

School plan 2018-2020

The Grange Public School 4518



School background 2018–2020

School vision statement

We **empower** young people to lead **flourishing lives** as **engaged citizens** who embrace the hopes and dreams of an **aspirational** community.

School context

The Grange Public School is located in the south west Sydney area of Minto. The current enrolment is 295 students.

Approximately, 9% of our students identify as being of Aboriginal heritage. Currently 54% of our students come from language backgrounds other than English.

Our community continues to embrace to the challenges and benefits of living in area with a constantly changing population due to much redevelopment within the Minto community.

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

The school attracts additional support as part of the Literacy and Numeracy Strategy 2017–2012. Support includes the employment of an Instructional Leader (Deputy Principal) whose primary role is to build the capacity of students and teachers through delivering exceptional practice based on current research. There is a laser-like focus on students achieving their own challenging academic and social goals.

The development of future focused skills and capabilities is supported through the effective use of technology to enhance teaching and learning outcomes. This enables students and teachers to effectively use technology as an effective tool in facilitating student-driven engagement in the key learning areas. Ongoing management of hardware and software ensures students and staff have access to the most relevant and current technology accessible.

Many enriching opportunities in the form of excursions, incursions and sporting clinics are provided for students.

School planning process

The school evaluation and planning process evolved over two terms in 2017. 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.

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These initiatives broaden children's life experiences and contribute to their overall learning.

The school enjoys a high level of community support and will be working tirelessly to further improve the level of parent engagement and consultation in all areas of school life over the next three years. The school supports a weekly playgroup which builds authentic relationships with our community and provides support for many families in connecting with each other.

School planning process

School strategic directions 2018–2020

STRATEGIC DIRECTION 1 Engage

Purpose:

Developing Successful Engaged Learners

To create a student centred learning environment that challenges students to become effective learners with a strong foundation in literacy and numeracy.

STRATEGIC DIRECTION 2 Thrive

Purpose:

Student Wellbeing and Engagement

To implement a planned approach to wellbeing where positive, respectful relationships allow learners to connect, succeed and thrive.

STRATEGIC DIRECTION 3 Unite

Purpose:

Building School Capacity

To build the capacity of the school community to support the achievement of aspirational goals for students.

Strategic Direction 1: Engage

Purpose	People	Processes	Practices and Products
Developing Successful Engaged Learners To create a student centred learning environment that challenges students to become effective learners with a strong foundation in literacy and numeracy.	Staff Staff will demonstrate and understand the benefits and impact of being an effective learner and can implement specific strategies to support students to be successful and engaged.	Deep Learning Counts Teachers develop explicit teaching strategies based on current research. Ongoing data analysis of Literacy and Numeracy.	Practices Deep Learning Counts Teachers are challenging students by utilising and analysing data to support deep learning in Literacy and Numeracy.
Improvement Measures	Students Students will demonstrate deep knowledge and understanding of their learning goals. Students build skills of effective learners based on quality feedback.	TGPS Effective Learners Integrate a whole school approach to what makes an effective learner.	TGPS Effective Learners Teachers will be explicitly teaching and guiding students to be effective learners using future-focused skills and strategies.
Deep Learning Counts Increase proportion of students in top two NAPLAN bands in literacy and numeracy.	Leaders Leaders will adopt a coordinated approach to the effective learning in Literacy and Numeracy.	Evaluation Plan ALAN data Assessment data NAPLAN data L3 Graphs Lesson observations TEN/TOWN data School based effective learner data, i.e. walkthroughs, rubric, journals	Products Deep Learning Counts Teaching and learning programs reflect aspirational goals within students' Zone of Proximal Development.
Deep Learning Counts Teachers apply a comprehensive knowledge of General Capabilities as evidenced by classroom observations, ALAN data, and teaching and learning programs.			TGPS Effective Learners Students are demonstrating the qualities of an effective learner based on a rubric for what makes an effective learner.
Deep Learning Counts All teachers differentiate literacy and numeracy teaching.			
TGPS Effective Learners Future-focused teaching strategies implemented within the classroom.			
TGPS Effective Learners Increase the proportion of students demonstrating qualities of an effective learner as evidenced by a rubric measuring General Capabilities.			

