### School vision statement

Guildford Public School is an inclusive school where innovative quality teaching and learning is enthusiastically delivered. High expectations, creativity and cooperation are embedded within our whole school community.

Our school will:

- promote excellence in teaching and learning,
- develop active and informed citizens,
- provide a supportive environment that is safe, engaging and student centered,
- encourage independence, tolerance, resilience and confidence, and
- enhance student learning and wellbeing be partnering with the school community.

### School context

Guildford Public School was opened in 1915 and in 2018 serves a diverse and multicultural community with 92% of the 580 students being from a non–English speaking background with approximately 35% being from an Arabic speaking background and 15% from an Islander background. Other smaller but significant groups speak Chinese, Turkish, Vietnamese, Dari, Urdu and Farsi as a first language. An increasing number of refugee families are arriving from African and Middle eastern communities, with an average of 10% transiency of student population annually.

The school leadership team and dedicated, caring staff maintain high expectations and aspirations for the achievement of every student. Literacy, numeracy and an integrated curriculum are explicitly and systematically delivered and underpinned through the teaching and learning cycle. We also realise that positive and well–structured student well–being practices are vital in the functioning of a quality school and learning environment. A special feature over recent years has been the focus on Positive behaviour Interventions and Support (PBIS) including student leadership, anti–bullying and positive reward systems.

Guildford understands it is the quality of teaching that makes the difference and therefor prioritise the professional development of teachers. Teachers work in teams to collaboratively reflect on research and evidence based pedagogy to set targets and evaluate data in order to differentiate student learning. Teachers and leaders currently engage in a variety of professional learning networks to develop teacher and leadership capacity.

Guildford Public School offers a wide selection of extra–curricula activities supporting the cognitive, emotional, social, spiritual, physical and moral wellbeing of all students. Our staff and students participate successfully in a variety of area and regional initiatives and have close relationships with neighbouring primary and secondary schools, through Community of Schools focus areas.

### School planning process

The recently reviewed vision statement effectively reflects the needs and aspirations of students, staff and community. This was achieved through workshops, staff and parent focus groups, surveys and meetings encouraging community input. In response to a recent whole school consultation process the school's vision statement has been revised, analysed and re–articulated so as to reflect the emerging needs of the school community.

School leaders and teachers have embraced current educational perspectives, research and associated professional development, as well as recent recommendations and reforms focused on supporting strategic school improvement.

Focus groups, staff surveys, staff meetings and teacher professional learning in 2017 focused on best practice models and current theory in improving educational outcomes of students in Literacy and Numeracy.

Strategic directions have been devised through a rigorous whole school improvement process including data and evidence analysis, parent, student and staff input, collaborative program reflection, discussion and planning workshops. Community liaison officers strengthened and supported community involvement, ensuring parents and carers had a 'voice' regarding the needs to support students from significant socioeconomic disadvantage.
School strategic directions 2018–2020

STRATEGIC DIRECTION 1
Teaching: High quality planning, teaching, assessment and evaluation.

Purpose:
Promote a positive learning culture where all students are engaged and where education is valued by the whole school community. Effective evidence–based teaching methods are identified, promoted and modelled and students’ learning improvement is monitored, demonstrating growth.

STRATEGIC DIRECTION 2
Learning: Promote a learning culture which is inclusive, aspirational and futures focused.

Purpose:
Students are challenged, supported and extended through explicitly designed learning experiences that meet individual needs, readiness, interests, aspirations and are culturally inclusive. Positive, respectful relationships are evident among students and staff and promote student wellbeing to ensure optimum conditions for student learning.

STRATEGIC DIRECTION 3
Leadership: Students, staff and parents to be active participants in their learning.

Purpose:
Develop and cultivate effective and innovative leadership, facilitating and supporting the school learning community to strive and achieve full potential. The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning.
**Strategic Direction 1: Teaching: High quality planning, teaching, assessment and evaluation.**

### Purpose

Promote a positive learning culture where all students are engaged and where education is valued by the whole school community. Effective evidence-based teaching methods are identified, promoted and modelled and students' learning improvement is monitored, demonstrating growth.

