School plan 2015 – 2017

Granville South Public School

DEC s'code: 2066

Students who know how to learn

Students who connect with our community

Student engagement and well-being
### School background 2015 - 2017

<table>
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<th>School vision statement</th>
<th>School context</th>
<th>School planning process</th>
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<tr>
<td>Granville South Public School has been a family friendly community school since 1889. We value change and we have been reinventing and updating our school story for 126 years. We see education as a life long journey of self-improvement and self-discovery. Our school promotes inclusivity, diversity and we see our school as a ladder of opportunity. We challenge, extend and motivate students to become successful learners. We learn the lessons of history. We study our 19th and 20th century school history, our local Granville history and our national and international history. This shapes who we are and it also shapes our contribution to the 21st century global community. We are young and vibrant 21st Century learners. We read for meaning and for pleasure. We create, we explore and we connect. We ask you not just to support our learning journey but to join us on our journey as equal partners. <strong>Made in Granville for a global future.</strong></td>
<td>Granville South PS has been located on bustling Woodville Road with a rich history of change and reinvention since 1889. We serve a very diverse community of privately owned residential and rental housing. The population of the school is 280 students and growing. More than ninety percent of students come from a non-English speaking background with a very small number of Torres Strait Islander students. We acknowledge and celebrate everyone equally. Our hard working parents make financial sacrifices to assist their kids and our parents value education very highly. Our school story mirrors the modern Australian story of new migrants in a new country creating a global future by learning from the past. Granville South Public School is committed to continuous improvement and quality service to our families and community. Highly qualified, dedicated and caring staff provide a range of excellent educational programs that meet the academic, cultural, physical, emotional and social needs of students. A comprehensive curriculum complements our core values and is characterised by a strong focus in literacy, numeracy, technology, sport and the performing arts. Proactive welfare programs such as Positive Behaviour for Learning and our Emotional Regulation Group provide an inclusive environment and focus on building respect, resilience and social responsibility along with the desire to excel. Students are celebrated as safe, respectful learners with awards for merit and citizenship. The opportunity for students to have a voice in decision making takes place through our student representative council, which includes students from Year 2 to Year 6. Parents, community members and our local schools play a vital role in the life of the school.</td>
<td>In 2014, the school sought the opinions of staff and the community about the school in relation to literacy, numeracy and student wellbeing. The process included surveys to staff and community; P&amp;C parent forums; an observation of lessons via our Instructional Rounds action research process and summation of student learning outcome data. The evaluation process included a review of strengths, opportunities and areas for development. Principal, Assistant Principal, Staff and Parent consensus led to a plan to focus 2015-2017 school improvement on K-2 reading, improved outcomes in Primary numeracy and re-launching our PBL Positive Behaviour for Learning Program. The school agrees to focus on the analysis of reliable data; the school has a culture that promotes learning and engagement for the students; the school offers a range of co-curricular activities; and uses resources wisely to support teaching and learning. As a result of the planning process the collaborative vision statement is currently being revisited around strategic directions central to this 2015-2017 plan. These are: Students who know how to learn; Student engagement and well-being; Students who connect with our community. For us it's all about the kids and our focus in all planning is on our kids. The staff and parent community of Granville South PS have made a conscious effort to place the children as a whole and each individual child at the centre of our plans for the future.</td>
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**Purpose:**
To improve student learning, self direction and learning outcomes via 21st Century practices based on the 6C's of Creating, Communicating, Collaborating, Critically thinking, and students developing their own sense of Citizenship and personal Character. See: connectededucators.org. This will drive high quality teaching practice resulting in rich, engaging and differentiated learning. To support opportunities for student and staff leadership where individuals strive for innovation and improvement within local and global communities.

**Granville Learning Community of Schools**
To build capacity across the community of schools to maximise 21st C. learning outcomes for students by establishing professional collegial relationships in the Granville area.

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**Purpose:**
To improve student engagement and wellbeing through the provision of an inclusive environment that supports the learning, social and emotional needs of all students in the context of 21st century society.

**Granville Learning Community of Schools**
To build capacity across the community of schools to maximise wellbeing outcomes and engagement for students by establishing discourse across schools and consultancy partners and make links to best practise.

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**Purpose:**
To engage the broader community through innovative communication strategies that support partnerships with 21st century families. To develop an interconnected learning community that values and fosters strong connections within and beyond the school for the purpose of improving outcomes for students.

**Granville Learning Community of Schools**
To build capacity across the community of schools to maximise student connectedness, pathways from pre-school to year 12, TAFE and tertiary study such as with the University of Western Sydney. We will establish professional collegial relationships resulting in authentic and sustainable practice.
## Strategic Direction 1: Students who know how to learn

### Purpose

Why do we need this particular strategic direction and why is it important?

