School plan 2015 – 2017

Griffith North Public School

Teaching Excellence

Dynamic Learning

Community Engagement
### School vision statement

Griffith North Public School aims to provide an engaging learning environment where students care, show respect and are responsible.

At Griffith North Public School we believe that student learning is personalised so all students are challenged, motivated and engaged in learning, find success in their learning and value learning.

Our mission is to inspire lifelong learning in our students to enable them to become positive and resilient participants in school and society.

### School context

Griffith North Public School (GNPS) is a centre of learning for 353 students, along with 20 students from the Early Learning Support Class (ELSC). There are 14 classes from Kindergarten to Year 6. There are 15 nationalities and 10% 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, and where children are encouraged to take part in a wide range of creative, academic, sporting and personal development activities. GNPS is a member of the Griffith Community of Schools (GCoS).

GNPS has a dedicated parent body, with both a School Council and a 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 a variety 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 executive staff contacted a range of families and asked them various questions about GNPS, such as things we did well and aspirations for our school.

Secondly, during a staff meeting, staff were asked what GNPS did well, what areas needed improving, what we could change and what should we stop doing.

Thirdly, during a morning tea with Aboriginal community members, we discussed how to improve Aboriginal student outcomes and how to utilise the funding for students from an Aboriginal Background.

From all of these consultations it was decided that the focus would be on “Teaching Excellence”, “Dynamic Learning” and “Positive Engagement.”

After the executive had written the plan it was then taken back to the staff and a P&C Meeting for further consultation.
School strategic directions 2015 - 2017

Purpose:
We believe that high quality teaching is the key to successful student learning. High priority needs to be given to evidence-based teaching strategies, where student assessment data is used to inform future directions. Explicit feedback should be used to sustain quality teaching practice.

Purpose:
Griffith North Public School has a school-wide commitment to dynamic, purposeful, successful learning. The school works to maintain a learning environment that is safe, respectful, tolerant, inclusive and that promotes intellectual rigour. We ensure that every student is optimally engaged and challenged in their learning in order to achieve best possible individual outcomes.

Purpose:
Griffith North Public School students, staff and parents have an obvious sense of belonging and pride, where all parents are welcomed and all staff, students and parents strive to be life-long learners. Students are active participants in all aspects of school life.
## Strategic Direction 1: Teaching Excellence

### Purpose
Why do we need this particular strategic direction and why is it important?
We believe that high quality teaching is the key to successful student learning. High priority needs to be given to evidence-based teaching strategies, where student assessment data is used to inform future directions. Explicit feedback should be used to sustain quality teaching practice.

### People
How do we develop the capabilities of our people to bring about transformation?

**Students:**
- Have explicit quality criteria for their learning.

**Staff:**
- Staff to be actively involved in professional learning opportunities focusing on 21st century learning and the NSW Syllabuses.
- Staff to make use of the quality teaching and assessing cycle.
- Staff to identify professional learning needs for professional growth.
- Staff to collaborate to develop school systems to sustain ongoing school-wide improvement in teaching practice and student outcomes.

**Parents/Carers:**
- Parents to be informed about changes to the school curriculum.
- Inform parents about how the school will meet the learning needs of their children.

**Community Partners:**
- Everyone in the school community will have high expectations of all learners and will understand that if school, home and community work together in a positive way we can collectively impact on improving student learning.

**Leaders:**
- Identify current research to support quality teaching.
- Train staff to lead professional learning programs aligned with identified areas of need.
- Develop the potential of staff to undertake leadership roles.

### Processes
How do we do it and how will we know?

- Establish a professional learning community that will develop high quality, relevant professional learning focusing on the needs of 21st century learning and the NSW syllabuses.
- Establish a team to research, lead and develop all aspects of quality assessment and consistent teacher judgement. (This is cross referenced with Strategic Direction 2)
- Establish school structures and systems to enable collaboration, mentoring and team planning, where strengths and expertise of staff within the school are utilised.

### Products and Practices
What is achieved and how do we measure?

- Teachers will engage in quality teaching practices and embed the delivery of all NSW Syllabuses incorporating Quality Teaching elements in all learning.
- Teachers will demonstrate confidence and strong evidence to validate their professional learning focused on the Australian Teaching Standards.

**Product:**
- Learning is designed with elements of the Quality Teaching Model (QTM) embedded in the NSW Syllabuses.

**Product:**
- Teachers will have evidence of assessment for learning, as learning and of learning as integral components of teaching programs.

**Product:**
- To have a system in place to enable collaboration, classroom observation, modelling of effective practice and feedback to drive and sustain ongoing school-wide improvement in teaching practice and student outcomes.

What are our newly embedded practices and how are they integrated and in sync with our purpose?

**Practice:**
- Teachers regularly review learning with each student ensuring all students have a clear understanding of how to improve their learning.

**Practice:**
- All teachers will demonstrate the 5 dimensions of expert teachers as outlined in the Quality Teaching Model.
Strategic Direction 2: Dynamic Learning

**Purpose**

Why do we need this particular strategic direction and why is it important?

