



# School Plan 2015 – 2017



## PROJECT BASED LEARNING

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

2017  
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## 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 43 classes ( 40 mainstream and 3 support classes) with 1051 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 Hindu 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 six Assistant Principals. There are 40 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; 5.2 English as a Second Language Teachers and two part-time (1.3) 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 5 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.

**Highlighted section= 2017 strategies of the 3 year plan.**

## 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.

Implemented by 21<sup>st</sup> Century practices, including Self Organised Learning Environment (SOLE K-2), Project Based Learning (PBL Years 3-4) and Science Technology Engineering and Mathematics (STEM Years 5-6).

## 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.

## Committees: English, Mathematics, Assessment & Reporting, History/Geography.

### 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

All class programs reflect a range of assessment procedures.

All teachers provide feedback to improve performance, processes and student self-regulation.

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

### PEOPLE

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

**Students:** To engage students in challenging opportunities within the classroom (TTFM).

**Staff:** To develop staff capacity to provide rich experiences through the implementation of the new NSW 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 21<sup>st</sup> Century learning.

**Leaders:** Pemulwuy Learning Community – Staff maintain use of learning intentions and success criteria (LISC) strategies.

### PROCESSES

**Educational Innovation:** Build staff capacity to implement the NSW History and Geography syllabus, including the '8 Ways of Learning'.

**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. Focus on assessment in all Key Learning Areas in the areas of; as, of and for learning.

#### Evidence and analysis of data:

Use J Hattie effect size to monitor school influence on learning.

Tracking progress on PLAN.

Scope & sequence developed and reviewed for all KLAs.

Data teams established in each committee to monitor achievement each term.

Implementation of feedback systems as a tool to direct future learning.

### PRODUCTS AND PRACTICES

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

**Product:** Programming that includes a high level of formative assessment, LISC, questioning and feedback, which allows for differentiated learning experiences.

**Product:** Demonstrated increased school effect on student learning.

**Practices:** Demonstrated implementation of the new NSW History and Geography syllabus.

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

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

**Practices:** Formative assessment, LISC, questioning and feedback.

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

Project Based Learning (PBL).

## Committees: ICT and 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.

Implemented by 21<sup>st</sup> Century practices, including SOLE (K-2), PBL (Years 3-4) and STEM (Years 5-6).

### IMPROVEMENT MEASURE/S

All K-2 classes participate in SOLE sessions, linked to a KLA and present within the classroom.

All Year 3-4 classes implement PBL units and showcase/exhibit their product.

All Year 5-6 classes implement STEM units and showcase/exhibit their product.

### PEOPLE

**Students:** To engage students in applying their skills and knowledge of the world to group learning activities, including the use of Stage 3 BYOD.

**Students:** To problem solve and critically reflect on learning by participating in ICT embedded programs such as 'WeDo Lego' 'Mindstorm Leo' and Coding.

**Students:** To engage students in challenging opportunities within the classroom (TTFM).

**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 SOLE (K-2), PBL (Yrs 3-4), STEM (Yrs 5-6).

**Parents:** To establish a collaborative learning community by providing opportunities for parents to understand learning of SOLE, PBL and STEM.

**Leaders:** To provide opportunity for staff to lead school development in SOLE, PBL and STEM.

### PROCESSES

**Community of Learners:** Build staff capacity to implement SOLE, PBL and STEM through professional learning. Develop shared staff understanding of SOLE, PBL and STEM.

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

**Collating data and effective use of assessments:** Use of 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.

Develop and implement a community action plan to increase awareness of PBL and assisting student learning.

#### Evidence and Analysis of data:

Review school based assessment to analyse student performance in PBL.

**8 Ways:** Incorporate 8 ways of learning into PBL programs, as appropriate.

### PRODUCTS AND PRACTICES

**Product:** Programming that includes a broader range of programming style and increased level of student participation in challenge activities (TTFM).

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

**Product** Review scope and sequence for PBL units and create a scope and sequence for SOLE and STEM.

**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 with supervisors and mentors.

# Strategic direction 3: Increased School Capacity

Implementing high quality teaching and learning for all community members.

**NOTE: Professional Learning for all staff.**

## PURPOSE

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

## 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.

Range of assessment practices developed and implemented K-6.

All classes implement differentiation of the curriculum to cater for the range of student learning needs.

## 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 learning experiences through the implementation of L3, TELL, TEN and Focus on Reading.

**Staff:** To develop staff capacity to use multimodal texts through FoR training.

**Parents:** To establish a shared understanding of the new History and Geography syllabus and how it will be implemented in classrooms.

**Parents:** To establish a collaborative learning community by providing opportunities for parents to enhance community engagement.

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

**Lead.** Mentor staff to enhance quality teaching using QTS allocation T3-4.

## PROCESSES

**Educational Innovation:** Build staff capacity to teach the new History and Geography syllabus, including the '8 ways of learning.

**Community of Learners:** Implement Performance and Development framework.

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

Establish a community engagement committee. Employ a community Liaison Officer.

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

**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 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.

## 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.

**Product** Scope and sequence for History and Geography K-6.

**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 2-6 classrooms.

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

**Practices.** Parent more active in school activities.