

School plan 2018-2020

Gardeners Road Public School 7418



School background 2018–2020

School vision statement

Gardeners Road Public School provides a safe, respectful and inclusive learning environment. We are committed to ensuring that our students are creative and critical thinkers who display resilience as they strive for personal excellence. Our students will have the knowledge and skills to engage in future pedagogies and be active and informed citizens of the 21st century.

School context

Gardeners Road Public School is an inner city school in the suburb of Rosebery, Sydney. The school has a long and distinguished history of public education dating from 1883. Trend data indicates a strong but gradual growth in enrolments. Student numbers have increased from 213 (2010) to 383 (2018).

Rosebery is situated in a strong growth area for housing with a significant amount of large apartment buildings constructed recently or in planning. The student population is diverse and multicultural. Students from a non-English speaking background comprise 72% of the population. In addition to mainstream classes, there are five support classes educating 42 students with special needs. 4% of students identify as Aboriginal/Torres Strait Islander. Two community language programs operate throughout the week. All students from Kindergarten to Year 6, inclusive of the Support Unit receive Greek language classes. Turkish language classes are provided 2 days a week for students with a Turkish background.

The school is committed to Positive Behaviour for Learning (PBL). PBL provides a strong platform on which to build positive school culture, student well-being and decision making.

A focus on music initiated in 2014 resulted in a specialist music program K–6, school band 3–6, and a choir program.

Community partnerships include South East Neighbourhood Centre (SENC). SENC provides information and parenting courses for the community, operates a weekly playgroup and a before, after school and vacation care facility. A small but active and committed Parents and Citizens Association provides valued support to students and teachers.

School planning process

The consultation strategies for planning 2018–2020 were future focused and informed by the process of Appreciative Inquiry (AI).

Als were run for the community in the form of a parent information forum during 2017. Questioning was designed to identify the strengths of the school, capture community vision, dreams and aspirations for the school, and develop possible strategies to be implemented for school improvement. Students K–6 were asked to recount their best experiences at Gardeners Road and given the opportunity to provide ideas for improvement. Staff was also taken through the AI model. The resulting information was collated and fell into three strategic directions – Future focused learning, Evidenced– based teaching, and Leading communication partnerships.

Data was collated about current programs including student learning support, student welfare initiatives and school targets. This was shared with staff by the executive to inform planning. The school vision statement was reviewed.

Collaborative planning in stages to develop A series of staff a draft plan, build knowledge of the Excellence Framework and develop ownership of the plan were held during 2017 and Term 1, 2018.. This involved collaborating to develop a purpose for each direction, identifying the people and skills required. The draft plan was taken to the P&C for consultation before publication and for the committee to identify specific initiatives for P&C support.

School strategic directions 2018–2020



**STRATEGIC
DIRECTION 1**
Future focused learning

Purpose:

To engage students in future focused learning experiences where they are supported in taking risks and achieving their full potential as successful learners, confident, creative and critical thinkers in our society.



**STRATEGIC
DIRECTION 2**
Evidence based teaching

Purpose:

To engage all teachers in identifying and implementing high quality teaching, demonstrated as a personal responsibility for improving their teaching practice and contribute to a transparent learning culture. A shared collaborative and evaluative teaching practice is embedded to include ongoing analysis of student growth and outcomes to improve student learning.



**STRATEGIC
DIRECTION 3**
Leading communication
partnerships

Purpose:

To build positive relationships as an educational community, empowering leadership and inspiring a culture of collaboration and innovation. Through collegial support staff members develop self and others in the pursuit of excellence which fosters a school wide culture of high expectations and a shared responsibility of learning.

Strategic Direction 1: Future focused learning

Purpose

To engage students in future focused learning experiences where they are supported in taking risks and achieving their full potential as successful learners, confident, creative and critical thinkers in our society.

Improvement Measures

School programs and practices cater for the range of individualised learning needs.

All students are active participants in setting learning goals, reflecting and reporting on their learning achievements.

All students are showing expected growth through quantitative and qualitative data collection.

People

Students

Students will become future focused learners of our current global environment and connect with real world events. To be creative and critical thinkers in a supported and inclusive environment.

Staff

Staff will ensure consistency in monitoring learning outcomes, utilising their current knowledge of research and engaging in new pedagogical practices to refine their understanding and capacity in maximising students growth as future focused learners.

Leaders

Leaders will plan and promote a provision of high expectations, showing evidence of leading future focused learning through the analysis of investigation on how teachers teach, how students learn, how learning is designed and how schooling is designed.

Community Partners

Strong partnerships are established to work collaboratively on future focused learning where the school implements evidence based whole school practices that support learning.

Processes

Global Connections

All student engage in a community language fostering an appreciation of inclusivity, opening doors to other cultures, communities and respecting the world we live in and one another.

Engineering

Broadening minds in all manners of technical skills, design, planning, scientific knowledge and high level thinking, with a passion for problem solving.

- STEM
- Code Club
- Maths Rules
- Project based learning
- Network links

Evaluation Plan

- Observations
- Surveys
- Internal student performance data
- Milestone tracking

Practices and Products

Practices

There is a shared accountability of students engaging in a school wide future focused learning approach that increases student learning capacity by 40%.

80% of students actively engaged in problem solving strategies with the ability to work collaboratively.

100% of the school programs are regularly evaluated and systematically monitored to cater for a range of individual learning needs.

Products

Students learning across curriculum in developing their skills and capabilities demonstrates growth due to engaged student learning to solve problems and become mindful global citizens.

Students work towards achievable learning goals that are visible and measurable through observations and surveys that provide immediate feedback to their learning.

Whole school culture of change embedded in moving forward to prepare students in a rapidly changing and interconnected world.