### Improvement Measures

- Increase from 77% to 90% in teacher knowledge to use Literacy and Numeracy data to inform practice.
- 50% increase in parents engaged in parent workshops, parent helpers and leading school events.
- 100% of students to develop learning goals through feedback, track and monitor their own progress.

### People

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<thead>
<tr>
<th>People</th>
<th>Processes</th>
<th>Practices and Products</th>
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| **Students**<br>Students are engaged in quality learning through the implementation of the 4C's (critical and creative thinking, collaboration and communication). | Develop mentoring and coaching support to ensure ongoing development and improvement of all teachers knowledge and competency, in teaching Literacy and Numeracy, by building effective whole school and or community of schools relationships. | **Practices**
- Regular moderation of assessments, samples and analysis of student learning data informs teaching.
- Strategic, developmental and sustainable professional learning for new and beginning teachers.

| **Parents/Carers**<br>Develop positive and practical partnerships with parents and carers to have a shared responsibility, vision and commitment to students' learning. | Directly and regularly engage with parents to improve understanding of students' learning and cultural competency, to identify strategic priorities and develop and implement plans for continuous improvement in parent knowledge and expertise. | **Products**
- A culture of lesson study, instructional rounds, demonstration lessons, mentoring and coaching.
- Progress towards learning goals is monitored through collection of quality, valid and reliable data.

| **Staff**<br>Build teacher capacity to provide explicit instruction by embedding a growth mindset through robust professional dialogue, collaboration, classroom observation, modelling of effective practice and the embedding of specific and timely feedback. | Provide professional learning in effective use of student learning data to identify and respond to individual students' learning needs, differentiate the curriculum, develop learning targets and monitor progress through formative and summative assessments. | **Practices**
- Innovation practices including the 4C's are embedded in all teaching and learning programs.

| **Leaders**<br>Instructional Leaders facilitate and evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve student learning. | Evaluation Plan<br>The school evaluation plan will be based on the four 'Evaluative thinking' disciplines. **Internal assessments and program evaluations. Annual EAL/D survey. Student, Teacher and parent/carer interviews, surveys and focus groups.** **External data – Value added and Growth (NAPLAN), PLAN2, Schools Excellence Framework self assessment, TTFM. Critical Friend and Mentor feedback.** | **Products**
- Parent helpers assisting in all classrooms.
- Student monitor and track their own progress using data walls to achieve learning goals.
- Direct and regular engagement with parents to improve understanding of student learning.
### Strategic Direction 2: Learning

