

School plan 2018-2020

Granville Public School 2064



School background 2018–2020

School vision statement

Granville Public School aims to be a community of life-long learners who can contribute to the ongoing development of our society.

We believe that our students need to be respectful, resilient, reflective, socially competent and creative citizens who can think critically, work collaboratively and communicate effectively.

To achieve this we commit to:

providing a happy, safe and supportive environment where diversity is valued;

delivering a relevant and challenging curriculum that aims to develop the whole child;

encouraging students to be active participants in their own learning; and

a philosophy of continuous improvement based on collaboration between staff, students and parents.

School context

Granville Public School has a population of 620 students who come from more than forty different cultural backgrounds. 94% of students are from a language background other than English. The school currently has nineteen mainstream classes, four special education support classes and a preschool.

In 2017, 50% of class teachers were in their first five years of teaching.

Granville Public School provides a safe and happy learning environment where providing equitable access to learning and excellence for all students is highly valued. Quality teaching and learning with a focus on literacy and numeracy is a high priority for the school. This combined with student engagement and attainment, and leadership and management, have been focus areas for improvement throughout 2015–2017.

Granville Public School is an Early Action for Success School, and this was a major focus throughout the 2015–2017 Strategic Management Plan and, will continue to be so in the 2018–2022 School Strategic Management Plan.

The NSW School Family Occupation and Employment Index (FOEI) for 2017 was a value of 119, compared with the NSW average of 100.

Our parents have high expectations and aspirations for their children. Community and parental support for the school is strong. The Parent and Citizens Association (P&C) lead support for the school's through the running of the school uniform shop, with profits being returned to the school for educational learning programs.

Our staff are committed to continuous improvement, professional reflection and learning, facilitated through a negotiated and resource professional learning plan. Classroom programs are planned and evaluated to reflect future focused learning skills, school priorities and differentiated learning for students.

School planning process

The new model of school planning was presented, throughout 2017, to all staff executive and the community through meetings and planning days.

The school vision statement was revisited and reviewed.

A situational analysis was undertaken to obtain data as to the school's current achievements. A focus group made up of four parents from the school Parents and Citizens Association was established. The school executive discussed and documented suitable strategic directions. These were reviewed and prioritised through a process of consultation with all staff at team meetings and meetings held with the P & C and parent workshop focus groups.

Endorsement of the school vision and development of future directions and priorities

School staff, students and community worked collaboratively to establish a shared vision.

Phase 1– School vision was endorsed through consultation with the P&C and staff. Through the school newsletter the community was provided with background information on future focused learning and skills. Survey Monkey survey data, NAPLAN and other school data was analysed.

Phase 2– P&C meeting parent input was received for future directions and programs. Staff were consulted to determine priorities and future programs and directions. Staff engaged in determining aspects of the 5Ps by considering current and relevant practices in learning, teaching and leading.

Phase 3– The leadership team identified three key strategic directions and determined priority projects, which reflected the input of the school community and these were endorsed by staff and parents (P&C).

Identification of key strategic directions

Student learning, wellbeing and engagement are the key responsibility of schools. To achieve this staff learning and

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wellbeing must also be prioritised. The school community looks to promote innovation and connections beyond the school.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Strategic Target 1 Students will be lifelong learners who think critically and creatively.

Purpose:

Students will develop their higher order thinking skills by engaging in challenging activities involving technology and future focussed learning experiences. Learning environments and engaging learning opportunities will allow students to explore concepts of generating and evaluating knowledge, clarifying concepts, seeking possibilities and solving problems in ways that draw upon a range of learning areas and disciplines. this will improve student literacy and numeracy achievements across all key learning areas.

STRATEGIC DIRECTION 2

Strategic Target 2 Quality teachers and leaders will innovate and differentiate to inspire our learners.

Purpose:

To enrich teacher's professional practices through quality, research based, data driven professional learning which is reflective of the staffs and leader's needs.

To Enhance the capabilities and capacities of teaching staff to deliver and lead high quality, inclusive, differentiated and innovative learning programs and provide quality and explicit feedback.

to build and enrich the leadership and problem solving capabilities of staff in an innovative learning culture of collaboration, reflection and improvement.

STRATEGIC DIRECTION 3

Strategic Target 3 Our school community will be inclusive, informed and engaged.

Purpose:

To enrich and sustain an inclusive and respectful collaborative partnership with students, staff, parents and the wider community. All members have a shared vision and are well informed, thus empowering an innovative and positive learning culture.

Strategic Direction 1: Strategic Target 1 Students will be lifelong learners who think critically and creatively.

Purpose

Students will develop their higher order thinking skills by engaging in challenging activities involving technology and future focussed learning experiences. Learning environments and engaging learning opportunities will allow students to explore concepts of generating and evaluating knowledge, clarifying concepts, seeking possibilities and solving problems in ways that draw upon a range of learning areas and disciplines. this will improve student literacy and numeracy achievements across all key learning areas.

Improvement Measures

100% of teaching staff will attend school-based STEM professional learning.