Strategic Direction 2: Evidence based teaching

Purpose

To engage all teachers in identifying and implementing high quality teaching, demonstrated as a personal responsibility for improving their teaching practice and contribute to a transparent learning culture. A shared collaborative and evaluative teaching practice is embedded to include ongoing analysis of student growth and outcomes to improve student learning.

Improvement Measures

All teachers embed the Daily 5 program as part of their classroom learning environment of visible learning strategies.

Staff embed Formative Assessment in their daily practice as part of their evidence based teaching.

Staff update PLAN data every 5 weeks understanding how to unpack for improvement in evidence based teaching.

Staff embed the implementation of Project Based Learning as part of their evidence based teaching and visible learning.

People

Students

Students will be active learners making their learning visible, be active problem solvers and able to articulate their learning goals to work collaboratively and independently.

Staff

Staff will build capabilities, pedagogical skills and knowledge to facilitate quality curriculum and ensure the most effective evidence-based teaching methods are promoted and modelled demonstrating student growth.

Leaders

Leaders will promote and model high expectations through a common language of professional practice. The leadership team will continuously monitor the impacts of programs and build the capacity of staff through Instructional Leadership to ensure every student experiences high quality teaching.

Parents/Carers

Parents and the community will work together to establish a collaborative teaching and learning environment focused on values of strong and supportive partnerships.

The parents and carers will develop their understanding of assessment approaches used and support their child in achieving their best in a supportive environment of teaching and learning.

Processes

Instructional Leadership

Professional learning delivered through Instructional Leadership to support the implementation of effective evidence based teaching.

- Daily 5
- Writing/ visible data walls
- PE Program

– developing a common language of practice

Formative Assessment

All staff engage with formative assessment as a common practice of a range of formal and informal assessment procedures conducted by teachers during the learning process in order to modify teaching and learning activities to improve student attainment.

- Quality Teaching Rounds
- Feedback

Project Based Learning

Students gain knowledge and skills by investigating and responding to authentic, complex questions and problem solving.

- Professional development for staff
- Embedded into programs as a teaching practice.

Evaluation Plan

Practices and Products

Practices

100% of staff implement the Daily 5 teaching and learning practice as part of their evidence based teaching practice.

100% of staff utilising evidence of Formative Assessment, including Learning Intentions Success Criteria (LISC) for all lessons to monitor achievements and plan appropriately challenging learning for all students.

100% of students are able to articulate project based learning activities through a supported differentiated program that caters for the inclusivity of all students learning.

Products

Teaching and Learning programs are inclusive and responsive to the needs of the diverse student population.

Systems and process embedded to enable regular meetings and opportunities to collaborate, gather, evaluate and monitor student progress through informed pedagogical research and trends in student achievements.

Embed the common practice of classroom observations and feedback to inform further teaching and sustain the ongoing improvement of students outcomes and achievements.

Strategic Direction 2: Evidence based teaching

Processes

- PLAN data analysis
- Surveys
- Review teaching & learning programs

Strategic Direction 3: Leading communication partnerships

Purpose

To build positive relationships as an educational community, empowering leadership and inspiring a culture of collaboration and innovation. Through collegial support staff members develop self and others in the pursuit of excellence which fosters a school wide culture of high expectations and a shared responsibility of learning.

Improvement Measures

Leadership development and professional learning opportunities are made available.

Students actively participate in leadership projects.

People

Students

Engaged in leadership experiences and decision making within a high performance culture with clear and explicit outcomes that are valued by the whole school community.

Staff

Set high expectations, implementing targeted programs that develop the leadership capacity, knowledge and management of the systems and processes that focus on continuous improvement of teaching and learning.

Leaders

Focuses on distributed Instructional Leadership to develop a culture of evidence based teaching with a focus on measureable outcomes for every students teaching and learning.

The leadership team will measure community involvement in school activities and be responsive to raising awareness of high expectations set across the school.

Parents/Carers

Recognise the schools culture of high expectations and work closely with all stakeholders implementing a clear focus on student achievements in a safe, supportive and inclusive learning environment that caters for the diverse student population.

Processes

Celebrations

Establish meaningful partnerships and a collective responsibility of celebrating achievement measures.

- Whole school events
- increase attendance at school assemblies and special events
- utilise expertise within the school to run parent/ community workshops

Sustainability

Provide students, teachers and the community with the awareness, knowledge and understanding of sustainability and how to take action to improve our learning environment.

- Creating a Sustainability committee
- Building networks within the community and outside agencies
- Improve recycling awareness

Mindfulness/ Inclusiveness/ Wellbeing

Staff members are valued and encouraged to share expertise in meeting the needs of student diversity, learning styles and physical environments to optimise learning.

- Agile classrooms
- Sensory gardens
- CAPA space
- PE Program

Practices and Products

Practices

Ongoing leadership opportunities operate within the school for all stakeholders, embedding, planning, delivery, reflection and where to practices.

100% of programs are evaluated and enhanced with feedback to support a culture of high expectations.

100% of students engage in real world problem solving through leadership opportunities to meet school outcomes in a supportive culture of high expectations.

Products

A school culture of continuous improvement of high expectations is strengthened in a supportive environment for all stakeholders.

Leadership team provides an ongoing culture of professional development and support to teachers, sharing a vision of accountability measures to evaluate the effectiveness of school wide systems and processes.

Students have the opportunity to engage in real world sustainable improvement measures that lead to a school culture of high expectations.

Strategic Direction 3: Leading communication partnerships

Processes
– Extra curricular activities

Evaluation Plan
– Surveys
– Evaluations
– Feedback
– Regular reporting through milestones
– Professional development for all staff
– Parent involvement data collection