

# School plan 2015-2017

## Granville South Public School 2066



# School background 2015–2017

## School vision statement

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 127 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.

Made in Granville for a global future.

## School context

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 325 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 wellbeing 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 1 to Year 6. Parents, community members and our local schools play a vital role in the life of the school.

## School planning process

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&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 wellbeing
- Students who connect with our community

For us it's all about the children and our focus in all planning is on our students. 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.

# School strategic directions 2015–2017

## STRATEGIC DIRECTION 1

Students Who Know How to  
Learn

### Purpose:

To improve student learning, self-direction and learning outcomes. High quality teaching practices will result 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 high quality teaching and learning by establishing professional collegial relationships in the Granville area.

## STRATEGIC DIRECTION 2

Student Engagement and  
Well-Being

### 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.

### 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 practice.

## STRATEGIC DIRECTION 3

Students Who Connect with our  
Community

### Purpose:

To engage the broader community through innovative communication strategies. 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

To improve student learning, self-direction and learning outcomes. High quality teaching practices will result 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 high quality teaching and learning by establishing professional collegial relationships in the Granville area.

## Improvement Measures

**100% of teachers implementing Learning Intentions and Success Criteria daily.**

**100% of teachers achieving goals aligned to their Performance Development Plans.**

**40% of teachers working towards accreditation or maintenance.**

## People

### Students

Provide modelling and guidance for students to engage in the development of personal learning goals.

### Staff

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.

### Parents/Carers

Parents involved in regular feedback opportunities via workshops, surveys and forums.

### Community Partners

Establish proactive learning alliances within the Community of Schools and with other schools.

### Leaders

Leaders to participate in leadership development programs. 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

Build staff capacity to provide quality, differentiated teaching through systematic, explicit, personalised professional learning and strategic school wide systems and structures.

Design and implement leadership development for teachers and executive which is aligned to the National Standards for teachers and principals.

Create a DP level curriculum leader to coordinate national syllabus implementation.

## Evaluation Plan

## Practices and Products

### Practices

Leadership development practices are differentiated to meet the needs of potential and actual leaders.

### Teacher Quality

Teachers demonstrate quality, differentiated teaching catering for the needs of diverse learners, linked to students' personalised learning goals.

Teachers attain and maintain accreditation at various levels.

Teachers demonstrate greater collective and individual responsibility for learning.

## Products

### Staff Leadership

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.

# Strategic Direction 2: Student Engagement and Well-Being

## 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.

### 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 practice.

## Improvement Measures

80% of students in K–2 achieve benchmark state targets of L8 Kinder and L18 Y1 and L28 Yr.2.

75% of students in Years K–2 achieve expected cluster in writing

75% of students in Years 3–6 achieve expected cluster in writing

75% of students in Year 3 achieve+ benchmark state target of L30+

All Aboriginal students achieve learning gains in literacy and numeracy

## People

### Parents/Carers

Establish a collaborative learning community by providing opportunities for parents/carers to support literacy and numeracy. Provide workshops for parents/carers in literacy, numeracy.

### 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.

## Processes

Differentiated teacher professional learning that incorporates John Hattie's 'Direct Instruction'.

Develop and implement high quality, authentic assessment and tracking strategies across all KLAs 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 wellbeing practices.

## Evaluation Plan

Triangulation of PLAN data once per term;

Longitudinal NAPLAN analysis

Once per term PM+ K–6 reading data analysis.

Data from PreLit, MiniLit and MultiLit programs for targeted students in place.

Consistent Teacher Judgement (CTJ), with moderation of work samples at staff meetings against PLAN clusters

Student Voice; how do I improve my

## Practices and Products

### Practices

#### Student Learning and Engagement

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

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

#### Wellbeing

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

### Products

Student Learning and Engagement

Students are engaged in rich learning activities and are able to articulate the learning intention and the success criteria.

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

Approved pedagogy used to improve learning outcomes for Aboriginal students.

Authentic assessment strategies validated by consistent teacher judgement within and across the community of schools ensuring dynamic effective teaching and valuable reporting to parents.

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

# Strategic Direction 2: Student Engagement and Well-Being

Improvement Measures	People	Processes	Practices and Products
<p>Increase in the number of student led projects</p>		<p>reading fluency and comprehension</p> <p>K–6 Number strand data</p> <p>Analysis of negative behaviours</p> <p>Success of student projects measured through student, teacher and parent feedback.</p>	<p>Improved student learning outcomes in literacy and numeracy evidenced in performance measures.</p> <p>Wellbeing</p> <p>Resilient, independent, well-adjusted students equipped with the skills to effectively contribute in a 21st century world.</p> <p>Students exhibit authentic leadership skills through engagement and successful completion of diverse student-led projects.</p>

# Strategic Direction 3: Students Who Connect with our Community

Purpose	People	Processes	Practices and Products
<p>To engage the broader community through innovative communication strategies. 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.</p> <p><b>Granville Learning Community of Schools</b></p> <p>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.</p>	<p><b>Students</b></p> <p>Engage students in opportunities to become active in the decision making process.</p> <p><b>Staff</b></p> <p>Further enhance partnerships with the school community and wider learning networks.</p> <p><b>Parents/Carers</b></p> <p>Family-school group formed to work with the school on devising and implementing appropriate partnership programs for the educational benefit of all students.</p> <p><b>Community Partners</b></p> <p>Establish learning alliances within and beyond the school to support improved teacher quality, student engagement and student learning outcomes.</p> <p><b>Leaders</b></p> <p>Leaders engage in partnerships with the learning community.</p>	<p><b>Extend excursion opportunities and partnerships with work education programs.</b></p> <p><b>Provide effective communication strategy between home and school and provide increased opportunities for parent participation.</b></p> <p><b>Strengthen partnerships with preschools, other schools and the local community to strengthen pedagogical knowledge and practice.</b></p> <p><b>Evaluation Plan</b></p> <p>Feedback from P&amp;C, school forums and surveys such as the 'Tell Them From Me' survey.</p> <p>Number of parents using school website, facebook, twitter and Skoolbag app.</p> <p>Analysis of student learning goals.</p>	<p><b>Practices</b></p> <p>Improve communication between the community and the school.</p> <p>Promote and further develop opportunities for active parent participation in the school community.</p> <p>Teachers engaging in professional learning communities beyond the school for example, Twitter, Facebook,</p> <p><b>Products</b></p> <p>Effective learning partnerships between school, home and community.</p> <p>Students and parents are active in decision making at all levels.</p> <p>Teachers engaging with the wider learning community.</p>
Improvement Measures			
Increase in number of students attending excursions and accessing community projects.			
Increase number of programs with the Granville Learning Community from baseline data.			
100% of students set learning goals to improve literacy and numeracy.			