100% of teaching staff will attend school based CCT professional development.

100% of Stage 2 staff will have STEM embedded in their teaching and learning program.

Increase in classes K-6 experimenting with coding.

100% of staff will demonstrate, through their class Teaching & Learning Program, embedded ICT and CCT.

People

Students

Students will develop their capability in critical and creative thinking as they engage in future focused learning embedded across the curriculum. Students will reflect on their thinking, analyse and synthesise, inquire and generate new ideas and possibilities to prepare them to be informed citizens.

Staff

Teaching staff will participate in professional learning surrounding critical and creative thinking to improve teaching pedagogy. All teaching staff will embed critical and creative thinking strategies in daily teaching and learning programs to build and sustain a collaborative school culture where staff are confident practitioners in developing students' capabilities to think critical and creative.

Parents/Carers

Develop strong relationships with parents and carers to ensure a shared understanding and awareness of critical and creative thinking initiatives to support school plan.

Community Partners

Collaborative partnership will be strengthened with external support networks to ensure sustained communication and consultation between the school and community partners.

Leaders

School leaders including aspiring leaders to

Processes

ICT

Staff to embed ICT into Quality Teaching/Learning programs, building student capacity to be self-directed independent learners who use ICT discriminately and ethically.

Critical and Creative Thinking (CCT)

Staff provided with professional development in delivering teaching and learning programs that incorporate critical and creative thinking. Staff will develop an understanding of elements of CCT including; reflecting on thought processes, inquiring and identifying ideas, analysing and synthesising, generating ideas and possibilities. These will be embedded across all key learning areas to support higher order thinking. They will also be reflected in assessments through open ended tasks.

STEM

Staff to embed STEM into their teaching and learning programs after engaging in professional learning and mentoring from external consultants. Students to participate in STEM related programs and competitions.

Project Based Learning (PBL)

Staff provided with professional development in developing and delivering teaching and learning programs that is PBL. Staff will develop an understanding of elements of PBL including; reflecting on thought processes, inquiring and identifying

Practices and Products

Practices

Students actively demonstrate higher order thinking and are able to effectively reflect on their learning as evidenced in assessment tasks and observations.

Formative assessment practices underpin all teaching and learning.

Staff use data to effectively collaborate and plan high quality teaching and learning programs that integrate open ended inquiry based learning.

Staff and students will have a clear understanding of the definition of Creative and Critical thinking.

Products

Critical and Creative Thinking embedded in all KLAS.

Formative Assessment is evident in teaching and learning programs and lesson observations.

Learning Intentions and Success Criteria are included for all lessons to provide clear and explicit focus for student learning.

Staff receive professional learning around STEM and begin to implement this in their classrooms.

Maths Olympiad sessions continued to provide enrichment and extensions for participating students.

Strategic Direction 1: Strategic Target 1 Students will be lifelong learners who think critically and creatively.

People

lead changes in pedagogy and deliver targeted professional learning programs, mentoring, coaching and supervision, leaders to implement the quality teaching framework and best teaching practice to support staff and students.

Processes

ideas, analysing and synthesising, generating ideas and possibilities. They will also embed CCT and STEM.

Formative Assessment

Staff will actively engage in professional learning. Formative Assessment will be embedded in teaching and learning programs and observed lessons.

Evaluation Plan

Evidence of STEM and CCT in teaching and learning programs through lesson observation and feedback.

Regular reporting against the milestones.

Survey data and forums reflect increased staff understanding of critical and creative thinking.

Formative Assessment and evidence of Learning Intentions and Success Criteria Embedded in teaching and learning programs.

Student participation in CCT challenges and competitions.

Evidence of students engaging in open ended, inquiry based learning and demonstrate critical, creative and reflective practises.

Strategic Direction 2: Strategic Target 2 Quality teachers and leaders will innovate and differentiate to inspire our learners.

Purpose

To enrich teacher's professional practices through quality, research based, data driven professional learning which is reflective of the staffs and leader's needs.

To Enhance the capabilities and capacities of teaching staff to deliver and lead high quality, inclusive, differentiated and innovative learning programs and provide quality and explicit feedback.

to build and enrich the leadership and problem solving capabilities of staff in an innovative learning culture of collaboration, reflection and improvement.

Improvement Measures

100%of staff will participate in differentiated professional learning experiences and in one or more external professional learning opportunities that directly relate to PDP goals.

100%of teachers regularly analyse and reflect on student performance data to improve pedagogy.

100%of aspiring leaders take on one or more executive roles/duties per term.

100%of new, and, returning staff will engage in the induction program and complete within the first year of returning to work or employment.

People

Students

All students are engaged in high quality learning experiences.

Students are receptive and actively use teacher reflective feedback to improve learning.

Staff

Staff are engaged and reflective partners in the design and implementation of professional learning programs, new initiatives and learning innovations that enhance student outcomes.

Identify career phase of all staff (including pre-2004)

Leaders

Design and implement school wide systems to support and extend the teaching strengths and capabilities of all staff. Through individualised DPs, leaders will identify the professional development needed to inspire and lead teams.