Strategic Direction 2: Thrive

Purpose	People	Processes	Practices and Products
Student Wellbeing and Engagement <p>To implement a planned approach to wellbeing where positive, respectful relationships allow learners to connect, succeed and thrive.</p>	Leaders <p>Leaders value and support the implementation of a robust and thorough School Wellbeing Framework.</p>	Student Wellbeing Strategy <p>Implement a whole school approach to student wellbeing in which students can connect, succeed and thrive at each stage of their schooling.</p>	Practices
Improvement Measures	Staff <p>Teachers develop and understand the impact of behaviour research and how it supports positive classroom environments.</p>	Positive Behaviour for Learning <p>Staff are supported to create learning environments that ensure effective conditions for learning. PBL strategies are implemented explicitly and consistently by all staff across school settings.</p>	Positive Behaviour for Learning <p>Teaching and learning practices demonstrates a deep understanding of research regarding behaviour and the link to quality practice.</p>
Positive Behaviour for Learning <p>School based welfare data will reflect an increase in the positive behaviour across the school setting.</p> <p>Data will reflect an increase in positive behaviour and engagement for targeted (tier 2 and 3) students.</p>	Students <p>Expectations of behaviour are co-developed with students.</p> <p>Students have a clear understanding and consistently apply their knowledge of behaviour expectations.</p>	Evaluation Plan <p>Tiered Fidelity Inventory, TFI conducted annually.</p> <p>Tell Them From Me Survey</p> <p>Community Surveys</p> <p>LST data</p> <p>Photographic Evidence</p> <p>Community evaluations</p>	Positive Behaviour for Learning <p>Behavioural expectations are implemented consistently by staff across all school settings.</p>
Student Wellbeing Strategy <p>LST data reflects that strategies actioned have had a positive outcome for referred students.</p> <p>Increased proportion of students and staff report a greater understanding of strategies used to support emotional wellbeing and mental health.</p>	Parents/Carers <p>Parents demonstrate support and understanding of Positive Behaviour for Learning. Parents support the implementation of the Schools Wellbeing Framework.</p>		Student Wellbeing Strategy <p>Learning and support needs are actioned correctly by all staff according to school protocols.</p>
			Student Wellbeing Strategy <p>A school based wellbeing strategy that is ratified and supports students at their point of need. The school serves as a protective barrier for students mental health.</p>
			Products
			Positive Behaviour for Learning <p>Students understand and apply consistent behaviour expectations.</p>
			Student Wellbeing Strategy <p>Students, staff and community recognise that student wellbeing and engagement are important conditions for learning.</p>
			Positive Behaviour for Learning <p>Teachers have a deep understanding of</p>

Strategic Direction 2: Thrive

Practices and Products
the link between research in behaviour and student engagement.
Student Wellbeing Strategy
Positive Behaviour for Learning
The school has a model to support positive behaviour and apply wellbeing strategies.

Strategic Direction 3: Unite

Purpose	People	Processes	Practices and Products
Building School Capacity <p>To build the capacity of the school community to support the achievement of aspirational goals for students.</p>	Leaders <ul style="list-style-type: none"> Leaders will develop knowledge and understanding of how to use communication platforms to build school capacity. 	Enriched Communication <p>Aspirational goals for students are supported through clear, transparent communication channels between all stakeholders. Planned communication is delivered utilising a variety of mediums including social media platforms.</p>	Practices <p>Enriched Communication</p> <p>Teachers will embrace opportunities to showcase practice and inform the school community about best practice.</p>
Improvement Measures <p>Enriched Communication</p> <ul style="list-style-type: none"> Data will reflect an increase in parent feedback Social media data reflects increased parent engagement <p>Consultative Decision Making</p> <ul style="list-style-type: none"> Data will reflect an increase in parents involved in school activities and planning 	Staff <ul style="list-style-type: none"> Teachers will be supported to develop a positive mindset around the value of community involvement. Teachers will understand and consistently implement school procedures when engaging with the community. <p>Parents/Carers</p> <ul style="list-style-type: none"> Parents will develop knowledge and understanding of the schools educational programs and practices <p>Students</p> <ul style="list-style-type: none"> Students value parent participation in their education 	Consultative Decision Making <p>Staff are supported to engage in authentic opportunities designed to foster positive relationships across the school community. Staff will collectively develop protocols and processes to engage in informed decision making with our community.</p> <p>Evaluation Plan</p> <ul style="list-style-type: none"> School community feedback Increased parent involvement in school related activities 	<p>Consultative Decision Making</p> <p>Community voice is sourced, valued and impacts on school decision making.</p> <p>Products</p> <p>Enriched Communication</p> <p>Strategically enhance and use our communication platforms to create a well informed school community.</p> <p>Consultative Decision Making</p> <p>School community voice is reflected in all decision making.</p>