To improve student learning and outcomes through the development of strategies for 21st Century practices based on the 6C’s of Creating, Communicating, Collaborating, Critically thinking, and students developing their own sense of Citizenship and personal Character. Our practice, process and product will drive high quality teaching practice resulting in rich, engaging and differentiated learning. To support and sustain opportunities for leadership where individuals strive for innovation and improvement within local and global communities.

### Community of Schools

To build capacity across the community of schools to maximise learning outcomes and engagement for students by establishing professional collegial relationships resulting in authentic and sustainable practice.

### Improvement Measures:

- 100% of classrooms reflect 6C’s to guide classroom practice.
- 90% of teachers engaging in differentiated roles aligned to personal professional learning plans.
- 10% of teachers working towards or attained higher levels of accreditation

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<tr>
<th>People</th>
<th>Processes</th>
<th>Products and Practices</th>
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<tr>
<td><strong>How do we develop the capabilities of our people to bring about transformation?</strong></td>
<td><strong>How do we do it and how will we know?</strong>&lt;br&gt;- Build staff capacity to provide quality, differentiated teaching through systematic, explicit, personalised professional learning and strategic school wide systems and structures.&lt;br&gt;- Design and implement leadership development for teachers and executive which is aligned to the National Standards for teachers and principals.</td>
<td><strong>Staff Leadership</strong>&lt;br&gt;<strong>Product:</strong> Improved leadership capabilities of staff in diverse roles in the school are evident through the successful planning, implementation, evaluation and completion of innovative special programs and professional learning.&lt;br&gt;<strong>Practice:</strong> Leadership development practices are differentiated to meet the needs of potential and actual leaders. <strong>Teacher Quality</strong>&lt;br&gt;<strong>Practice:</strong> Teachers demonstrate quality, differentiated teaching catering for the needs of diverse learners, linked to students’ personalised learning goals. <strong>Practice:</strong> Teachers attain and maintain accreditation at various levels. <strong>Practice:</strong> Teachers demonstrate greater collective and individual responsibility for learning.</td>
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<td><strong>Students:</strong> Provide modelling and guidance for students to engage in the development of personal leaning goals connected to the 6C’s.</td>
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<td><strong>Staff:</strong> Provide professional learning to promote self-efficacy and strengthen collective leadership through knowledge creation, pedagogical understanding and commitment to the development and refinement of quality teaching. Create a DP level curriculum leader to coordinate national syllabus implementation.</td>
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<td><strong>Parents/Carers:</strong> Parents involved in regular feedback opportunities via workshops, surveys and forums.</td>
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<td><strong>Community Partners:</strong> Establish proactive learning alliances within the Community of Schools and with other schools.</td>
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**Evaluation Plan**

Regular meetings with teachers focusing on personal learning plans; and feedback from the community via surveys and community forums.
## Strategic Direction 2: Student engagement and well-being

### Purpose

**Why do we need this particular strategic direction and why is it important?**

To improve student learning and outcomes through the provision of an inclusive environment that supports the learning, social and emotional needs of all students in the context of 21st century society.

### Community of Schools

To build capacity across the community of schools to maximise learning outcomes and engagement for students by establishing professional collegial relationships resulting in authentic and sustainable practice.

### Improvement Measures

- 15% improvement of students in K-2 PM+ benchmark state targets of L8 Kinder and L18 Y1 and L28 Yr.2.
- 75% of students in Year 3 achieve expected cluster in writing.
- 75% of students in Year 3 achieve expected level in PV.
- 10% improvement from baseline data of student attitudes to learning in identified key learning areas.

### People

**How do we develop the capabilities of our people to bring about transformation?**

**Students:** Engage students in meaningful, culturally relevant 21st century inquiry based learning experiences.

**Students:** Develop student capabilities as literacy and numeracy learners.

**Students:** Provide and develop diverse experiences, roles and opportunities to build student leadership capability and cater for diverse interests and talents of students.

**Students:** Incorporate active student voice in whole school projects and planning.

**Students:** Develop and refine skills needed to effectively engage in the 21st century global society through collaboration, creation, communication and critical thinking.

**Staff:** Develop capabilities of staff by designing and implementing personalised and school wide professional learning to support ongoing literacy and numeracy development as well as 21st century learning.

**Parents/Carers:** Parent/carer meeting to explain Best Start reports and implications.

### Processes

**How do we do it and how will we know?**


- Develop and implement high quality, authentic assessment and tracking strategies across all KLA’s from K-6 to drive quality teaching.

- Diverse range of extracurricular activities and student leadership programs developed and implemented.

- Culturally inclusive teaching programs.

- Improved student welfare practices.

### Products and Practices

**What is achieved and how do we measure?**

#### Student Learning and Engagement

**Product:**

Students are engaged in rich learning activities that embed 21st century learning pedagogies.

**Practice:**

Teachers employ innovative and effective strategies to implement inquiry based learning programs.

