a learning space that is used flexibly and technology is accessible to all staff and students.
- Shared school-wide responsibility is evident through leadership, teaching, learning and community evaluations to review learning improvements.
- The school’s Aboriginal community is actively involved in decision making processes in the school.
- Practices and policy that embeds Aboriginal and Torres Strait Islander histories and culture as Cross Curriculum Priorities into everyday practice are in place.
- Continue partnerships with local business and service clubs.
- Students effectively transition between the various levels of schooling.
- Parents are more informed, greater communication accessibility via digital means.

**Evaluation plan:**
Internal- regular reporting against milestones by the leadership group; feedback from project teams; focus group sessions and a staff survey.

**Products and Practices**

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

- The school community provides valuable support and resources to enhance student learning.
- The school community is engaged in the decision making processes and evaluation of school priorities.
- The school community utilises a variety of effective communication strategies to gain and provide information.

### What are our newly embedded practices and how are they integrated and in sync with our purpose?

**Practices:**
- The school uses a variety of effective communication strategies to engage with the school community and beyond.
- The school connects with community members and global resources to share their culture, knowledge and expertise to support curriculum.

**Improvement Measures**

- 100% of Aboriginal students make significant gains in the achievement of intended outcomes.
- The school has made a measureable impact on its ability to connect with community members and global resources to share their culture, knowledge and expertise to support the curriculum and the sharing of information.