

# School plan 2018-2020

## Greenacre Public School 1123



# School background 2018–2020

## School vision statement

Greenacre Public School is committed to providing quality education through collaboration, communication, creativity and critical thinking. We will develop confident, self-motivated, respectful and resilient citizens for future success.

## School context

Greenacre Public School is located within the Bankstown area of Sydney and serves a multicultural community. As a large and complex school, it is able to offer many educational opportunities across a wide range of educational areas. It has three classes for those students with special learning support needs (an IM class and two IO classes), and a class for those students who are academically gifted (an OC class).

In addition to the basic skills of literacy and numeracy, which continue to be important focuses within the school, public speaking, student leadership, Stephanie Alexander Kitchen Garden Program, performing arts and sport are highlighted.

The school's core values are:

We respect and value one another.

We promote successful learning.

We support each other.

We create a positive environment.

## School planning process

### TERM 4, 2017:

- Parents, students and teachers were surveyed regarding "What skills/ qualities do you want a Yr 6 student to leave Greenacre PS with?" These responses formed our school vision.
- External validation reflection and consultation with PSL for future directions.
- Directions were then discussed and verified with staff during staff meetings.
- Principal & AP attended a CESE workshop on a process for compiling the school plan.

### TERM 1, 2018:

- Executive determined teams and applied processes to form new school plan.
- Staff brainstormed the purpose of each Strategic Direction.
- During Executive meetings directions were evaluated and adjusted from staff input.
- Another AP and Principal attend CESE workshop on planning.
- Directions are further edited with various staff members having input.
- Further discussions with PSL and entering plans onto SPARO.
- Executive and leaders meet with Simon Breakspear to begin Agile Sprints and integrate processes into the school plan.
- Executive and teams refine plan.
- Principal meets with parents to discuss and refine plan.
- Professional learning with staff on revised school plan and the revised School Excellence Framework. Staff brainstorm milestones for our processes using the SEF as our goal posts.

# School background 2018–2020

## School vision statement

## School context

## School planning process

- **TERM 3, 2018**
- Exec revised & refined milestones and the school plan.

# School strategic directions 2018–2020



**Purpose:**

To create a school culture where evidence based teaching practice underpins improved student results through differentiated teaching to promote excellence in learning.



**Purpose:**

To ensure a student centred learning environment which inspires and empowers students to communicate, collaborate and use critical and creative thinking. .



**Purpose:**

To focus on reflective practices that help improve whole school achievement and create a culture that values evaluative thinking.

# Strategic Direction 1: Strong Commitment to Quality Teaching and Learning

## Purpose

To create a school culture where evidence based teaching practice underpins improved student results through differentiated teaching to promote excellence in learning.

## Improvement Measures

Visible evidence of differentiation in all teaching and learning programs.

At least 10% increase in the number of students achieving in the top 2 bands of NAPLAN in Reading, Writing and Numeracy for both Year 3 and Year 5.

(Based on 2017 data).

Increase in the percentage of students achieving stage appropriate outcomes based on the syllabus and teacher judgment.

(Based on 2018 T4 data).

## People

### Students

Students learn to set effective, achievable goals to direct their learning

### Staff

Teachers build their understanding of data analysis to implement effective pedagogy.

Teachers build their understanding of data analysis to implement effective pedagogy.

Teachers actively engage in a range of professional learning to consolidate and expand their knowledge to implement changes in their classroom.

Teachers contribute to collegial discussion through sharing, reflection and feedback to improve professional knowledge and practice.

### Leaders

School executive model and promote evidence based best practice and data collection.

School leaders establish a professional learning community within and beyond the school which is focused on continuous improvement of teaching and learning.

### Parents/Carers

Effective partnerships are developed with parents to support clear improvement aims and planning for learning.

## Processes

### Differentiation

School leaders and teachers will design, implement and evaluate differentiated practices across the school, supported by data and enriched with explicit feedback for students and parents.

### Improving Teacher Pedagogy in Literacy and Numeracy

Teaching and learning sprints will drive targeted teaching and improved learning outcomes.

Teachers will implement a teaching and learning cycle based on data and focused on improving student outcomes.

