

School plan 2018-2020

Griffith North Public School 4027



School background 2018–2020

School vision statement

Griffith North Public School aims to provide an engaging learning environment where we foster the values of care, respect and responsibility within our students.

At Griffith North Public School, we believe in differentiating teaching to ensure that learning is personalised, so that all students are challenged, motivated and curious about their learning. Finding success in their education and valuing learning are crucial to thriving at school.

Our mission is to develop inquiring, knowledgeable and considerate students with passion for lifelong learning. We need to empower them to become positive and resilient participants in school and society.

School context

Griffith North Public School (GNPS) has an enrolment of 395 students, along with students from the Early Learning Support Class (ELSC). There are 17 classes from Kindergarten to Year 6. There are 23 nationalities and 11% of our school population are Aboriginal students.

GNPS enjoys a reputation as a high achieving school where strong emphasis is placed on literacy and numeracy. Children are encouraged to take part in a wide range of creative, academic, sporting and personal development activities. GNPS is a Positive Behaviour for Learning (PBL) School and our values are care, respect and responsibility. GNPS is a member of the Griffith Community of Schools (GCoS).

GNPS has a dedicated parent body, with both a School Council and a Parents and Citizens Association (P&C) that work closely with the school to ensure the best outcomes for all students.

GNPS staff participate in various professional learning opportunities and implement an array of programs to support student outcomes and wellbeing.

School planning process

Griffith North Public School (GNPS) went through a comprehensive consultation process with staff and the community to develop our strategic directions and improvement measures.

First, the school went through the external validation process to look at self assessment and where to next.

Secondly, the executive looked at the findings of the external validation and made recommendations for school improvement areas and then went to the staff with the recommendation and ideas for future improvements.

Thirdly, during our termly "Yarn Up" Aboriginal community meeting, we discussed how to improve Aboriginal student outcomes and the best ways to utilise the funding for students from an Aboriginal background.

Finally we went to the school community for suggestions regarding school improvements, following the external validation.

From all of these consultations it was decided that the focus would be on "Quality Teaching," "Student Learning" and "Wellbeing."

School strategic directions 2018–2020

STRATEGIC DIRECTION 1 Quality Teaching

Purpose:

We believe powerful learning occurs when consistent teaching and learning protocols are embedded throughout the school. High priority needs to be given to quality evidence-based teaching strategies, formative assessment and explicit feedback. Analysis of data should drive quality-teaching programs.

STRATEGIC DIRECTION 2 Student Learning

Purpose:

Griffith North Public School is committed to engaging their students in powerful learning which is fostered and valued in every classroom culture. We promote curiosity, as we know this is rich territory to enliven classrooms and motivate learners. We ensure that every student has a voice and is invested in their own personalised learning journey.

STRATEGIC DIRECTION 3 Wellbeing

Purpose:

Griffith North Public School students, staff and parents have an obvious sense of community and a collective responsibility for student learning and success. Authentic relationships based on respect are widespread among students, parents and staff. This ensures optimum conditions for student learning across the whole school. The practice of mindfulness dictates a learning environment that is safe, respectful, tolerant and inclusive.

Strategic Direction 1: Quality Teaching

Purpose

We believe powerful learning occurs when consistent teaching and learning protocols are embedded throughout the school. High priority needs to be given to quality evidence-based teaching strategies, formative assessment and explicit feedback. Analysis of data should drive quality-teaching programs.

Improvement Measures

Increase number of teachers placing themselves at expert and accomplished practice based on "Curiosity and Powerful Learning" rubrics.

Increase the percentage of students demonstrating expected growth in literacy and numeracy.

NAPLAN value added growth for K-3, Yr 3 - 5 students and Yrs 5-7 students will meet or exceed the average value added scores for all schools in the state.

People

Students

Articulate what is being taught, will have an understanding of what success looks like and will develop curiosity towards their learning.

Staff

Will demonstrate consistent learning protocols in their classrooms and will use consistent practice for assessment to differentiate learning for students, so students are learning in their zone of proximal development.

Leaders

The school executive to develop a coordinated approach to learning protocols for all teachers and lead the curious thinking professional learning for staff.

Parents/Carers

Develop an understanding of the learning protocols and the consistent practice for assessments used within the school.

Community Partners

Work collaboratively with the school staff to support research based, consistent teaching practices and learning protocols.

Processes

Evidence based teaching strategies— Focusing on evidence based teaching strategies; consistent teaching practices and learning protocols will be in place across the school.

Consistent Practice for Assessment

Draw on current research to develop high quality professional learning based on formative assessment and explicit feedback.

Implement a whole school approach, so that student assessment data is regularly used to identify achievements and progress, to inform future teaching and learning programs that are personalised and effective.

