



School plan 2015 – 2017

Project Based Learning (PBL)

Creating a dynamic and quality learning environment by embedding Project Based Learning (PBL)

High Quality Curriculum

Developing students' reasoning and creative thinking in the 21st century

Increased School Capacity

Implementing high quality teaching and learning for all community members

SCHOOL VISION STATEMENT

Girraween Public School will create 21st century learners through innovative, culturally sensitive, teaching practice with a focus on project based learning and technology.

SCHOOL CONTEXT

Location

Girraween Public School is situated between Bando Road and Gilba Road Girraween. The school is close to the shops and railway station at Pendle Hill. Girraween is primarily a residential area, although there is some light industry to the west of the area. The school is situated in the Holroyd Municipality and is involved in citizenship, environmental and safety programs offered by the council.

Student Enrolment

Currently, there are 30 classes (37 mainstream and 3 support classes) with 975 students enrolled. At present 94 per cent of these students come from language backgrounds other than English. There is great cultural diversity at Girraween with over 48 different language backgrounds represented in the student population. Tamil and Sinhalese are the dominant cultural groups.

Community

The school community has high expectations for student achievement and strongly supports the high educational standards promoted by the school. Community participation in school governance has been facilitated through an active Parents' and Citizens' Association which provides support and extra funding for resourcing across the school.

Staff

The leadership team includes the Principal, two Deputy Principals and five Assistant Principals. There are 37 mainstream teachers and 3 support unit teachers. The latter provide staffing for one IM class (Assistant Principal Support) and two IO classes. Support staff includes; 5.4 English as a Second Language Teachers (two full time and three part-time positions) and two part-time (1.4) Support Teacher Learning Assistance. The release from face to face program focuses on Library and integrated units and includes classes from Kindergarten to Year 6. The School Counsellor is available 3 days per week. All staff, including executive, teachers, school assistants and the general assistant are dedicated in their support of the school's educational programs and work to enhance the high quality learning environment of the school.

SCHOOL PLANNING PROCESS

The Girraween Public School planning process has been collaborative and consultative.

The school improvement team, comprised of school and parent representatives, worked collaboratively to establish Girraween Public School's strategic directions and vision statements. The process involved staff focus teams developing a vision, planning, priority and implementation strategies.

The team examined student achievement data, demographic changes and targets for Girraween Public School. This information was used to summarize the beliefs and vision statements. These statements and information were presented to stakeholders at various meetings to obtain suggestions and feedback. The suggestions and feedback given were used to develop the shared plans and vision statements. The teams utilized:

- analysis of student and school outcomes against performance measures and targets
- assessment of the achievements of the previous School Plans

The team re-examined the school context, curriculum, pedagogy, student diversity and resource management. The team considered all resources available for school planning.

The school Student Representative Council were actively involved in the decision making process through Quality of Life Surveys and focus groups workshops.

Parents were regularly updated information through the school surveys and newsletter. P&C representatives were on the strategic planning team.

High Quality Curriculum

Developing students' reasoning and creative thinking in the 21st century

To support students in making informed decisions to apply and interpret knowledge, skills and understandings in a broad range of contexts and across all KLAs.

To develop quality teaching and learning programs that encourage all students to develop their critical and imaginative skills that deepens their understanding of themselves and the world.

PROJECT BASED LEARNING

Creating a dynamic and quality learning environment by embedding Project Based Learning (PBL)

To provide innovative curriculum delivery, ICT embedded throughout all KLAs and ensure that all learning is personalised and differentiated. To develop skills in becoming active, lifelong learners, to work with each other and to reflect on their learning.

Increased School Capacity

Implementing high quality teaching and learning for all community members

Enhance the leadership capacity of all staff and involved community members to ensure continued implementation of high quality teaching and learning programs.

Strategic direction 1: High Quality Curriculum

Developing students' reasoning and creative activity in preparation for life in the 21st century

PURPOSE

To support students in making informed decisions to apply and interpret knowledge, skills and understandings in a broad range of contexts and across all KLAs

To develop quality teaching and learning programs that encourage all students to develop their critical and imaginative skills that deepens their understanding of themselves and the world.

IMPROVEMENT MEASURE/S

Performance for equity groups within school group is comparable to the performance of all students in the school.

Student results using internal and external data matches expected growth and school effect size in literacy and numeracy.

PEOPLE

Students: To develop reasoning skills to apply to real world situations.

Students: To utilise knowledge creatively across all KLAs.

Staff: To develop staff capacity to provide rich experiences through the familiarisation of the new NSW Mathematics, Science & Technology, English, History and Geography syllabus.

Parents: To establish a shared understanding of the new NSW syllabus documents and how they will be implemented in classrooms.

Parents: To establish a collaborative learning community by providing opportunities for parents to understand 21st century learning.

Leaders: To provide opportunities for teachers to extend leadership skills with staff, parents and students.

PROCESSES

Educational Innovation: Build staff capacity to implement the NSW Mathematics and Science & Technology syllabus with deep understanding that creativity and reasoning are essential.

Community of Learners: Build staff capacity through professional learning including observations, demonstrations and reflection.

Effective use of assessments: Use of qualitative and quantitative student assessment data to inform and improve teaching and learning practices. Review current assessment data and practices to address the needs of students and drive future programming.

Evidence and analysis of data:

Use John Hattie effect size to monitor school influence on student learning.

Tracking student progress on PLAN.

Evaluation plan:

Closely monitor NAPLAN, school based assessment and PLAN data.

PRODUCTS AND PRACTICES

Products: Student progress on literacy and numeracy continuum from Term 1-Term 4.

Product: Programming that includes a high level of 21st century learning, demonstrates a clear purpose for students and includes differentiated learning experiences.

