

School plan 2018-2020

Girraween Public School 1988



School background 2018–2020

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.

Student Enrolment

Currently, there are 49 classes (46 mainstream and 3 support classes) with 1,250 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 28 different language backgrounds represented in the student population. Tamil and Hindi 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 is through our active Parents' and Citizens' Association which provides support for school activities and funding for resourcing across the school.

Staff

The leadership team includes the Principal, three Deputy Principals and eight Assistant Principals. There are 46 mainstream teachers and 3 support unit teachers. We have one IM class and two IO classes. Support staff includes; 5.2 English as an Additional Language or Dialect (EAL/D) teachers and 1.3 Support Teacher Learning Assistance. Our School Counselor is available 4 days each week.

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 Tell Them From Me 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.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Learning: Connect, succeed, thrive and learn

Purpose:

To ensure students develop skills in literacy and numeracy, strong content knowledge and the ability to learn, adapt and be responsible citizens.

STRATEGIC DIRECTION 2

Teaching: Evidenced based quality teaching and learning

Purpose:

The school community shares a responsibility for student improvement and contributes to a transparent learning culture which includes observation of practice.

STRATEGIC DIRECTION 3

Leading: Leading a culture of high expectations and community engagement

Purpose:

To create and maintain a self-improving community that will continue to support a high level of learning.

Strategic Direction 1: Learning: Connect, succeed, thrive and learn

Purpose	People	Processes	Practices and Products
<p>To ensure students develop skills in literacy and numeracy, strong content knowledge and the ability to learn, adapt and be responsible citizens.</p>	<p>Students</p> <p>Build skills to reflect on their learning processes and progress</p>	<p>Targeted Early Numeracy (TEN): Ongoing PL to enable teachers to improve Kindergarten to Year 2 students' skill with number.</p>	<p>Practices</p> <p>Teachers design teaching and learning programs that are dynamic and linked to scope and sequences.</p>
<p>Improvement Measures</p>	<p>Staff</p>	<p>L3: Teachers complete professional learning to implement research-based intervention programs for students, targeting reading and writing.</p>	<p>Teachers reflect on their practice and teaching and learning programs show modifications based on individual reflection and supervisor feedback.</p>
<p>Increase the proportion of students demonstrating expected growth in Literacy and Numeracy</p>	<p>Build skills to develop programs that describe the expected student progress in knowledge, understanding and skills and unit assessments</p>	<p>Scope and Sequences: Implementation of new scope and sequences across all KLAs that support teachers to design effective teaching and learning programs.</p>	<p>Teachers track and use reliable student assessment information to differentiate teaching and learning programs.</p>
<p>Increase student wellbeing through a strategic and planned whole school approach</p>	<p>Leaders</p> <p>There is an expectation of the improvement in Literacy/Numeracy standards across the school.</p>	<p>Positive and respectful learning behaviours implemented through the school's Fair Discipline Code.</p>	<p>Students and staff demonstrate positive, respectful relationships.</p>
<p>Every student is known, valued and cared for.</p>	<p>Parents/Carers</p> <p>Demonstrate support for the school and are active partners in contributing to the school culture</p>	<p>School wide processes address the needs of the whole child; engage families and communities to support child wellbeing.</p>	<p>There is a shared school wide responsibility to student welfare including mindfulness strategies.</p>
	<p>Students</p> <p>Build emotional resilience and strategies to self manage anxiety and stress</p>	<p>Effective Learning and Support Team (LST) that supports all aspects of student wellbeing Including whole class mindfulness and targeted small group intervention.</p>	<p>Teachers value academic achievement and hold high expectations of all students</p>
	<p>Staff</p> <p>Develop skills to implement mindfulness strategies as whole class initiative</p>	<p>Focus on Reading (FoR): Ongoing school-based professional learning to address and improve teacher practice and student outcomes in reading.</p>	<p>Teachers tailor approaches to support and include different learners and cultures</p>
	<p>Leaders</p> <p>Develop skills to implement mindfulness in targeted groups.</p>	<p>The TTFM survey is implemented and information reviewed to inform impact of school processes</p>	<p>Products</p> <p>Students can demonstrate emotional intelligence including self regulation, understanding their emotions and are more aware of themselves as a whole person.</p>
	<p>Parents/Carers</p> <p>Build skills to support their child in mindfulness strategies and techniques.</p>	<p>Evaluation Plan</p> <p>Progress toward improvement measures will be evaluated through: parent and community surveys (for example TTFM); student behaviour and attendance data</p>	<p>Students are highly literate and numerate and can demonstrate these skills across a variety of domains</p>
			<p>Students have a high sense of belonging and feel included and accepted at school.</p>

Strategic Direction 1: Learning: Connect, succeed, thrive and learn

People

Staff

Students receive support from staff who consistently provide encouragement and who can be turned to for advice.

Processes

analysis; evaluation of consistent use of school processes and procedures; curriculum scope and sequence, evaluation of classroom environments; evaluation of community participation in school events data; teaching and learning programs.

