

# School plan 2015-2017

## The Grange Public School 4518



# School background 2015–2017

## School vision statement

At The Grange Public School, our purpose is to provide a high quality education which equips young people with the knowledge, skills, understandings and values for life in the 21st Century.

## School context

The Grange Public School is located in the south west Sydney area of Minto. Approximately 54% of our students come from language backgrounds other than English.

Currently, 6% of our students are Aboriginal. The current enrolment is 250 students which is increasing due to a new housing development in Minto. Many of our new students have multicultural backgrounds.

Explicit teaching in literacy and numeracy, within an integrated curriculum is underpinned by a strong focus on professional learning for all teachers.

The school has participated in the Early Action for Success initiative from 2013–2015 within our Community of Schools. The school shares two instructional leaders who work with our teachers, with a particular focus in Literacy and Numeracy K–2. Real shifts in student achievement in these areas have been achieved because of participation in E.A.S.

A pivotal learning hub is the school library. The development of information literacy skills, embedding the use of computer technology in Key Learning Areas is a priority. All Stage 3 students are provided with full time access to personal computers (XOs) which is further developing their skills in this area.

Many enriching opportunities in the form of excursions, incursions and sporting clinics are provided for students. These initiatives broaden children's life experiences and contribute to their overall learning.

## School planning process

The school evaluation and planning process evolved over two terms in 2014. All school programs were evaluated under the headings *achieved, not achieved, plans for the future*.

The school consulted widely with teachers, parents and students obtaining relevant data leading to formulation of the vision and three strategic directions for this plan.

The collaborative development of the milestones complements each strategic direction.

# School background 2015–2017

## School vision statement

## School context

The school enjoys a high level of community support and is aiming to further improve the level of parent participation in the life of the school over the next three years.

## School planning process

# School strategic directions 2015–2017

## STRATEGIC DIRECTION 1

Developing Successful 21st  
Century Learners

### Purpose:

To ensure students have the skills they will need for the future, 21st Century knowledge, understandings, skills and values must be at the heart of great teaching and inspired learning.

Students are creative, informed, adaptable, independent thinkers who have well developed communication and social skills to collaborate locally and globally.

## STRATEGIC DIRECTION 2

Student Wellbeing and  
Engagement

### Purpose:

To ensure school is a secure and supportive environment which allows students to flourish and succeed.

Social and emotional learning and students' wellbeing is at the centre of school programming and practices.

Students are confident, resilient, organised persistent and have the skills to have relationships with others.

## STRATEGIC DIRECTION 3

Developing School Capacity

### Purpose:

To build the capacity of all groups within the school community, so that teachers provide quality teaching programs.

Students are engaged learners, supported by informed parents.

# Strategic Direction 1: Developing Successful 21st Century Learners

## Purpose

To ensure students have the skills they will need for the future, 21st Century knowledge, understandings, skills and values must be at the heart of great teaching and inspired learning.

Students are creative, informed, adaptable, independent thinkers who have well developed communication and social skills to collaborate locally and globally.

## Improvement Measures

An increased % of students at or above expectations as indicated by PLAN data.

Positive trend data in NAPLAN, showing continued growth from Years 3 to Year 5 for 100% of students, with a higher % in the top 2 bands including Aboriginal students.

School data reflects 100% of student's increased ability to demonstrate Habits of Mind and 21st Century learning skills.

## People

### Students

- Habits of Mind and 21st Century Learning skills taught to students in sequential order and practised consistently within a developed framework.

### Staff

- Professional Development on Habits of Mind and 21st Century skills and develop framework for monitored and evaluated implementation.
- Teaching the NSW syllabus for Australian Curriculum in all relevant KLAS utilising literacy and numeracy continuums.
- Work collaboratively in teams to develop, monitor and evaluate teaching/learning programs.

### Parents/Carers

- Habits of Mind and 21st Century Learning skills demonstrated to parents in workshops and school communication devices.

## Processes

### Numeracy Programs:

- TEN and TOWN
- Addressing cross curriculum capabilities in Australian Curriculum.
- Closely monitor and analyse school based data particularly in Literacy and Numeracy

Link Habits of Mind with 21st Century Learning skills, taught in sequential fashion K-6.

### Literacy Programs:

Focus on Reading strategies, L3, analysis of continuum through E.A.S.

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## Evaluation Plan

- PLAN data entered every 5 weeks to assess movement in markers and clusters.
- Collect data as appropriate during implementation of Habits of Mind and 21st Century Learning Skills.

## Practices and Products

### Practices

- Habits of Mind and 21st Century Learning skills incorporated into the teaching and learning process.
- Early Action for Success Strategies continue to be innovative regarding Literacy and Numeracy continuums in particular more focused work on using markers to develop lessons.
- Learning intentions, success criteria, student centred rubrics, student reflection and explicit teacher feedback incorporated into the teaching and learning process.

