

School plan 2018-2020

Garden Suburb Public School 4136



School background 2018–2020

School vision statement

Garden Suburb Public School aims to create a quality education in a caring and unified learning environment. At Garden Suburb every child is known, valued and cared for and given every opportunity to grow and develop. Effective partnerships with parents are fostered and supported to ensure that each student is engaged in rich learning experiences, developing vital skills to flourish. Staff are highly motivated to develop continuous improvement in their own learning to plan quality teaching programs for all students. The school provides innovative future-focused learning across all areas of the curriculum and provides a climate where students can thrive, connect and succeed.

School context

Garden Suburb Public School has served the local community for 60 years. It has a reputation for excellence in academic, cultural and sporting programs in a K–6 context.

These programs reflect the principle that it is the right of all young Australians to succeed in learning and to have the knowledge, skills and understanding essential to their effective participation in civic life.

Garden Suburb has an active parent body involved in many school based activities. Active parent groups such as the P & C, canteen, fundraising and uniform groups are evidence of the high level of community involvement. The strong collaborative links between the school, parents and community groups, including the Kumaridah Aboriginal Education Group, ensure that mutually agreed outcomes are obtained in a climate of shared understanding and goodwill.

The school's staff are extremely hard working and committed to achieving quality educational outcomes across all Key Learning Areas. Our teaching and learning programs encourage excellence, commitment and personal best and produce respect and responsibility in students preparing them for a positive future.

The school is valued for its inclusivity of all our students including our Aboriginal students, multicultural students, integrated students and our 2 classes for students with Autism. High expectations are supported across our Cardiff Community of Schools in the development of leadership for students, opportunities for GATs students and Aboriginal initiatives.

School planning process

The annual evaluation was led by the school Principal and involved participation of, and consultation with key stakeholders. Key stakeholders included teaching staff, SASS staff, students, parents, P&C, Aboriginal Education Consultative Group, and the Cardiff Community of Schools.

The Principal School Leadership team provided support in the planning process, along with external critical friend opportunities with Principals in Lake Macquarie East.

Input, updates and consultation was provided and sought from parents and the community via school surveys, parent planning meetings, community forums, P&C meetings and school newsletters throughout the process.

In developing the 2018–20 school plan the following data was collected:

- Voluntary surveys were conducted in Community Engagement, Literacy and Numeracy and Technology. All parents were asked to complete surveys and all students in Year4 – 6 were selected to participate in the Tell Them From Me survey instrument.
- Community forums were conducted to gain feedback and opinions from the community.
- Data analysis including NAPLAN, Best Start, L3 and PAT.

Key DoE reforms were also considered in shaping our plan including Great Teaching Inspired Learning, Local Schools Local Decisions, Early Action for Success, Every School Every Student, Literacy/Numeracy, Schools Excellence Framework, National Consistent Collection of Data and the Melbourne Declaration.

School strategic directions 2018–2020



**STRATEGIC
DIRECTION 1**
Excellence in Leading

Purpose:

Excellence in Leading

Strong, strategic and effective leadership where there is a culture of continuous improvement efforts, with the school's vision and strategic directions evident in all activities.



**STRATEGIC
DIRECTION 2**
Excellence in Teaching

Purpose:

Excellence in Teaching

To build the capacity of all teachers through focused professional learning and collaborative mentoring that ensures all staff are engaged in quality, innovative and evidence based teaching practices.



**STRATEGIC
DIRECTION 3**
Excellence in Learning

Purpose:

Excellence in Learning

Students need to be supported to learn through a culture of high quality learning opportunities in literacy and numeracy to equip them for the future where they will continue to face exponential change.