>Leaders and Aspiring Leaders will engage in opportunities to work collaboratively with others to innovate and lead initiatives that support the direction of the school plan.

Facilitate leadership induction.

Parents/Carers

Develop awareness of professional learning programs and practices and leadership initiatives to support the school plan.

Processes

Distribute roles and responsibilities and leadership opportunities to staff of all career phases and in various position across the school.

Create grade leaders to work collaboratively with APs focusing on Literacy and Numeracy. This includes the refinement of EAfS initiatives.

Learning and Support and Executive teams to collaboratively monitor and review professional development needs of teachers to cater for students with special or additional learning needs.

Build a culture of high performance through differentiated professional learning options. Structures include collaboration between Instructional Leaders, AP's and grade leaders with all staff through professional discussions, collaborative planning sessions, observation and provision of feedback to drive improvement.

Strategically support all (including executives) through mentorship, induction and accreditation as a Beginning teacher, Early Career Teachers, newly appointed teachers or experienced teachers including pre 2004 staff.

Evaluation Plan

Maintain register of whole school professional learning experiences.

Regular reporting against the milestones.mso-fareast-font-family.

Maintain Induction program register and evaluation surveys.

Practices and Products

Practices

Differentiated Professional Learning provided to meet PDP goals and Australian Professional Standards.

Establish Mentoring, coaching and professional partnerships to build leadership density across mso-fareast-font-family: teaching and non-teaching staff.

The school leadership team embed collective efficacy and growth mindset to improve practice in relation to curriculum continuity and quality.

Instructional Leaders, AP's and grade leaders provide K-6 and support unit Literacy and Numeracy guidance.

Provide all staff with opportunities to develop their leadership capacities and to reflect on their learning with others.

Exemplary classroom practice using data to move students to the next level of learning.

Products

Teachers have developed PDP's with evidence to show reflection, progress and futures goals, addressing personal needs and aspirations and aligning with the school plan, professional standards and frameworks.

Aspiring Leaders engage in diverse and differentiated lead opportunities and distributed leadership is embedded in school culture.

Strategic Direction 2: Strategic Target 2 Quality teachers and leaders will innovate and differentiate to inspire our learners.

People

Enable parents/carers to provide progressive feedback about the quality of teaching and learning program.

Community Partners

Community partnerships will provide stakeholders opportunities to inspire, engage and develop leadership practices.

Processes

Timetable of interactions with staff and supervisors to develop, review and evaluate PDPs in Term 1, half year and annual meeting.

Practices and Products

100% of staff have evidence that they had have worked towards achieving or achieved Professional Learning Plan goals and standards to support growth and career progression. PDP's are purposeful and relevant to school and state strategic plans.

100% of teaching staff achieve professional growth through regular collaborative planning, team teaching, observations, structured feedback and reflection opportunities.

Strategic Direction 3: Strategic Target 3 Our school community will be inclusive, informed and engaged.

Purpose

To enrich and sustain an inclusive and respectful collaborative partnership with students, staff, parents and the wider community. All members have a shared vision and are well informed, thus empowering an innovative and positive learning culture.

Improvement Measures

Progressively increase parent attendance and community involvement at school events.

Increase in subscribers to social media platforms.

Maintain and increase partnerships with all stakeholders and community networks.

Increase in positive feedback from community members regarding school events.

People

Students

Develop relationships with the wider community.

Staff

Staff strengthen partnerships with all stakeholders through community support and involvement.

Parents/Carers

Build awareness amongst parent body to increase home school partnership to boost understanding of the school plan and programs.

Community Partners

Authentically, partake in strategic partnerships to foster key programs and provide educational expertise.

Leaders

Create and facilitate productive and professional partnerships with all stakeholders.

Processes

Programs are developed to provide staff, students and parents opportunities to promote positive and productive relationships.

Build parent awareness and understanding of innovative pedagogy and new curriculum with parent community, through workshops and increase school participation.

Strong relationship with the Community Hub based at GPS by providing our parents and wider communities with opportunities to participate in meaningful and purposeful programs which are developed and implemented in response to the needs of the community to further develop their skills. (e.g.zumba, barista course, playgroup, homework club etc)

Community Liaison Officer accesses community expertise to implement information sessions, learning opportunities and support for the students, parent/carer community on the school site.

Evaluation Plan

Engagement data collected from the Community Hub and GPS parents and community (surveys).

Monitor attendance at community events such as playgroup; zumba; table-tennis/badminton; etc

Practices and Products

Practices

The school consistently implements a whole– school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment.

All families are welcomed, supported and valued within the school community.

Students develop positive connections with the wider community.

Visible parent involvement in a variety of school initiatives.

Products

Increased parent engagement/participation in classrooms, at school events, community hub activities and, school interviews.

School staff are confident, empathetic and collaborative when communicating to and working with parents and the wider community.

Students are active and responsible global citizens.

Students are self–aware, build positive relationships and actively contribute to the school, the community and the society in which they live.