School plan 2015 – 2017

Gerringong Public School 1971

STRATEGIC DIRECTION 1
Students as Successful Learners

STRATEGIC DIRECTION 2
Leading a Culture of Life Long Learning

STRATEGIC DIRECTION 3
Making Connections

Planning template – V2.0
### School Background 2015 - 2017

<table>
<thead>
<tr>
<th>School Vision Statement</th>
<th>School Context</th>
<th>School Planning Process</th>
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<tbody>
<tr>
<td>Gerringong Public School provides a rich educational environment. Diversity, engagement and learning are fostered through a safe, challenging and evolving school culture with flexible learning spaces and opportunities for the 21st Century. Students achieve their full potential as inspired learners through creativity, risk taking and commitment. Passionate, professional staff provide explicit and personalised opportunities. Staff are innovative and enthusiastic in their delivery of current pedagogies. We welcome community partnerships and appreciate their contributions to education and the celebration of learning. Together we take pride in nurturing students to be involved and respectful global citizens.</td>
<td>Gerringong Public School is located on the New South Wales South Coast and has students from both the town and rural setting. Our school motto, &quot;We Will Achieve&quot; underpins the school's strong belief that each child needs to be recognised for their own achievements, celebrating success at both a school and personal level. Students at Gerringong are provided with a range of opportunities and learning experiences, delivered by highly qualified and experienced staff. Our focus on literacy and numeracy provides students with strong foundations. An Inquiry approach to learning, supports our belief that students need to be creative thinkers, effective communicators, risk takers and reflective in their approach to learning. The school is well resourced, has excellent learning facilities and is recognised for outstanding achievements in sport and performing arts. A strong partnership exists between parents, the school and the wider community. We encourage and value parent involvement in decision making.</td>
<td>Gerringong Public School has undergone a rigorous process of self-evaluation and consultation with the broader school community to develop our school vision, strategic directions and improvement measures. The school engaged in parent and student forums, surveys, communication through the P&amp;C, data analysis and extensive teacher consultation to develop the School Plan. The process was a collaborative one and provided an opportunity to reflect and evaluate past achievements, targets and focus areas and to establish future directions. The staff and community were involved in an extensive process to review our School Vision which resulted in a School Vision that reflects the beliefs and aspirations of the whole school community and underpins all that we are working towards in our 2015-1017 School Plan. The jointly constructed school plan acts as a working document to drive school improvement.</td>
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</table>
Purpose:
Students and teachers are clear of their learning intentions in order to achievement of academic goals.

School wide evaluation identified the need for students to extend their learning capabilities through individual goal setting and the establishment of specific learning intentions.

Gerringong 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 Gerringong Public School is our highest priority. Professional learning funds and time are used to build teaching and leading capabilities to create a culture that transforms, inspires and nurtures the development of learners within our school.

Gerringong Public School aims to be at the forefront of current and future educational reforms that address best practice and student engagement.

Gerringong Public School aims to embed a collaborative culture which supports classroom observation, the modelling of effective practices and feedback, to drive and sustain ongoing, school wide improvement.

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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.

Our school has identified, through the collation of data, the 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.
## Strategic Direction 1: Students as Successful Learners