Strategic Direction 1: Excellence in Leading

Purpose	People	Processes	Practices and Products
<p>Excellence in Leading</p> <p>Strong, strategic and effective leadership where there is a culture of continuous improvement efforts, with the school's vision and strategic directions evident in all activities.</p>	<p>Students</p> <p>Students have an understanding of the need to engage in their own learning and can articulate their performance results, teach each other and give and reflect on effective feedback.</p>	<p>Embed program logic into all aspects of program implementation – short, medium and long term goals. Data is used to monitor the effectiveness of programs using Hattie's effect size calculator.</p>	<p>Practices</p> <p>PBL: Implement a comprehensive, integrated whole school approach to student wellbeing and behaviour.</p>
<p>Improvement Measures</p> <p>100% of staff engaging with the School Excellence Framework to ensure high quality educational opportunities for every child.</p> <p>100% of staff taking an active role in the implementation of one of our three key initiatives.</p> <p>100% staff taking responsibility for the milestone process. Data is collated every five weeks and recorded in the School Plan.</p>	<p>Staff</p> <p>Highly effective staff members who use data to drive future directions and are reflective on their own practice and ensure the high expectations for all students while building strong and positive relationships with their parents.</p>	<p>Professional development plan is designed to cater to the needs of all staff to become high performing teachers. Staff professional reading library to be developed to focus on evidence based pedagogy.</p>	<p>Create positive learning environments that enable student learning and wellbeing.</p>
	<p>Parents/Carers</p> <p>Parents are partners in the education of their children.</p>	<p>Staff focus and responsibility around the collection of evidence against the School Excellence Framework.</p>	<p>Explicit Direct Instruction & Explicit Instruction: Implement a whole school approach to learning based on research and evidence based practices to support the delivery of effective lessons that can significantly improve achievement for all learners.</p>
	<p>Community Partners</p> <p>Effective engagement with the broader community is maintained and strengthened.</p> <p>Provide and encourage opportunities for students within the Cardiff Community of Schools to engage in rich learning experiences within the curriculum.</p>	<p>Community consultation and feedback sought and acted upon in a timely manner. Community communication through Facebook, Skoolbag App, newsletters and school website. The school site is made available to community groups.</p>	<p>Products</p> <p>Tamworth Directorate Writing Initiative: Implement a whole school writing initiative that develops consistent teaching and assessment practices across K–6.</p>
	<p>Leaders</p> <p>Leaders inspire staff and community to a common mission, working together to achieve ambitious goals while ensuring each student is reaching and exceeding their learning outcomes.</p> <p>Ensure staff have the capacity and knowledge to manage key projects and</p>	<p>School Milestones and budget are monitored and evaluated to ensure evidence based strategies are implemented.</p>	<p>100% of staff engaging with the School Excellence Framework to ensure high quality educational opportunities for every child.</p>
		<p>Evaluation Plan</p> <p>Establish three focus groups consisting of all teaching staff to engage in and to develop professional learning for the whole school. These groups will drive the implementation of the three initiatives to be implemented across the school over the next three years; PBL, Explicit Instruction and Tamworth Directorate Writing Initiative.</p> <p>Using program logic to monitor and evaluate each of the major initiatives within the school will be monitored 5 weekly through the school milestone process.</p>	<p>100% of staff taking an active role in the implementation of one of our three key initiatives which includes TPL and professional reading designed to empower teachers to become high quality teachers.</p> <p>100% staff taking responsibility for the milestone process. Data is collated every five weeks and recorded in the School Plan.</p>

Strategic Direction 1: Excellence in Leading

People

events within the school and are given opportunities to do so.

Strategic Direction 2: Excellence in Teaching

Purpose

Excellence in Teaching

To build the capacity of all teachers through focused professional learning and collaborative mentoring that ensures all staff are engaged in quality, innovative and evidence based teaching practices.

Improvement Measures

100% of teaching staff will explicitly teach consistent writing strategies in their everyday practice.

100% of staff will participate in lesson studies for the purpose of modelling best practice and gaining feedback for future development.

100% of staff are confident to regularly track, monitor and analyse wellbeing data using appropriate software to ensure they meet the needs of all students.

People

Students

Students have an understanding of the need to engage in their own learning and can articulate their performance results, teach each other and give and reflect on effective feedback.

Staff

Highly effective staff members who use data to drive future directions and are reflective on their own practice and ensure the high expectations for all students while building strong and positive relationships with their parents.

Parents/Carers

Build awareness with the parents through P&C meetings, newsletters and social media accounts about the professional development that is taking place and the impact that this will have on the students.

Community Partners

Effective engagement with the broader community is maintained and strengthened.

Provide and encourage opportunities for students within the Cardiff Community of Schools to engage in rich learning experiences within the curriculum.

Leaders

Leaders inspire staff and community to a common mission, working together to achieve ambitious goals while ensuring each student is reaching and exceeding their learning outcomes.

Processes

Draw on research and evidence-based practices to develop and implement professional development to develop high quality and consistent teaching practices across the school.

Visible and accessible library of professional readings available to staff to encourage professional dialogue and ongoing development of evidence based practices.

Implement professional learning and quality teaching practices based on data analysis to improve the teaching of literacy and numeracy across the whole school.

