

School plan 2018-2020

Granville South Public School 2066



School background 2018–2020

School vision statement

As a strong learning community our purpose at Granville South Public School is to provide a safe, nurturing environment where learning is valued, engaging and supported by the wider school community.

We seek to create an inclusive, respectful learning environment that accomplishes a sense of belonging, high expectations for success and differentiated instruction that is challenging and responsive to individual students.

Our school community is committed to motivating and developing students to be resilient and adaptable, equipped with the knowledge, skills and disposition to continue their education and become personally fulfilled, socially responsible and informed global citizens.

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 eighty five per cent 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.

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 provide an inclusive environment and focus on building respect, resilience and social responsibility along with the desire to excel.

The opportunity for students to have a voice in decision making takes place through our student representative council, which includes students from Kindergarten 1 to Year 6. Parents, community members and our local schools play a vital role in the life of the school.

School planning process

Our Strategic Directions have been created from multiple data sources and informed by staff, parent and student input. Sources include evaluation of our 2014–2017 School Plan, future directions as outlined in our 2017 External Validation, curriculum evaluations, whole school program evaluations, focus group surveys and the analysis of systemic and school-based student learning outcomes data.

Our school community; staff, parents and students; were invited through surveys and focus groups to provide feedback on our current school performance and to contribute ideas to inform our planning for 2018–2020.

Throughout this three year planning cycle we will be tracking progress through the monitoring of our yearly milestones, the annual school self-evaluation process and the analysis of school-based and systemic data. This will inform any adjustments that are to be made for the year ahead.

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 2018–2020

STRATEGIC DIRECTION 1 Student Wellbeing

Purpose:

Our aim is to:

Improve student wellbeing through the provision of an inclusive environment that supports the learning and social and emotional needs of all students.

Enhance the ability of every child to demonstrate resilience and independence in order to achieve their potential as lifelong learners, leaders and informed global citizens.

Implement evidence based strategies to ensure the wellbeing of all students to connect, succeed, thrive and learn.

STRATEGIC DIRECTION 2 Quality Teaching and Learning

Purpose:

Our aim is to:

Enhance effective teaching methods using evidence-based teaching strategies to meet the needs of every child.

Enhance the use of school-wide assessment data to identify student achievement and progress in order to inform future directions for every child.

Enhance professional learning and its impact on the quality of teaching and student learning outcomes for every child.

Enhance staff responsibility in maintaining and developing their professional standards in order to meet the needs of

STRATEGIC DIRECTION 3 Enhancing Community Partnerships

Purpose:

Our aim is to:

Increase community engagement within the school.

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.

Strategic Direction 1: Student Wellbeing

Purpose

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Improve student wellbeing through the provision of an inclusive environment that supports the learning and social and emotional needs of all students.

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Implement evidence based strategies to ensure the wellbeing of all students to connect, succeed, thrive and learn.

Improvement Measures

A 75% improvement (from 2017 data) in playground behaviour as outlined in Sentral data.

A 90% improvement (from 2017) data in classroom behaviour as outlined in Sentral data.

100% of students identified in the National Consistent Collection Data on effective Personalised Learning and Support Plans.

100% of teachers explicitly teach and engage students in wellbeing programs including lifeskills, PBL, social and emotional learning and Bounce Back

People

Students

Will develop strategies to focus and remain calm along with the increased ability to good choices in difficult situations.

Students will develop the skills to become successful learners through regulating their own behaviour and reflecting on their own learning practices.

Staff

Staff will build on their capacity in explicitly teaching social and emotional skills.

Staff will be consistent in their PBL approach to behaviour management and high expectations of students across all school settings.

Parents/Carers

Parents will be aware of the high expectations and standards that are set for all students at Granville South Public School.

Processes

Professional learning and external agency support around social and emotional skills and strategies.

A focus on strengthening our PBL system.

Learning and Support Teacher to ensure that effective PSLPs (Personalised Learning and Support Plans) are in place and reviewed for all identified students.

Evaluation Plan

Classroom walkthrough data indicates embedding of professional learning

Analysis of TTFM (Tell Them From Me) student survey data and Sentral data

Student surveys and focus groups

PBL benchmarks

Practices and Products

Practices

Students engaged in positive playground games / activities.

Students recognising when they need to take space and utilising this space in the classroom and playground.