Griffith North Public School has a school-wide commitment to dynamic, purposeful, successful learning. The school works to maintain a learning environment that is safe, respectful, tolerant, inclusive and that promotes intellectual rigour. We will ensure that every student is optimally engaged and challenged in their learning in order to achieve best possible individual outcomes.

<table>
<thead>
<tr>
<th>Improvement Measures</th>
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<tbody>
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<td>- Increased number of students achieving stage appropriate cluster markers for literacy and numeracy on the continuums.</td>
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<tr>
<td>- All students will demonstrate growth in achievement in all key learning areas.</td>
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**People**

How do we develop the capabilities of our people to bring about transformation?

**Students:**
- Have a shared responsibility for their own learning and high expectations of achievement
- Will reflect on their own learning and use feedback to improve learning outcomes

**Staff:**
- Teachers engage all students in challenging, meaningful learning
- Delivery of learning needs to be evidence driven
- Teachers need to provide quality feedback to parents and students
- Teachers need to actively engage in professional learning

**Parents/Carers:**
- Increased connection to learning
- Work in partnership with the school to foster a love of learning

**Community Partners:**
- The school values the community as an integral partner in students’ learning and will utilise the expertise of its members to support student learning.

**Leaders:**
- Ensure effective use of school, system and community expertise and resources through decision making and planning
- School leaders encourage a school-wide shared responsibility for student learning and success.

**Processes**

How do we do it and how will we know?

- Establish a How2Learn strategy team to develop all aspects of How2Learn so as to embed the language and concepts within this strategy across the whole school context in order to build a school culture and mind set of effective global learning.
- Establish a school team that leads all aspects of assessments developing strong effective feedback for all learners. (This is cross referenced with Strategic Direction 1)
- Establish a school team to expand curriculum by way of connections to wider community contexts such as nationally and globally.

**Evaluation Plan**

- Tell Them from Me Student Surveys;
- Monitoring data from the LST Team;
- Monitoring and analysing data from PLAN to ensure personalised learning

**Products and Practices**

What is achieved and how do we measure?

- Increased number of students achieving stage appropriate cluster markers for literacy and numeracy on the continuums
- All students will demonstrate growth in achievement in all key learning areas

**Product:**
- Optimise the learning habits of all students and staff.

**Practice:**
- All students achieving best possible individual learning outcomes.

**What are our newly embedded practices and how are they integrated and in sync with our purpose?**

**Practice:**
- How2Learn strategies evident in all aspects of learning.

**Practice:**
- Teachers analysing and using data to inform teaching programs.

**Practice:**
- Effective two-way feedback is being provided to everyone.
Strategic Direction 3: Community Engagement

### Purpose

**Why do we need this particular strategic direction and why is it important?**

Griffith North Public School students, staff and parents have an obvious sense of belonging and pride, where all parents are welcomed and all staff, students and parents strive to be lifelong learners. Students are active participants in all aspects of school life.

### People

**How do we develop the capabilities of our people to bring about transformation?**

**Students:**
- Will be engaged in a variety of rich learning experiences where creative exploration and independent learning are valued.

**Staff:**
- Teachers have a shared commitment to improve teaching practices.
- Staff work as an expert and cohesive school-wide team to improve outcomes for all students.

**Parents/Carers:**
- Understand educational priorities at the school.
- Have the opportunity to engage in a wide range of school activities.

**Community Partners:**
- Have the opportunity to engage in a wide range of school activities.
- Community input is valued by the school.

**Leaders:**
- School leaders work to build mutually respectful relationships across the school community.
- Place a high priority on student and staff wellbeing by providing academic and non-academic support.

### Processes

**How do we do it and how will we know?**

- Staff participates in Quality Teaching Rounds to engage in a strong collegial culture of mutual trust and support.
- Restructure the school's Wellbeing Team and enhancement of all procedures and systems to better engage students.
- Establish a Family-School Reference group that will develop all aspects of the school image and inform community partnerships.

### Products and Practices

**What is achieved and how do we measure?**

- An increasing number of students showing positive behaviours for effective learning.
- An increase in parent feedback showing the success of the school's educational programs K-6.

**Product:**
- The school is recognised as excellent and responsive by the community as a result of its effective engagement with members of the local community.

**Product:**
- The school creates an attractive and stimulating physical environment that supports and encourages learning.

**Product:**
- Students are more involved in and responsible for their own learning.

**Product:**
- Teachers, parents and the community work collaboratively for the mutual benefit of students.

**What are our newly embedded practices and how are they integrated and in sync with our purpose?**

**Practice:**
- Students are more involved in and responsible for their own learning.

**Practice:**
- All parents actively participate in a range of school activities.

**Practice:**
- Students identify the purpose of their learning and learning intentions are clear.

### Improvement Measures

- An increasing number of students showing positive behaviours for effective learning.
- An increase in parent feedback showing the success of the school's educational programs K-6.

### Evaluation Plan

- Tell Them from Me Parent Surveys;
- Monitoring student wellbeing and attendance data;
- Enrolment data