### Products

- Quality teaching and learning programs in all KLAS leading to higher learning outcomes for all students.
- Increased percentage of students at or exceeding benchmarks in literacy and numeracy.
- Critical and creative thinkers, who can work collaboratively and communicate effectively, think flexibly and demonstrate Habits of Mind skill.

# Strategic Direction 2: Student Wellbeing and Engagement

## Purpose

To ensure school is a secure and supportive environment which allows students to flourish and succeed.

Social and emotional learning and students' wellbeing is at the centre of school programming and practices.

Students are confident, resilient, organised persistent and have the skills to have relationships with others.

## Improvement Measures

- 100% of students accessing student wellbeing programs, as evidenced by analysis of PBL data, LST data and 21st Century Life skills data.

100% of teachers implementing differentiated programs as evidence by teaching/learning programs based on The School Excellence Framework.

100% of Aboriginal, EALD and students with learning adjustments have improved application and work habits, assisted by support from RAM equity funding.

## People

### People

- PBL lessons taught to all students to ensure every child is aware of Code of Conduct and expectations.
- Improve explicit teaching strategies to develop student wellbeing.
- Teachers committed to develop 21st Century Life Skills with all students, aligned with Habits of Mind.
- Leaders initiate and maintain relationships with the community to support student wellbeing at home and at school.

## Processes

Through intervention by LSOS and the ;learning and support team, all students to improve work habits as assisted by ILPs and PLPs.

- Implementation of PBL and Live Life Well at school. Professional learning on Student Wellbeing Framework.

## Evaluation Plan

- Reflection walls in classrooms to note achievement of 21st Century Life Skills and Habits of Mind.
- PBL surveys with evaluation tool implemented annually.
- Reward system to reflect 21st Life Sills and Habit of Mind.
- Social skills and work habits data collected at regular intervals.

## Practices and Products

### Practices

- PBL strategies are embedded across the school. Tier 2 interventions for specific students will be implemented.
- 21st Century Life Skills incorporated into curriculum through the Habits of Mind.
- Utilising data to inform teaching, ensuring that teaching and learning activities are engaging and differentiated.
- Strategies from Student Wellbeing Framework employed by al teachers.

### Products

- Safe and secure environment as evidenced by PBL data within the Student Wellbeing Framework.
- Improved application and work habits, as evidenced by increased learning outcomes.
- Students demonstrating 21st century Life skills and improved wellbeing and self regulation.
- Improved levels of engagement in quality differentiated learning tasks, implemented by quality teachers.

# Strategic Direction 3: Developing School Capacity

## Purpose

To build the capacity of all groups within the school community, so that teachers provide quality teaching programs.

Students are engaged learners, supported by informed parents.

## Improvement Measures

- Class data reflects leadership development and improved communication and social skills in all students as evidenced by appropriate surveys.
- Evidence to determine nature and number of student leadership opportunities.

100% of teachers achieving professional learning goals as evidenced in Professional Development Plans.

School data indicates a higher level of parent involvement and participation in areas such as attendance, support of homework, Parents as Teacher and Classroom Helpers ( PATCH ) and school functions.

## People

### People

- Develop staff capacity to build stronger relationships with the community.
- Teachers have opportunities to engage in meaningful professional learning that aligns with the school strategic plan, including beginning teachers' program.
- Students are given opportunities to develop capacity to become leaders in the 21st Century (Growth Coaching model).

## Processes

Ongoing sequential professional learning led by committee on Habits of Mind.

- Teachers instruct students in Habits of Mind program.
- One teacher to develop student led leadership initiatives as the focus of the Beginning Teacher initiative.
- STEM science program developed in Stages 2 and 3 which includes Habits of mind skills focus.

Teachers are inserviced on and work with team leaders to devise Professional Development plans. Teachers participate in appropriate professional learning programs, including Early Action for Success and school based, team based and individualised professional learning.

Parents to participate in PATCH, parent workshops on Habits of mind and literacy and numeracy teaching.

Improved communication between school and home.

## Evaluation Plan

- All teachers to work with individual professional learning plans linked to school excellence framework.
- Closely monitor all data that address capacity building in all areas.
- Increased opportunities for student leadership across the school.

## Practices and Products

### Practices

- Proactive professional learning teams across all areas focussed on evidence based teaching.
- Data analysis delivering consistent high quality teaching practices.
- Develop parents' skills and understandings through better communication and collaboration.
- All students given opportunities to demonstrate growth in leadership.

### Products

- Innovative teachers who are current and up to date in contemporary pedagogy.
- Confident, proactive students who can demonstrate leadership skills.
- Improved parent involvement and participation in the life of the school.