**Product:**

Improved/increased extracurricular activities that provide for the diverse, identified interests and talents of students.

**Product:**

Improved learning outcomes for Aboriginal students.

**Practice:**

Teachers employ culturally inclusive and significant teaching that embeds Aboriginal and multicultural perspectives evident in teaching programs.

**Product:**

Authentic assessment strategies validated by consistent teacher judgement within and across the community of schools ensuring dynamic effective teaching and valuable reporting to parents.
- 25% improvement in student engagement levels evidenced in student attitude surveys.
- Decrease in the number of suspensions.
- SRC responsibility for planning, implementation and evaluation of projects.

**Parents/Carers:** Parents/carers involved in 3 way goal setting for all students inclusive of Aboriginal PLPs and IEPs.

**Parents/Carers:** Establish a collaborative learning community by providing opportunities for parents/carers to support literacy, numeracy and inquiry based learning. Provide workshops for parents/carers in literacy, numeracy and 21st century inquiry based learning.

**Community Partners:** Establish and/or maintain relationships with community partners to assist in the development and refinement of student welfare practices, Aboriginal Education, multicultural education, student leadership.

**Leaders:** Leadership of all projects/programs to incorporate 5P planning and milestones to ensure clear directions and continuity. Leaders to have a clear understanding of the planning process.

### Evaluation Plan

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<tr>
<td>Triangulation of PLAN data once per term;</td>
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<tr>
<td>Longitudinal NAPLAN analysis;</td>
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<tr>
<td>Once per term SMART data analysis.</td>
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<tr>
<td>Once per term PM+ K-2 reading data analysis</td>
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<tr>
<td>Student attitude surveys;</td>
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<tr>
<td>Analysis of student welfare data;</td>
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<tr>
<td>Success of student projects measured through student, teacher and parent feedback.</td>
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</table>

### Product:

Implementation of culturally inclusive Australian curriculum is underpinned by the integration of 21st century thinking and learning skills.

### Product:

Improved student learning outcomes in literacy and numeracy evidenced in performance measures.

### Wellbeing

**Products:**

Resilient, independent, well-adjusted students equipped with the skills to effectively contribute in a 21st century world.

**Practices:**

Establish and maintain effective, sustainable student welfare practices that enhance the wellbeing of all students.

**Product:**

Students exhibit authentic leadership skills through engagement and successful completion of diverse student-led projects.
### Strategic Direction 3: Students who connect with our community

#### Purpose
Why do we need this particular strategic direction and why is it important?

To engage the broader community through innovative communication strategies that support partnerships with 21st century families. To develop an interconnected learning community that values and fosters strong connections within and beyond the school for the purpose of improving outcomes for students.

#### Community of Schools
To build capacity across the community of schools to maximise learning outcomes and engagement for students by establishing professional collegial relationships resulting in authentic and sustainable practice.

- 80% of community report improved communication and relationships with the school in surveys.
- 100% of teachers meaningfully engaged in the Granville Learning Community.
- At least 75% of teachers engage with the wider learning community as evident through surveys.
- Level 3 across 7 domains school community partnerships have been achieved

#### People
How do we develop the capabilities of our people to bring about transformation?

- **Students:** Engage students opportunities for students to become active in the decision making process.
- **Staff:** Further enhance partnerships with the school community and wider learning networks.
- **Parents/Carers:** Family-school group formed to work with the school on devising and implementing appropriate partnership programs for the educational benefit of all students.
- **Community Partners:** Establish learning alliances within and beyond the school to support improved teacher quality, student engagement and student learning outcomes.
- **Leaders:** Leadership of all projects/programs to incorporate 5P planning and milestones to ensure clear directions and continuity. Leaders to have a clear understanding of the planning process.

#### Processes
How do we do it and how will we know?

- **Form a family-school working group to determine key educational priorities for improving community partnerships.**
- **Provide an effective two way communication strategy between home and school and provide increased opportunities for parent participation.**
- **Strengthen partnerships with preschools, GS C&PA High, other schools and the local community to strengthen pedagogical knowledge/practice and promote more effective transition at critical points in education.**

#### Products and Practices
What is achieved and how do we measure?

- **Product:** Effective learning partnerships between school, home and community.
- **Product:** Students and parents are active in decision making at all levels.
- **Practice:** Improve two way communication between the community and the school.
- **Practice:** Promote and further develop opportunities for active parent participation in the school community.
- **Product:** Sustained, authentic professional relationships within the community of schools resulting in improved teacher quality, improved levels of student engagement and improved learning outcomes.
- **Product:** Teachers engaging with the wider learning community.
- **Practice:** Teachers engaging in professional learning communities beyond the school for example, Twitter, Facebook,

#### Evaluation Plan
Feedback from P&C, school forums and surveys;

- Number of parents using Schoolparents website, facebook, twitter, GSPS app.