

Strategic Improvement Plan 2021-2024

Galungara Public School 4670



Galungara
PUBLIC SCHOOL

School vision and context

School vision statement

Every learner at Galungara Public school will be supported to develop as a whole person in an environment where each child's individual potential is nurtured. With a focus on wellbeing and positive connections, students will be recognised, respected and valued. Future focused educational pedagogy will underpin the school's motto of '*Create. Inspire. Flourish*'. Committed to developing learners who embrace challenges and who discover solutions in an ever-changing world, teaching and learning at Galungara Public School will be innovative and evidence-based, delivered in flexible learning spaces. As a result, our students will possess the capabilities to contribute meaningfully to a successful future; for themselves and for their world.

School context

Galungara Public School, located in the northwest of Sydney is a new school, established in Term 1, 2021. With the capacity for 500 students K-6 including three support classes for students with a disability, the school is expected to experience rapid growth in the first five years of operation. Galungara Public school is one of four schools located within The Ponds, Quakers Hill and Schofields area, all which are within a 5km radius of each other.

Galungara Public school incorporates an innovative and future focused educational model, including open and flexible teaching and learning areas alongside modern specialist teaching spaces. Feeding into both Riverstone and Quakers Hill High School, when completed, the capacity of the school will be for 1000 students.

According to the MySchool website, Galungara Public School's neighbouring schools' communities are generally:

- of families that are above the average value of index of community socio-educational advantage
- 49% to 80% from language background other than English
- 4% and 49% from Aboriginal and Torres Strait Islander heritage.

NAPLAN data from surrounding schools indicate student performance is close to or slightly above statistically similar schools. Year 3-5 student growth is comparable to statistically similar schools. It is anticipated that many Galungara Public School families will come from a statistically similar background to families within the surrounding schools, therefore student performance will likely be similar.

At the beginning of 2021, Galungara opened with a student population of 272 students K-6. School numbers included 17 Support Class students. Students continue to enrol each week.

At the end of Term 1 2021, four students identify as aboriginal, while 159 students identify Australia as their country of birth. At this point in time, India is identified as the second highest group, with 51 students being born there. 13 other countries are represented in the school's enrolment data. Other major languages spoken at home are; Telugu, Hindi and Gujarati. In all, there are 30 other languages spoken in the homes of Galungara families.

Throughout 2020, during the construction phase of the build, community consultation in the form of two comprehensive surveys was undertaken in order to identify the Vision, Values, Purpose, Motto and Goals of the school. This consultative process also covered the naming of the school as well as the design of school's logo and uniform. Community members were also asked to express what they want their children to "know", "value" and "do" upon the completion of their educational journey at the school. Key stakeholders, including the AECG- Nurragingy, Dharug Ngurra, Blacktown Advisory Group, Darug Elder, Aunty Edna Watson and local member for Riverstone Mr Kevin Connolly also engaged at various levels of this process.

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This consultative process along with student data, collected in the first six weeks of operation in 2021 was used to complete a situational analysis that has identified three areas of focus for the school's Strategic Improvement Plan.

Strategic Direction 1: Student growth and attainment

Purpose

In its foundational year, Galungara Public School will develop its internal school data processes as a priority. Stage based assessments will reflect reporting procedures. Whole school data collection and analysis will be refined through the 2021 Strategic Plan with a focus on developing data collection practices to ensure consistency of teacher judgement and informing teaching and learning programs. This will result in evidence-informed teaching strategies and student growth and attainment for every Galungara Public School student.

Improvement measures

Target year: 2022

A proportion of students achieve in the top 2 bands in NAPLAN Reading and Numeracy.

Effective Classroom Practice, Data Skills and Use and Learning and Development are validated in the SEF - SaS at Sustaining and Growing

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Curriculum, Student performance Measures and Assessment are validated in the SEF - SaS at Sustaining and Growing

Initiatives

Effective Classroom Practice

To develop and implement a whole school formalised approach for the consistent delivery of reading/Mathematics to support students (and teachers) to make measurable learning progress.

Use of data to inform practice.

Design and deliver high quality formative and summative assessment processes, which are visible to students and inform ongoing teaching and learning practices.

Success criteria for this strategic direction

A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities.

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers.

All lessons are systematically planned as part of a coherent program that has been collaboratively designed. Accommodations and adjustments are made to suit needs as they arise with lesson planning references including progress and achievement data, curriculum requirements, and student feedback. All lessons are systematically planned as part of a coherent program that has been collaboratively designed.

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Evaluation plan for this strategic direction

Question: What has been the impact of researching, designing and implementing explicit reading and numeracy programs?

What has been the impact of creating systemic processes for capturing formative and summative assessment data to evaluate and maximise learning? How is this data used to inform teaching and learning practices?

Data: Student progress checked and monitored against progressions and syllabus standards using NAPLAN data, internal student performance measures (Literacy, Numeracy and EAL/D Progressions, diagnostic records, Benchmarking exit levels, SENA) teaching programs, student work samples, learning goals, classroom observations.

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

Analysis: Analyse the data to determine the extent to which the purpose has been achieved. Effective use of data will be evaluated through analysis of effectiveness of data capture templates, LBOTE information, NAP evidence/whole school timetable, development and evaluation of NAP T&L programs, effectiveness of assessments to capture data, evidence of data use for differentiation, staff discussion around data capture and analysis demonstrates increased understanding and capacity, evidence of data informing reports.

Implication:

Where do we go from here? Future directions and next steps?

Strategic Direction 2: Agile Learning Culture

Purpose

In the first year of operations, Galungara will establish and develop an agile learning culture that encapsulates the whole child. Through the implementation of evidenced-based whole school procedures, programs and practices students will be recognised, respected and valued. The establishment of networks, learning alliances and the ability for the school community to engage in the learning process, provides a strong community of learners that are able to co-create opportunities for students to *thrive* and flourish.

