

# School plan 2018-2020

Granville East Public School 5236



# School background 2018–2020

## School vision statement

Granville East Public School (GEPS) leads a dynamic and innovative community characterised by powerful partnerships, quality learning, inclusivity and excellence.

GEPS inspires purposeful, holistic and future focused teaching and learning that engages students in their lives and their world.

GEPS empowers creative and critical thinkers who experience enjoyment and success at school and know that learning can be limitless.

## School context

Granville East Public School is a vibrant, diverse school of 350 students serving a cultural rich community in Sydney's western suburbs.

With 95% students having English as an additional language/dialect, we have over 24 different linguistic groups. 60% of students are from an Arabic speaking background. The school has been working on student self-regulation, increasing learning opportunities for students and building rich, inclusive home to school partnerships.

Granville East PS has 28 teaching staff (14 mainstream teachers and 14 specialists) and 6 School Administrative and Support Staff. Staff at Granville East Public School are dedicated professionals – almost half are in the early years of their career. A strong ethos of staff professional learning, collegiality and sharing resources is supported by a range of small, teacher learning teams.

The community is very supportive of school programs and directions. A small, but dedicated P&C Association supports the school and community participation rates are

## School planning process

Granville East Public School has a tradition of collaboration and broad consultation. The school vision is shared by all and is shaped by emerging research, changing student needs and the development of dynamic partnerships.

Planning processes involve students, staff, parents/carers and the broader community. Consultation consists of rigorous evaluation gathered through: surveys, face-to-face forums, workshops, leadership meetings and our Instructional Rounds lesson observations. Other methods used to gather data include: analysis of student achievement data and progress mapping; analysis of teaching/learning programs; regular formative assessment data; other documentation such as attendance and behaviour data; as well evidence from regular classroom observations.

# School strategic directions 2018–2020

## STRATEGIC DIRECTION 1

Empower students to be successful, self-regulating learners

### Purpose:

Student agency is critical for success – students need to be empowered to be deep and creative thinkers: learners who are self-regulated, self-directed, confident and successful participants in their community.

At GEPS, tailored teaching and learning program empower students to realise their dreams.

## STRATEGIC DIRECTION 2

Explore authentic learning experiences

### Purpose:

Teachers at Granville East are leading learners who enable students to explore their world. They design authentic learning experiences; think deeply about their learners; and teach with intention.

All staff are engaged in continuous improvement – building their capacity to provide authentic learning that has a deep and lasting impact on students.

## STRATEGIC DIRECTION 3

Engage our community in deep connections

### Purpose:

We actively build belonging, inclusivity and connectedness.

The following guiding principles underpin this strategic direction:

- Belonging is fundamental to the wellbeing of our students, staff and community.
- Differences and experiences are what makes us unique and should be recognised and respected.
- The school community is accountable for creating lifelong learners and we recognise and celebrate successes big and small.
- Our community has the right to access quality education through authentic opportunities and purposeful conversations at school.
- Authentic links and connections between home and school help us to understand “our” story and deepen our learning.

# Strategic Direction 1: Empower students to be successful, self-regulating learners

## Purpose

Student agency is critical for success – students need to be empowered to be deep and creative thinkers: learners who are self-regulated, self-directed, confident and successful participants in their community.

At GEPS, tailored teaching and learning program empower students to realise their dreams.

## Improvement Measures

- Increase in student articulation of what they are learning and why;
- Increase student co-creation of learning experiences;
- increase in students using self-regulation processes in learning to achieve outcomes;
- increase student independence in authentic learning.

## People

### Students

Develop student capacity to manage their own learning goals, thus self-regulating and co-creating their learning.

Shift students' mindsets towards growth and future-focused learning.

### Staff

Engage staff in professional learning to immerse students in authentic learning experiences and develop capacity to monitor and accurately assess student self-regulation processes.

Build staff capacity to co-create learning with students.

### Parents/Carers

Create an informed parent body that recognise self-regulation and co-creation as paths to student empowerment and deeper student learning.

### Leaders

Engage leaders in authentic professional learning that inspires others to be empowered.

Deepen capacity to drive change in measuring impact of teaching on student learning.

### Community Partners

Strengthen learning capacity of our local Instructional Rounds Network to observe and provide feedback on the self-regulatory abilities of our students engaged

## Processes

Build a framework to empower authentic learning and student agency and empowerment.

Engage students in providing feedback about their learning; their agency in co-construction; and their achievements.

Develop strong professional learning teams with rigorous focus on achievement data; analysis of practice; and impact on student learning.

Build a culture of student co-creation of learning at all stages of development.

Strengthen a culture of deep, authentic learning that engages students in their lives, their world and their future.

## Evaluation Plan

Regular assessment points and in-school audits to gather data around:

- strategies students are achieving
- student articulation and demonstration of their learning goals
- outcomes achieving via syllabus standards
- tasks offered as powerful opportunities for learning
- student and teacher feedback around co-creation of learning

## Practices and Products

### Practices

All staff offer a broad range of authentic learning opportunities –planned and embedded in daily programs.

Students engage in co-creation of learning with teachers as part of regular teaching/learning programs.

Students practice self-regulation and self-direction in learning.

Students regularly reflect on their learning and articulate the power they have in being co-creators, collaborators and deep thinkers.

### Products

- Increase in student articulation of what they are learning and why;
- Increase student co-creation of learning tasks and experiences;
- increase in students using self-regulation processes in learning to achieve outcomes;
- increase student independence in authentic learning.