## Evaluation Plan

This will include;

NAPLAN

National Literacy and Numeracy Learning Progressions

PLAN2 Data(EAfS)

Teaching and Learning programs

School Excellence Framework

Tell Them From Me

School based surveys/focus groups

Tools from Agile Schools Learning Sprints

Hour of Power Professional Learning sessions

## Practices and Products

### Practices

Students will clearly identify their learning goals and future directions.

Teachers will have a deeper understanding of the English and Mathematics curriculum to differentiate their teaching and inform future decisions.

Teachers will use a range of collaborative protocols to assess and review impact of teaching and learning.

Teachers will identify, implement and lead the most effective, evidence based strategies to improve student outcomes in response to assessment data.

### Products

Increase in the number of students achieving at or above expected growth in Literacy and Numeracy in NAPLAN and PLAN2.

Teaching and learning programs across the school regularly document adjustments for student needs ensuring they are challenging and leading to improvement.

Parents are confident that their children's learning needs are being met.

# Strategic Direction 1: Strong Commitment to Quality Teaching and Learning

Processes
Observations

# Strategic Direction 2: Active, Self-Motivated Creative Citizens

## Purpose

To ensure a student centred learning environment which inspires and empowers students to communicate, collaborate and use critical and creative thinking. .

## Improvement Measures

Students are able to apply critical and creative thinking skills and integrate information and communication technology to effectively problem solve.

Base line data 2017 term 4 ICT survey and focus group 2018 term 1.

Increase the ability and confidence of teachers to effectively utilise a range of Information and Communication Technology to enhance and support learning and embed general capabilities across the curriculum.

Increase the community's knowledge and understanding of social and ethical protocols and practices in ICT.

## People

### Students

Students build skills in communication, collaboration, critical and creative thinking.

Students purposefully use a range of relevant digital tools to modify, enhance and transform learning.

Students become ethical users of technology.

### Staff

Teachers engage in professional learning to expand their knowledge of future focused pedagogies.

Teachers use a broad range of technology to engage students in their learning.

Develop a whole school culture that is collegial and collaborative, which supports risk taking and promotes a positive school culture.

### Leaders

Leaders engage in professional learning to expand their knowledge to support the implementation of the processes.

### Parents/Carers

Parents work in partnership with the school to support the changing approach to teaching and learning.

## Processes

### Future Focused Pedagogy

Implement innovative and flexible learning practices into classrooms.

### Digital Citizens

Integration of technology that enhances learning in all teaching programs and classrooms.

## Evaluation Plan

This will include;

Teacher programs

Tell Them From Me Surveys

Learning Sprint tools

Observations

School Excellence Framework

Professional Learning

Behaviour data

Teacher Technology Survey

Student 21st Century Skills Observation Checklist

## Practices and Products

### Practices

Teachers develop classroom practices that allow for inquiry, communication, collaboration, creativity and promote self-directed and active learning.

Technology is embedded in teaching and learning programs.

Teachers confidently and competently use technology.

### Products

Learning spaces are adapted to promote student centred learning.

Technology (hardware and software) enhances teaching and learning.

# Strategic Direction 3: Evaluative Thinking Drives Best Practice

## Purpose

To focus on reflective practices that help improve whole school achievement and create a culture that values evaluative thinking.

## Improvement Measures

Increased collaboration of teachers to observe and model effective practices and feedback.

Students to have an increased awareness of their growth and future direction by setting academic, social/emotional and ICT goals.

Parents to have an increased understanding of the assessment practices implemented and the school strategic directions.

## People

### Staff

Teachers regularly collect, reflect and analyse data on whole school initiatives.

Teachers are actively engaged in the development and processes of school wide evaluation.

### Leaders

Leaders support the design and implementation of school wide evaluation.

Leaders systematically and regularly review and monitor the progress and impact of implementation.

### Parents/Carers

Parents and carers participate where relevant in evaluation processes.

## Processes

### Evaluation Practices

Implement a whole school approach to data collection, monitoring and evaluation.

### Evaluation Plan

This will include;

External Validation data

Surveys

Data analysis

Focus Groups

Observation

Student and Teacher interviews

Document analysis

Base line data

## Practices and Products

### Practices

Every teacher is involved in making sound judgements using valid evidence.

Shared school wide responsibility for evaluation is evident.

### Products

A process for effective evaluation is developed and implemented.

Teachers will identify, implement and lead the most effective, evidence based strategies to improve student outcomes in response to assessment data.

School Plan is regularly evaluated and updated to reflect ongoing improvement.