Strategic Direction 2: Teaching: Evidenced based quality teaching and learning

Purpose	People	Processes	Practices and Products
<p>The school community shares a responsibility for student improvement and contributes to a transparent learning culture which includes observation of practice.</p>	<p>Students</p> <p>Build skills to self assess and provide self and peer feedback utilising LISC</p>	<p>Classroom observations utilised to monitor and reflect effective practice in LISC and provide opportunity for professional dialogue</p>	<p>Practices</p> <p>Teachers utilise LISC to inform student self assessment and peer feedback. LISC and associated strategies are evident in programs.</p>
<p>Improvement Measures</p>			
<p>All teachers to program content based on curriculum, formative assessment and (LISC) observations</p>	<p>Staff</p> <p>Develop an understanding of student self and peer feedback through targeted PL</p>	<p>Collaborative programming during team meetings, planning days and allocated PL days utilising experts to drive the collaborative process</p>	<p>Students use Success Criteria to make informed decisions in their learning reflections, articulate their learning success and provide feedback to peers for improvement.</p>
<p>Every teacher to use formative assessment strategies including LISC, questioning/feedback, self/peer</p>	<p>Leaders</p> <p>Provide opportunity for staff to lead school development in student self assessment and peer feedback</p>	<p>School leaders are provided with intensive professional learning in the area of assessment and data analysis as part of the PCoS Project with UNSW with Dr Dennis Alonso.</p>	<p>Collaborative programs are created incorporating school scope and sequences. Programs are shared and implemented. Regular feedback is given to teachers on programming and lesson differentiation using the school's checklist.</p>
<p>Every teacher uses data to inform their teaching by tracking student progress to modify program</p>	<p>Parents/Carers</p> <p>Establish a shared understanding of student self assessment and peer feedback</p>	<p>Teacher skills in IBL and /or STEM and/or SOLE developed through targeted PL to provide students with learning opportunities that develop their inquiry skills and the learning of science, technology, engineering and mathematics in an interdisciplinary and integrated approach</p>	<p>Teachers are integrating IBL (SOLE, PBL and STEM) into T&L programs.</p>
<p>All teachers use STEM, SOLE and/or IBL to further develop student skills</p>	<p>Students</p> <p>Students receive differentiated curriculum which is reflected in teacher programs</p>	<p>IBL Committee create rubrics for SOLE, PBL and STEM unit assessment.</p>	<p>Technology and learning spaces are utilised to enhance student learning.</p>
<p>All teachers use the Science K–6 Syllabus effectively to plan their lessons.</p>	<p>Staff</p> <p>Teachers collaborate to create a coherent program that accommodates a full range of abilities</p>	<p>A school assessment plan and reporting guideline is developed to support ongoing assessment and consistent reporting practice.</p>	<p>Teachers use effective formative and summative assessment strategies and tools to gather valid student data and effectively analyse this data to inform their teaching and learning programs..</p>
	<p>Leaders</p> <p>Provide opportunities for teachers to collaborate through expert guidance and support</p>	<p>Science committee develop PL opportunities for all teacher on the Science Syllabus including the creation of scaffold units of work and scope and sequence</p>	<p>Products</p> <p>IBL (SOLE, PBL and STEM) is embedded into teaching and learning programs to build life long learner skills.</p>
	<p>Students</p> <p>Students develop skills and attitudes which allow them to ask questions about new resolutions while they are gaining new information through Inquiry Based Learning</p>	<p>Evaluation Plan</p> <p>Progress toward improvement measures will be evaluated through: parent and community surveys (for example TTFM); student performance data analysis;</p>	<p>LISC strategies are documented in programs, classrooms and student work samples.</p>
			<p>Quality programs aligned to DOE syllabus and are registered against the school's K–6</p>

Strategic Direction 2: Teaching: Evidenced based quality teaching and learning

People

Leaders

School leaders develop skills in assessment, data analysis and data use in teaching and planning.

Leaders

Leaders facilitate processes where all teachers become familiar with the new Science K–6 Syllabus.

Processes

evaluation of consistent use of school processes and procedures; evaluation of classroom environments; evaluation of community participation in school events data; teaching and learning program supervision.

Practices and Products

programming checklist.

Science units of work are created by teachers, implemented and reviewed.

Strategic Direction 3: Leading: Leading a culture of high expectations and community engagement

Purpose

To create and maintain a self-improving community that will continue to support a high level of learning.

Improvement Measures

Increase the number of professional learning opportunities within the Pemulwuy Learning Community (PLC) group of schools.

Increase the engagement of parents and community members in a range of school related activities that embed a culture of high expectations

Increase the proportion of teacher use of technology across future focussed learning in classrooms

People

Students

Actively engage students in being quality learners within the class and school environment using technology.

Staff

Work collaboratively with colleagues within the PLC to further develop LISC and science and technology classroom strategies.

Staff

Actively seek to engage and contribute to the PL provided at the school

Parents/Carers

Develop an understanding of current educational practices to support student learning

Processes

Improve communication with school and community by developing a communication strategy, encompassing electronic media such as Seesaw, Instagram, App and the school website.

Active PLC group providing opportunities for teachers to engage across schools and deepen curriculum knowledge.

Implement a whole school integrated approach to student use of technology, including coding, BYOD and WeDo.

Targeted professional learning for teachers in the use of technology in classroom programming and classroom practice.

Plan and implement community events throughout the year to build a community who are active partners in the school's culture.

Evaluation Plan

Progress toward improvement measures will be evaluated through: parent and community surveys (for example TTFM); student performance data; evaluation of consistent use of school assessment processes and procedures; evaluation of classroom environments; evaluation of community participation in school events data; teaching and learning program supervision.

Practices and Products

Practices

Parents have an understanding of what their children are learning and receive regular information updates.

Teachers embed LISC, science and technology syllabus and ICT into their teaching and learning programs.

The school community is involved in all aspects of school life.

Products

Students are maintaining a high level of achievement.

Provide unique, engaging and sustained learning opportunities for students and teachers.

A school culture of inclusiveness and shared purpose and responsibility.