Improvement measures

Target year: 2022

Tell Them from Me data show an increase in the % of community members who feel consulted, informed and are considered partners in learning.

Tell Them from Me data show an increase in the % of students reporting a sense of belonging and engagement in learning.

In the SEF-Sas, the school is validated at Sustaining and Growing in Well being

Target year: 2022

Learning Support Team data reflect increased success of students meeting literacy and numeracy targets on specific intervention programs.

The school is validated at Sustaining and Growing in Professional learning is continuous and coherent within the High Impact for Professional Learning (School Self Assessment Tool)

Initiatives

Advocacy and Sense of belonging

Develop and implement a whole school approach to student well being using evidence-based wellbeing frameworks to support the cognitive, emotional, social, physical and spiritual wellbeing of all students which improves the individual and collective well being.

Collective Efficacy

Establish and expand a connected community of learners within the school and across networks to guide student growth and development.

Community Engagement

Actively engage the school community to connect, communicate and inform processes for teaching, learning and well being through the provision of authentic opportunities.

Success criteria for this strategic direction

The school has implemented evidenced based research to embed whole school practices in well-being and engagement to support learning.

Positive respectful relationships are evident and widespread among students and staff.

School staff engage in strong collaboration between parents, students and community that inform and support continuity of learning for all students at transition points.

Teachers directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes.

School staff collaborate with the school community to use student progress and achievement data to identify strategic priorities, and develop and implement plans for continuous improvement.

A whole school approach is used to review and monitor management practices and processes responsive to school community feedback to improve service delivery and parent/student experiences.

The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning.

The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues within the school.

Evaluation plan for this strategic direction

Question:

- What is the impact of the school wide approach to well being?
- What practices are in place to ensure the whole school community are active partners in learning?
- Are the staff working towards their own performance

Evaluation plan for this strategic direction

and development?

- Do the staff and students have a sense of belonging?

Analysis of Data sources

- Internal and external learning data (NAPLAN, PAT-R, PAT-N, Stage-based assessment, work samples)
- Attendance data (increased student attendance)
- Learning and Support
- Performance and Development Plans
- Tell Them From Me
- Parent/community participation in organised school activities
- Parent attendance at Goal setting meetings, three-way interviews, Individual Education Plan and Personalised Learning Plan meetings
- Parent/community participation in organised workshops and forums

Analysis: Data sources will be regularly analysed, monitored and reviewed to ensure positive movement towards achieving desired milestones and targets.

Implications: Responsive use of relevant information to inform and drive our next steps? Where to from here?

Strategic Direction 3: Empowered Global Citizens

Purpose

Through providing authentic and connected learning opportunities, that extend beyond the school walls, students will be able to develop their general capabilities and have voice and choice in their learning. Agency will be cultivated as students are empowered to be accountable to their learning goals and articulate their learning story to others. Innovative Learning Environments (ILEs) and access to digital technologies will further amplify and accelerate collaborative relationships leading to increased levels of trust, autonomy and student engagement.

Improvement measures

Target year: 2022

Contemporary content knowledge and effective teaching strategies is reflected in 100% of teaching and learning programs.

The school is validated using the SEF-SaS tool as Sustaining and Growing in the domain of Teaching, Sub element, Learning and Development - Expertise and Innovation.

An attendance target range of 91.0% - 93.6% is aimed for.

Target year: 2022

An increased proportion of students demonstrate expected achievements at the self-management element with in the personal and social capability domain of The General Capabilities Learning Continuum (ACARA).

The school is validated using the SEF-SaS tool as Sustaining and Growing in the domain of Teaching, Sub element, Learning and Development - Collaborative practice and feedback.

Initiatives

Innovative Learning Environments

Build teacher capacity and digital literacy to embed contemporary teaching and learning experiences through Project Based Learning and collaborative teaching practices.

Empowering students and building school pride

Evidence-based teaching and learning experiences provide opportunities for students to develop agency and voice and share their learning with others.

Success criteria for this strategic direction

Galungara Public School uses embedded and explicit systems that facilitate professional dialogue, collaboration and the modelling of effective practice. All teachers have expert contemporary content knowledge and deploy effective teaching strategies. The school trials innovative practices and has processes in place to evaluate, refine and scale success. (*SEF Teaching Domain - Learning and Development: Collaborative Practice and Feedback, Expertise and innovation*)

Technology that supports learning is available and expertly integrated into lessons by teachers. (*SEF Leading Domain - School resources: Technology*)

Teaching and learning programs show evidence of opportunities for students' voice and choice in their learning. Students understand the assessment approaches used in the school and their benefits for learning. (*SEF Learning Domain - Assessment: Student Engagement*)

Evaluation plan for this strategic direction

Question:

- What has been the impact of implementing contemporary teaching practices for students?
- How confident are teachers working in innovating learning environments?
- What opportunities have students had to demonstrate agency?
- What opportunities have students had to share their learning with others?

Data:

We will use a combination of data sources, including plotting students on the general capabilities learning continuum, observations, Tell them from Me, Teacher surveys, analysis of lesson plans, resource use analysis, insights from digital platforms, Sentral data.

Evaluation plan for this strategic direction

Analysis:

Regular professional discussions around the impact of contemporary teaching practices on student engagement and achievement.

Evaluation of teaching and learning programs at stage and whole school level

Observations and reflections on student behaviour.

Regular professional discussions around the teacher the implementation of contemporary teacher practices within innovative learning environments.

Implications:

Identification of necessary forward planning to address staff and student needs.