Students demonstrating that they are safe, respectful, learners across the whole school setting.

Parents working alongside teachers to ensure the school's high expectations and standards are being adhered to.

Teachers demonstrating consistent expectations across the school.

Classroom programs include explicit teaching of PBL lessons and social and emotional skills / strategies.

PLSPs are effectively implemented.

Products

Calm down areas and boxes in each class

More structured activities during playtime

Clear PBL flowchart

School Wellbeing Officer program

Strategic Direction 2: Quality Teaching and Learning

Purpose

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Enhance effective teaching methods using evidence-based teaching strategies to meet the needs of every child.

Enhance the use of school-wide assessment data to identify student achievement and progress in order to inform future directions for every child.

Enhance professional learning and its impact on the quality of teaching and student learning outcomes for every child.

Enhance staff responsibility in maintaining and developing their professional standards in order to meet the needs of every child.

Improvement Measures

Increase the number of students achieving expected growth in NAPLAN.

Reduce the number of students in the bottom two bands in NAPLAN.

Quality data driven programs used by teachers embedding Department of Education Literacy and Numeracy Progressions to increase the number of students achieving expected growth.

Classroom walkthroughs and observation data indicates embedding of evidenced based professional learning.

People

Leaders

Develop capacity to analyse and communicate whole school data, focused on improving learning programs and monitoring student growth and performance.

Staff

Teachers will develop differentiated teaching and learning programs that demonstrate they know their students and how they learn.

Teachers will utilise evidenced based teaching practices to inform quality teaching and learning programs.

Demonstrate effective implementation of new pedagogies to cater for individual learning needs.

Teachers will participate in (and then present on) evidenced based professional learning including L3, Building Numeracy Leaderships, Effective Reading in the Early Years and iPLAY.

Students

Actively and independently reflect on learning to improve understanding of content.

Processes

Data – Implement department documents including the Syllabus and the Learning Progressions to inform quality teaching and learning.

Differentiation –targeted intervention programs to ensure all students are catered for.

Professional Learning – Draw on solid research to develop and implement high quality professional learning in Literacy and Numeracy practices.

Evaluation Plan

PLAN 2 data, SMART data.

Formative assessments, meeting minutes, lesson plans /teaching programs, surveys with staff, PLSPs, learning and support referrals, student feedback, school reports, SCOUT data and EAL/D Learning Progressions.

Practices and Products

Practices

Teachers embed future focused, evidence based pedagogy in their programs and practice.

Every teacher uses data to inform and differentiate their teaching and learning by tracking student progress on the learning progressions.

Embed the QTF in teaching and learning programs and practices.

All students use teacher feedback and self-reflection to improve learning.

Products

Clear Program Policy in place

Regular and planned stage meetings

Data booklets created

PLSPs for identified students

Strategic Direction 3: Enhancing Community Partnerships

Purpose

Our aim is to:

Increase community engagement within the school.

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.

Improvement Measures

Increased use of Seesaw, website interaction and communication through skoolbag.

Increase intervals at which the website is updated and maintains consistency.

Increased attendance data at parent events.

Increased parental participation in school run and external surveys.

People

Staff

Communicate and create opportunities for parents to engage in their child's learning.

Develop a parent information session and parent code of conduct to support teachers working with parent/carer helpers.

Staff include parents in school events by encouraging parental participation.

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.

Parents recognise their role in the school learning community.

Community Partners

Our School as Community Centre will continue to support the school community through playgroup, speech programs, Kindergarten transitions etc to build relationships with our parents.

Processes

Provide effective communication strategy between home and school.

Provide increased opportunities for parent participation.

Continue to work with our School as Community Centre (SACC) to increase parent participation and engagement in our school .

Evaluation Plan

Feedback from P&C, school forums and surveys such as the Tell Them From Me survey

Number of parents using school website, facebook, twitter and Skoolbag app

School surveys

Attendance registers

Exit slips at events

Practices and Products

Practices

Parents are engaging in online collaborative sharing

Parents are attending and engaging in school events

Parents attending our School as Community Centre groups

Teachers engaging with the wider learning community

Teachers engaging in professional learning communities beyond the school

Products

Social media policy

Parent invitations to events

Parent cafe

Parent helper code of conduct

SACC section in newsletter