Staff will engage in lesson observations and lesson studies to improve teacher practice, to model best practice and to mentor their colleagues.

PBL is embedded across the school and data collected is analysed to monitor and refine the whole school approach to wellbeing and engagement to improve student learning. All staff are involved and have a clear understanding of the expectations they are delivering to students.

Evaluation Plan

- Classroom observations and feedback
- Wellbeing records and notifications(Synergy and Sentral)
- Participation and evaluation of professional learning
- Lesson plans
- Teaching and learning programs

Practices and Products

Practices

All staff create learning environments that are well managed within a consistent school-wide approach based on PBL.

Teachers are using strategies based on EDI and EI research to ensure that explicit and evidence-based teaching practices occur across the whole school.

All staff are explicitly teaching consistent writing strategies across the school.

Products

100% of teaching staff will explicitly teach consistent writing strategies in their everyday practice.

100% of staff will participate in lesson studies for the purpose of modelling best practice and gaining feedback for future development.

100% of staff are confident to regularly track, monitor and analyse wellbeing data using appropriate software to ensure they meet the needs of all students.

Strategic Direction 2: Excellence in Teaching

People

Ensure staff have the capacity and knowledge to manage key projects and events within the school and are given opportunities to do so.

Processes

- Assessment rubrics
- 5 weekly monitoring of the milestones.
- Reflection of school progress against the School Excellence Framework

Strategic Direction 3: Excellence in Learning

Purpose

Excellence in Learning

Students need to be supported to learn through a culture of high quality learning opportunities in literacy and numeracy to equip them for the future where they will continue to face exponential change.

Improvement Measures

20% improved attendance rate with a baseline of 95%.

100% of staff tracking student data every five weeks and calculating the effect size. Students are able to articulate their own data and know the 'where to next' in their learning.

100% of staff engage in professional learning through QTSS funding.

People

Students

Students have an understanding of the need to engage in their own learning and can articulate their performance results, teach each other and give and reflect on effective feedback.

Staff

Highly effective staff members who use data to drive future directions and are reflective on their own practice and ensure the high expectations for all students while building strong and positive relationships with their parents.

Parents/Carers

The school culture reflects the need for a planned approach to meet the needs of all students.

Community Partners

Effective engagement with the broader community is maintained and strengthened.

Provide and encourage opportunities for students within the Cardiff Community of Schools to engage in rich learning experiences within the curriculum.

Leaders

Leaders inspire staff and community to a common mission, working together to achieve ambitious goals while ensuring each student is reaching and exceeding their learning outcomes.

Ensure staff have the capacity and

Processes

Teaching and learning programs are dynamic, supporting the individual learning needs of all students through the school's curriculum provision. Staff reflect on teaching practices and analyse student data to determine the effect size of student growth.

PBL is embedded across the school and data collected is analysed to monitor and refine the whole school approach to wellbeing and engagement to improve student learning. Positive and respectful relationships are promoted across the school and students know who they can turn to when in need of help.

Enhance opportunities to strengthen relationships with the Kumaridah AECG to support the needs of our Aboriginal and Torres Strait Islander students. Showcase and celebrate student achievements to the wider community.

Students, teachers, parents and the community work together to support processes that address student attendance.

Staff focus and responsibility around the collection of evidence against the School Excellence Framework.

Community consultation and feedback sought and acted upon in a timely manner. Community communication through Facebook, Skoolbag App, newsletters and school website. The school site is made available to the community through the Community Use Agreement.

School Milestones and budget are monitored and evaluated to ensure

Practices and Products

Practices

Staff engage with the School Excellence Framework to collaboratively work to move our school forward to a school that is recognised as 'Excelling' in all areas.

High quality feedback given to students to enable them to be assessment capable visible learners.

Assessment practices are embedded in the school where students are able to monitor their own progress and can recognise where they need to go next.

High expectations for staff and students.

Products

100% of staff tracking student data every five weeks and calculating the effect size. Students are able to articulate their own data and know the 'where to next' in their learning.

100% of staff engage in professional learning through QTSS funding.

20% improved attendance rate with a baseline of 95%.

Strategic Direction 3: Excellence in Learning

People

knowledge to manage key projects and events within the school and are given opportunities to do so.

Processes

evidence based strategies are implemented.

Evaluation Plan

- 5 weekly monitoring of student data.
- 5 weekly monitoring of the milestones.
- Reflection of school progress against the School Excellence Framework.
- Feedback through the discussions with the P&C Committee during P&C meetings and surveys such as the TTFM surveys.