Evaluation Plan

All data will be analysed collaboratively;

- student TTFM surveys;
- parent and teacher TTFM surveys
- internal staff surveys related to curiosity and powerful learning;
- NAPLAN data
- PLAN data
- classroom observations

Practices and Products

Practices

Higher order questioning, learning intentions, success criteria and curiosity thinking are evident in classrooms.

Consistent school wide practices for formative assessment and explicit feedback are demonstrated within the school, ensuring mastery of content.

Every teacher will use data to inform and differentiate their teaching and learning by tracking student progression on the continuums / learning progressions

Products

All teachers will implement the GNPS teaching and learning protocols of learning intentions, success criteria higher order, questioning and curiosity.

Formative Assessment and explicit feedback are embedded and evident in teaching programs to improve student learning.

All teaching and learning programs are data based and differentiated for individual student learning needs.

Strategic Direction 2: Student Learning

Purpose

Griffith North Public School is committed to engaging their students in powerful learning which is fostered and valued in every classroom culture. We promote curiosity, as we know this is rich territory to enliven classrooms and motivate learners. We ensure that every student has a voice and is invested in their own personalised learning journey.

Improvement Measures

Increase the proportion of students achieving proficiency in line with the Premier's Priorities.

Increase percentage of students achieving cluster expectation for the literacy continuum / learning progressions.

Decrease percentage of students achieving at or below national minimum standards in literacy and numeracy.

People

Students

Set learning goals and provide timely feedback to teachers regarding their learning.

Staff

Demonstrate a variety of teaching strategies to allow students the opportunity to learn in groups, from peers and through research.

Leaders

Build capacity of staff about goal setting for students and formative assessment of student learning.

Parents/Carers

Collaboratively develop students' learning goals with students and staff.

Community Partners

Work collaboratively with the school to support student learning.

Processes

Student Voice (Feedback)

Implement a whole school approach informing students about their learning to learn approaches, allowing students to set goals, monitor and evaluate their own academic development and provide feedback to teachers.

Differentiated Learning and Teaching Strategies

Implement evidence based pedagogies that support a variety of teaching strategies, to cater for different learning styles and environments.

Evaluation Plan

All data will be analysed collaboratively:

- TTFM surveys
- PLAN data
- completion of learning goals;
- internal surveys
- classroom observations

Practices and Products

Practices

Students plan, monitor and evaluate their learning and future learning goals, they are aware of their learning and provide feedback to teachers which then informs their teaching.

A variety of learning styles and classroom environments are embedded in teaching and learning programs to support differentiated learning. These include cooperative groups, inquiry based learning and peer tutoring.

Products

Students set learning goals and take responsibility for their learning. They also provide feedback to teachers regarding their progress and understanding of their learning.

Students will be confident when learning in a variety of different learning styles and environments.

Strategic Direction 3: Wellbeing

Purpose

Griffith North Public School students, staff and parents have an obvious sense of community and a collective responsibility for student learning and success. Authentic relationships based on respect are widespread among students, parents and staff. This ensures optimum conditions for student learning across the whole school. The practice of mindfulness dictates a learning environment that is safe, respectful, tolerant and inclusive.

Improvement Measures

For attendance to be equal to state DoE attendance or better.

Decrease in the students receiving levels for inappropriate behaviour and a decrease in suspensions.

Increase proportion of students reporting a sense of belonging from the data from the "Tell Them from Me" surveys.

People

Students

Demonstrating appropriate behaviour and strategies when feeling frustrated.

Staff

Provide students with opportunities to reduce anxiety and build self confidence.

Leaders

Lead professional learning for staff around PBL Tier 2 and Tier 3, to reduce escalated levels of behaviour within the school.

Parents/Carers

Engage in information sessions related to Positive Behaviour for Learning (PBL) and wellbeing to support students succeeding, thriving and connecting to school.

Community Partners

Provide expert knowledge and professional learning around wellbeing for students and staff.

Processes

Positive Behaviour for Learning (PBL)

To move to the next tiers of implementation of PBL, to cater for escalated levels of behaviour to further enhance the protocols and procedures driving expected behaviours within the school.

Evidence based wellbeing programs

Research and implement evidenced based whole school wellbeing programs, to support student wellbeing and promote students to be healthy and active.

Evaluation Plan

All data will be analysed collaboratively:

- TTFM student surveys, regarding belonging
- suspension data
- PBL data
- LST minutes and data
- Wellbeing self assessment

Practices and Products

Practices

Tier 2 and Tier 3 PBL expectations embedded into the school's behaviour policy and procedures.

Wellbeing programs, such as mindfulness will be embedded in the Personal Development teaching programs and school culture.

Products

Students' negative behaviour will decrease and positive behaviour will increase.

Students use wellbeing programs, such as mindfulness to reduce anxiety and improve self-esteem.