# Strategic Direction 1: Empower students to be successful, self-regulating learners

## People

in authentic and empowering learning.

# Strategic Direction 2: Explore authentic learning experiences

## Purpose

Teachers at Granville East are leading learners who enable students to explore their world. They design authentic learning experiences; think deeply about their learners; and teach with intention.

All staff are engaged in continuous improvement – building their capacity to provide authentic learning that has a deep and lasting impact on students.

## Improvement Measures

- Increase in authentic learning opportunities that deepen student thinking;
- increase in students co-creating learning experiences;
- Increase in students ability to articulate their learning and why it is important.

## People

### Students

Broaden students' mindsets so that they recognise learning as limitless, challenging, satisfying and "hard fun".

Engage students in thinking deeply and critically and reflecting on the task as well as their learning.

### Staff

Engage staff in a range of professional learning to suit their needs, career stages, interests and goals. Inspire hearts and spark minds to offer learning that is authentic, valued and co-created.

Build capacity in co-creating learning experiences with students – that connect to their lives and world.

### Parents/Carers

Engage parents in learning with their child to understand authentic learning and it's impact on student voice, ownership and the notion of empowerment.

### Leaders

Deepen skills and capabilities in: Growth Coaching; Practice Analysis Conversations; and personalising learning for both individual staff and teams.

### Community Partners

Nurture partnerships with Social Ventures Australia, Fair Education and our Instructional Rounds Network to deepen capacity of systems leadership around authentic learning experiences.

## Processes

- Strengthen staff learning culture that provides challenge, opportunity, self-direction and collaboration around key themes of authentic learning to deepen student agency and impact
- Develop a coaching culture whereby teacher-leaders set, implement, monitor and evaluate deep professional learning goals with the support of a coach;
- Develop systems for co-creating learning;
- Develop rigorous evaluation systems to plan, implement and review the delivery of high-challenge, high-support authentic learning.

## Evaluation Plan

Staff professional learning schedule includes self-selected strategies, differentiated learning, small-group collaboration and sharing, as well as a range of online platforms.

Regular, scheduled coaching sessions to work on professional goals and actions to meet goals.

Ongoing student, staff and parent feedback on opportunities and achievements from learning tasks.

## Practices and Products

### Practices

- Teachers meet regularly to review and analyse student data in order to inform future experiences;
- teachers engage students in co-creation of learning;
- Leaders engage their staff both individually and collectively to rigorously explore the impact of their teaching on student learning;
- Students explore and engage in a cast array of authentic experiences to deepen their thinking and learning.

### Products

- Increase in authentic learning opportunities that deepen student thinking;
- increase in students co-creating learning experiences;
- Increase in students ability to articulate their learning and why it is important;
- Increase in student outcomes in literacy and numeracy.

# Strategic Direction 3: Engage our community in deep connections

## Purpose

We actively build belonging, inclusivity and connectedness.

The following guiding principles underpin this strategic direction:

- Belonging is fundamental to the wellbeing of our students, staff and community.
- Differences and experiences are what makes us unique and should be recognised and respected.
- The school community is accountable for creating lifelong learners and we recognise and celebrate successes big and small.
- Our community has the right to access quality education through authentic opportunities and purposeful conversations at school.
- Authentic links and connections between home and school help us to understand “our” story and deepen our learning.

## Improvement Measures

- Student voice visibly directs teaching and learning;
- Students actively prepare for and lead Learning Conversations with their teacher and parents;
- Staff use online platforms and Learning Conversations to engage student and parent voice;
- Parents are known by staff and leaders;
- Parents contribute to conversations (in person and online) to deepen their

## People

### Staff

Build capacity in developing a shared understanding of the GEPS–Connects initiative.

Professional learning to engage community in authentic and meaningful learning conversations that positively impact on student learning.

### Parents/Carers

Create an informed parent body that consistently engage in opportunities to enhance student learning.

### Students

Develop student capacity in sharing and leading Learning Conversations that result in deeper learning for all participants.

### Leaders

Deepen leader capacity to drive change in outstanding engagement practices that facilitate and deepen community connectedness.

## Processes

Opportunities for students to positively connect with the wider community through meaningful partnerships and projects.

Cohesive structure for staff PL that includes teacher choice and voice, opportunities to build on strengths and evidence of impact on student learning.

Strengthen GEPS Connects framework for meaningful connections with parents so there are multiple opportunities and pathways for building relationships with the school and stakeholders.

Broaden GEPS Connects to include community partners and develop systematic framework for meaningful and mutually beneficial relationships between students and community.

## Evaluation Plan

Regular evaluation points and in-school audits to gather data around:

- Student articulation of learning
- Effectiveness of Learning Conversations and online communication
- Staff PL and impact
- Opportunities for parents to engage in their child’s learning
- 4 Key Questions and Belonging questions

## Practices and Products

### Practices

- All students set, monitor, reflect on and share powerful personal learning goals.
- Parents are more confident in their connection to the school and in conversations about their child’s learning
- School provides a range of meaningful learning opportunities to learn from
- The school recognises the diverse cultural experiences and backgrounds of parents and students through tailored communication and a variety of opportunities to engage
- Regular celebrations of whole school contributions great and small
- TEacher regularly revise and apply feedback to strengthen GEPS Connects process.

### Products

- GEPS–Connects framework.
- Learning Conversations framework.
- Evaluation and Monitoring systems.

# Strategic Direction 3: Engage our community in deep connections

## Improvement Measures

understanding of their child's learning journey.