**Promote a learning culture which is inclusive, aspirational and futures focused.**

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<td>Students are challenged, supported and extended through explicitly designed learning experiences that meet individual needs, readiness, interests, aspirations and are culturally inclusive. Positive, respectful relationships are evident among students and staff and promote student wellbeing to ensure optimum conditions for student learning.</td>
<td><strong>Students</strong>&lt;br&gt;Develop personal and social capabilities so students are motivated to deliver their best and continually improve.</td>
<td>Develop a cultural framework, embedding social, emotional and cognitive needs of students, teachers and parents.</td>
<td><strong>Practices</strong>&lt;br&gt;Embedding goal setting, monitoring, explicit and timely feedback and explicit teaching.</td>
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<td><strong>Parents/Carers</strong>&lt;br&gt;Parents and carers are engaged in strong collaborations with their children and teachers to support continuity of learning for all students.</td>
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<td>Evidence–based methodology has been systematically and strategically embedded to bring about improvement in student learning in literacy and numeracy.</td>
<td><strong>Products</strong>&lt;br&gt;Learning is individualised by being challenging, supportive and extended.</td>
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<td><strong>Staff</strong>&lt;br&gt;Teachers demonstrate cultural proficiency, knowledge and understanding of curriculum, assessment, reporting and how to effectively implement the teaching and learning cycle.</td>
<td>Engage all teachers in high impact evidence–based professional learning which supports embedded practices such as FOR, TEN and formative assessment. Provide teachers with specific leadership capacity the opportunity to facilitate or coach colleagues.</td>
<td>Utilise assessment data to inform teaching and learning and build critical and creative thinking.</td>
<td>Teaching and learning programs show evidence that they are adjusted to address all students’ needs.</td>
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<td>Increased proportion of families engaged in the learning culture of the school.</td>
<td>Develop a cultural framework, embedding social, emotional and cognitive needs of students, teachers and parents.</td>
<td>The school evaluation plan will be based on the four 'Evaluative thinking' disciplines.</td>
<td><strong>Practices</strong>&lt;br&gt;Embedding goal setting, monitoring, explicit and timely feedback and explicit teaching.</td>
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<td>Increase proportion of students at/above expected benchmarks for literacy and numeracy as measured by state performance.</td>
<td>Evidence–based methodology has been systematically and strategically embedded to bring about improvement in student learning in literacy and numeracy.</td>
<td>Internal assessments and program evaluations. Annual EAL/D survey. Student, Teacher and parent/carer interviews, surveys and focus groups.</td>
<td><strong>Products</strong>&lt;br&gt;Learning is individualised by being challenging, supportive and extended.</td>
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<td>PLAN 2 data indicates one year's growth for one year's learning for each student.</td>
<td>Engage all teachers in high impact evidence–based professional learning which supports embedded practices such as FOR, TEN and formative assessment. Provide teachers with specific leadership capacity the opportunity to facilitate or coach colleagues.</td>
<td>External data – Value added and Growth (NAPLAN), PLAN2, Schools Excellence Framework self assessment, TTFM. Critical Friend and Mentor feedback.</td>
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<td><strong>Evaluation Plan</strong>&lt;br&gt;The school evaluation plan will be based on the four 'Evaluative thinking' disciplines.</td>
<td>Positive respectful relationships are evident among students and staff across the whole school.</td>
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### Strategic Direction 3: Leadership: Students, staff and parents to be active participants in their learning.

#### Purpose
Develop and cultivate effective and innovative leadership, facilitating and supporting the school learning community to strive and achieve full potential. The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning.

#### Improvement Measures
- 50% of students K–6 will develop their leadership capacity.
- 30% of staff seek further leadership opportunities or accreditation at Lead or Highly Accomplished.
- 15% parents regularly engage with the school to support their child's learning.

#### People

##### Students
Student wellbeing programs focus on developing resilient, life-long learners demonstrating social responsibility and leadership.

##### Parents/Carers
Through a variety of authentic opportunities, parents and carers build social capacity and confidence to support their child's language needs.

##### Staff
Develop leadership capacity of all teaching and non-teaching staff through a process of reflection and mentoring.

##### Leaders
Engage a critical friend Literacy and Numeracy, a coaching mentor and a variety of community partners.

#### Processes

##### Embed innovative student leadership programs (Peer Support, SRC, Environment Club, Creative Arts, Monitors and PSSA) to include opportunities for students to build cross-school and inter-school partnerships developing confident, active, resilient and creative leadership styles.

##### Develop a leadership model which maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and improvement. Implement the principles of evaluative thinking by providing informative professional learning for current and aspiring leaders.

#### Evaluation Plan
The school evaluation plan will be based on the four 'Evaluative thinking' disciplines.


#### Practices and Products

##### Practices
- All students are actively involved in school and community leadership and decision making roles.
- All staff will actively seek opportunities to enhance their own leadership capabilities.
- All staff engage in authentic learning experiences that reflect their career progression and role.

##### Products
- Through collaboration, staff develop a mindset that high expectation relationships achieve growth.
- Engaging with professional learning networks: @COSLead and beginning teachers network.
- The principles of evaluative thinking are reflective across all school programs and initiatives.