Product: Demonstrated increased school effect on student learning.

Practices: Demonstrated implementation of the new NSW Mathematics and Science & Technology syllabus.

Practices: Students apply knowledge, reasoning and skills in all KLAs.

Practices: Students and staff reflecting on their own learning goals.

Strategic direction 2: Project Based Learning - Creating a dynamic and quality learning environment by embedding Project

Based Learning (PBL)

PURPOSE

To provide innovative curriculum delivery, ICT embedded throughout all KLAs and ensure that all learning is personalised and differentiated. To develop skills in becoming active, lifelong learners, to work with each other and to reflect on their learning.

IMPROVEMENT MEASURE/S

18% increase in teacher confidence in utilising learning technologies to maximise 21st century learning opportunities for students. (Increasing from 6.8 to 8.0 on the Focus on learning survey)

Demonstrated increase in quality learning environments across the school.

Performance for equity groups within school group is comparable to the performance of all students in the school.

PEOPLE

Students: To engage students in applying their skills and knowledge of the world to group learning activities.

Students: To develop critical reflection skills on their own learning and the purpose of learning.

Students: To engage students in being quality learners within the class and home environments.

Staff: To establish a collaborative learning community that embraces observation, demonstration, reflection and risk taking.

Staff: To develop systems of accountability including programming, assessment and reflection that supports the implementation of PBL.

Parents: To establish a collaborative learning community by providing opportunities for parents to understand learning in a PBL school.

Leaders: To provide opportunity for staff to lead school development in PBL.

PROCESSES

Community of Learners: Build staff capacity to implement PBL through professional learning. Develop shared staff understanding of PBL. Develop deep understanding of pedagogy. Staff to engage in observation, demonstration, reflection.

Differentiated Learning: Develop staff capacity to collaboratively plan and differentiate programming across all KLAs for both high achieving students and students needing support. Create rubrics that accommodate a range of learners.

Collating data and effective use of assessments: Use of qualitative and quantitative student assessment data to inform and improve teaching and learning practices. Review current assessment data and reporting practices to address the needs of students and drive future programming.

Transparent Learning: Gather evidence to demonstrate student learning. Utilise home/school communication links to celebrate student achievement. Proactively encourage opportunities for home/school interaction.

Evaluation Plan: Closely monitor NAPLAN, PLAN and school based assessment results to analyse student performance in PBL.

PRODUCTS AND PRACTICES

Product: Programming that includes a broader range of programming style and increased level of student application in higher order thinking skills (HOTS).

Product: Stimulating and challenging learning environments including a variety of organisational structures in classrooms. The teacher facilitates 21st century learning.

Practices: Demonstration of quality teaching and learning practices across the school, demonstrated through differentiated lessons and assessments to improve student achievement.

Practices: Students and staff reflecting on their own learning goals across all KLAs.

Practices: Proactive action research teams across stages and curriculum areas that are focussed on using evidence-based practice and data analysis to result in consistent quality teaching.

Strategic direction 3: Increased School Capacity

Implementing high quality teaching and learning for all community members

PURPOSE

Implementing high quality teaching and learning for all community members.

IMPROVEMENT MEASURE/S

Maintain high percentage of students performing at proficiency level in literacy and numeracy.

Increased percentage of community members participating in school programs.

Increase in staff trained in L3 from 61% staff to 100% staff K-2.

Increase in staff trained Year 2-6 in Focus on Reading from 76% to 100% staff Year 2-6.

Increase proportion of staff trained in Targeting Early Numeracy (TEN) strategies and NUMICON.

PEOPLE

Students: To utilise critical and imaginative skills to interpret multimodal texts and increase students' higher order comprehension skills.

Students: To develop a love of literature across all genres, including prose, poetry, plays etc.

Staff: To develop staff capacity to provide rich literacy experiences through the implementation of L3 and Focus on Reading.

Staff: To develop staff capacity to use multimodal texts through all KLAs.

Parents: To establish a shared understanding of the new Mathematics and Science & Technology syllabus and how it will be implemented in classrooms.

Parents: To establish a collaborative learning community by providing opportunities for parents to understand the place of multimodal literacy in classrooms.

Leaders: To provide opportunities for teachers to show leadership in the implementation of the new Mathematics and Science & Technology syllabus

PROCESSES

Educational Innovation: Build staff capacity to teach the new Mathematics and Science & Technology curriculums and continue implementation of NSW English syllabus.

Community of Learners: Implement Performance and Development Framework.

Develop deep understanding of pedagogy. Staff to engage in observation, demonstration, reflection.

Differentiated Learning and Support: Further develop staff capacity to differentiate programming in Literacy for both high achieving students and students needing support including the embedding of Literacy in all KLAs.

Effective use of assessment: Use of qualitative and quantitative student assessment data to inform and improve teaching and learning practices. Review current assessment data and practices to address the needs of students and drive future programming.

Evidence and collation of data: Use 3 approaches of assessments (i.e. Assessment for, assessment as, assessment of) data to inform and improve teacher practices and future planning. Tracking student progress on PLAN.

Evaluation Plan: Closely monitor NAPLAN, school based assessment

PRODUCTS AND PRACTICES

Products: Student progress on literacy and numeracy continuum from Term 1-Term 4.

Product: Individualised Learning Plans developed for all students with identified adjustments required to meet their learning needs. Data analysis to provide evidence that supports are effective.

Practices: Proactive professional learning teams across stages that are focussed on using best evidence based practice and data analysis to result in consistent quality literacy teaching.

Practices: L3 strategies are a daily practice in all K-2 classrooms. Focus on Reading is a daily practice in all 3-6 classrooms.

Practices: Students and staff reflecting on their own learning goals.