<table>
<thead>
<tr>
<th>Purpose</th>
<th>People</th>
<th>Processes</th>
<th>Products and Practices</th>
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<tbody>
<tr>
<td>Students and teachers are clear of their learning intentions in order to achievement of academic goals.</td>
<td>How do we develop capabilities of our people to bring about transformation?</td>
<td>How do we do it and how will we know?</td>
<td>What is achieved and how do we know?</td>
</tr>
<tr>
<td>School wide evaluation identified the need for students to extend their learning capabilities through individual goal setting and the establishment of specific learning intentions.</td>
<td><strong>Students:</strong> Students will be engaged in setting personalised learning goals. Students will understand and follow the goal setting cycle. All students will have an understanding and awareness of the skills required to be successful learners.</td>
<td><strong>Professional Development</strong> All teachers engage in focussed professional learning to improve their knowledge of goal setting, learning intentions, learner profiles and the link to quality teaching.</td>
<td>100% of students have engaged in the goal setting cycle (identify goals, establish strategies, implement and reflect).</td>
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<td>Gerringong 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.</td>
<td><strong>Staff:</strong> Engage staff in professional learning that ensures they have a deep understanding of the link between goal setting, quality teaching and successful learners.</td>
<td><strong>Student Empowerment</strong> Students are engaged in opportunities within their classroom to develop their understanding of what makes them a successful learner.</td>
<td>100% of teachers, can show evidence within classroom practice and teaching and learning programs, of clear and explicit learning intentions and differentiation.</td>
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<td>100% of students have engaged in the goal setting cycle (identify goals, establish strategies, implement and reflect).</td>
<td><strong>Parents/Carers:</strong> Through communication between school and home and the reporting process, parents will be provided with an opportunity to understand the importance of goal setting.</td>
<td><strong>Parent Engagement</strong> 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.</td>
<td>Products:</td>
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<td>100% of teachers, can show evidence within classroom practice and teaching and learning programs, of clear and explicit learning intentions and differentiation.</td>
<td><strong>Leaders:</strong> Leaders have the opportunity to monitor and evaluate the processes of this strategic direction.</td>
<td><strong>Evaluation plan:</strong> Internal-regular reporting against milestones by the leadership group; feedback from project teams; focus group sessions and a staff surveys.</td>
<td>• All students understand how Goal Setting drives their learning.</td>
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<td>Data will be used to inform teaching and learning programs and future school directions.</td>
<td>• All students have an understanding, awareness and skills of successful learners.</td>
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<td>• Clear and explicit Learning Intentions are evident in all classrooms.</td>
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<td>• Teachers know their students and how they learn.</td>
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<td><strong>What are our newly embedded practices and how are they integrated and in sync with our purpose?</strong></td>
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<td>Practices:</td>
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<td>• Data is used consistently and regularly to measure student achievement and inform teacher practice.</td>
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<td>• Students know where they are, how they are going and where to next in their learning.</td>
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<td>• Differentiation is a priority of the school and a feature of every teachers practice.</td>
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## Strategic Direction 2: Leading a Culture of Life Long Learning

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

Gerringong Public School aims to be at the forefront of current and future educational reforms that address best practice and student engagement.

Gerringong Public School aims to embed a collaborative culture which supports classroom observation, the modelling of effective practices and feedback, to drive and sustain ongoing, school wide improvement.

### 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 identified staff.

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 in relation to effective assessment strategies.

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

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

**Professional Learning**
Collegiate teams will provide professional learning to drive new and current initiatives and develop relevant school policy.

**Professional Feedback**
Ensure processes and a framework are in place to provide teacher self/peer evaluation, lesson observation and quality feedback, formal mentoring, coaching support and supervision to improve teaching and leadership practice.

**Programming and Planning**
Programs and teaching practices will reflect effective development of the knowledge, understanding and skills of all students, using evidence-based teaching practices and innovative delivery mechanisms.

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

- 100% of staff are providing evidence of pedagogical change through targeted programs.
- 100% of staff have professional learning goals aligned to the school plan and teacher standards and are actively engaged in their achievement.
- 100% of staff are implementing school policies and DET guidelines.

#### 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.

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

#### Practices:
- All teachers deliver an innovative curriculum reflective of current and quality pedagogy.
- A collaborative working environment exists within the school.
- A culture of distributive leadership exists within the school.

### Improvement Measures

100% of staff are providing evidence of pedagogical change through targeted programs.

100% of staff have professional learning goals aligned to the school plan and teacher standards and are actively engaged in their achievement.

100% of staff are implementing school policies and DET guidelines.
Strategic Direction 3: Making Connections

**Purpose**

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

Our school has identified, through the collation of data, the 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:**
Provide students with the knowledge and understandings of Aboriginal culture.

**Staff:**
Provide staff with a knowledge of a variety of effective communication strategies that can be used within the school community and an opportunity to contribute to multiple communication tools.

Provide professional development to staff in relation to Aboriginal culture and how to embed this focus into teaching and learning programs.

**Parents:**
Provide ongoing opportunities for parents and community partners to have input into decision making, school evaluations, school activities and school resourcing.

Provide parents with opportunities to engage with the school using a variety of communication tools.

**Leaders:**
Provide opportunity for leaders to participate in professional learning and development around building school and community partnerships.

**Processes**

How do we do it and how will we know?

**Collaboration**
Community partnerships will reflect collaborative decision making processes to improve student learning.

Parents will actively participate in school events, P&C and school planning and evaluations.

**Communication**
Investigate and implement a range of successful communication strategies.

Communication practices and policies are responsive to school and community needs.

A variety of communication modes will be used throughout the school to engage our community.

**Evaluation plan:**

Internal-regular reporting against milestones by the leadership group; feedback from project teams; focus group sessions and a staff surveys.

Parent / community surveys to monitor the use of a range of communication strategies.

**Products and Practices**

What is achieved and how do we know?

100% of parents/carers access school communication tools.

An increased level of community involvement is evident in decision making.

100% of staff are using multiple communication tools.

All teaching programs reflect the integration of Aboriginal Education

**Products:**

- The school community provide 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 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.