School plan 2015 – 2017

Strategic Direction 1
Staff will be high performing, collaborative and dynamic
(Quality Teaching)

Strategic Direction 2
Students will be successful learners and active global citizens
(Quality Engaged Learning for Students)

Strategic Direction 3
The learning community will be effective and informed successful leaders
(Leadership)
## School background 2015 - 2017

### SCHOOL VISION STATEMENT

Georges Hall Public School’s vision is to provide a safe and innovative environment, where the school community will be engaged in quality learning experiences.

The school will offer differentiated, creative and effective curriculum that will support connectedness to the world, through engagement in 21st century learning.

This will be achieved through tailored professional learning opportunities for all stakeholders, quality learning environments and successful leadership programs.

### SCHOOL CONTEXT

Georges Hall is a class one primary school with an enrolment of over 800 students and a community that has high expectations. It is located in South Western Sydney in a low density residential zone in Bankstown Local Government area. The school is set in expansive grounds serving an increasingly diverse, urban population. Currently 79% of our students come from language backgrounds other than English and are supported by an ESL program.

The school has an ongoing commitment to the development and delivery of quality teaching and learning programs, with an emphasis on Literacy and Numeracy. This is achieved through a solid, strategic Professional Development program for all teaching staff. The integration of technology into all areas of teaching and learning helps create a rich, engaging learning environment for students. Enrichment classes in Stages 1, 2 and 3 support gifted and talented students.

Strong analysis of internal and external data sources is an essential part of the school evaluation and planning process. Georges Hall Public School is a happy and caring school community, providing skills for continued lifelong learning and lays the foundations for positive contributions to Australian society.

### SCHOOL PLANNING PROCESS

In 2014, students, staff and the community participated in focus groups, surveys (on line and in newsletters), P&C meetings and specific language based groups to give feedback in regards to satisfaction and areas of future direction.

The responses were collated and discussed by staff where staff identified the focus areas which led to the development of the three strategic areas and the 5P process.

In 2015, the School Plan and the School Excellence Framework were presented to staff for discussion and to see if the plan reflected the framework leading to refinement of the plan.
School strategic directions 2015 - 2017

STRATEGIC DIRECTION 1
Quality Teaching

- To enable teachers to be active facilitators through the creation of engaging learning opportunities by understanding the specific needs of all students within the school.

STRATEGIC DIRECTION 2
Quality Engaged learning for Students

- Teachers will provide quality, differentiated teaching and learning activities, with high expectations, in a 21st century learning environment.

STRATEGIC DIRECTION 3
Leadership

- To successfully develop the leadership capacity of all members in our learning community by recognising strengths and providing relevant opportunities to inspire learning.
### Purpose
To enable teachers to be active facilitators through the creation of engaging learning opportunities by understanding the specific needs of all students within the school.

### Improvement Measures
- New programs of learning developed from the new Australian Curriculum are implemented by teachers.
- Specific needs of students met by quality teaching programs and are directly reflected in improved Naplan and PLAN data.
- Staff individual learning plans are devised, implemented and revised annually.
- Quality teaching has been observable and measurable in line with specific criteria as developed by individuals within their learning plans.

<table>
<thead>
<tr>
<th>Purpose</th>
<th>People</th>
<th>Processes</th>
<th>Products and Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Student</strong></td>
<td><strong>Staff</strong></td>
<td><strong>Student</strong></td>
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<tr>
<td></td>
<td>Teachers, through the provision of innovative practices and engaging teaching and learning programs, cater for individual student learning needs.</td>
<td>Use of qualitative and quantitative student data to inform all teaching programs to meet the learning needs of all individuals in the development and delivery of Australian Curriculum programming, assessment and reporting, incorporating the Quality Teaching Framework.</td>
<td>Students engaged in high quality teaching and learning programs, reflective of their specific needs in a supportive environment.</td>
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<td><strong>Staff</strong></td>
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<td>Develop staff skills, knowledge and capabilities through access to targeted, quality teacher professional learning programs.</td>
<td>Develop an individual professional learning plan and demonstrate a commitment to enhance their teaching practice in line with the Quality Teaching framework.</td>
<td>Quality teaching programs developed, in accordance with the new Australian Curriculum, across the relevant KLA’s.</td>
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<td>K-2 staff undertaking training in the Targeting Early Numeracy Program</td>
<td>Teachers will plan targeted numeracy lessons using the numeracy continuum</td>
<td>Individual staff professional learning plans developed.</td>
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<td>3-6 continue to implement the TOWN program</td>
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<td>Observation and mentoring programs in place to support the growth of teaching staff</td>
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<td></td>
<td><strong>Leaders</strong></td>
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<td><strong>Individual student needs will be met during numeracy sessions.</strong></td>
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<td>Building the leadership capacity of all staff to develop teaching and learning programs in line with the Quality Teaching Framework by modelling best practice and mentoring opportunities.</td>
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<td>Evaluation Plan</td>
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<td>Use of continuum to evaluated teaching and learning</td>
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<td>Completion of Performance Development Plans</td>
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<td></td>
<td>Tell Them From Me survey</td>
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### Strategic Direction 1: Staff will be high performing, collaborative and dynamic (Quality Teaching).
### Strategic direction 2: Students will be successful learners and active global citizens (Quality Engaged Learning for Students)

#### PURPOSE

Teachers will provide quality, differentiated teaching and learning activities, with high expectations, in a 21st century learning environment.

#### PEOPLE

**Students**
- Students will be engaged in learning environments that specifically teach 21st century capabilities in order to become critical thinking, productive and active global citizens.

**Staff**
- Teachers will deliver engaging, differentiated learning programs that reflect current action research and pedagogy.

**Community**
- Promoting authentic, collaborative partnerships with the community to provide and support real-world learning experiences for students, through mutually beneficial programs and initiatives.

**Leaders**
- Leaders to support the implementation of quality teaching programs to ensure student engagement.

#### PROCESSES

**Students**
- Students will be provided with opportunities to:
  - participate in quality hands-on learning activities.
  - engage with a variety of technologies to enhance their learning process and product.
  - participate in events, across the KLA’s, such as Tournament of Minds, ICAS, Wakakirri and sports gala days.
  - interact with their local community and its members in an authentic and meaningful context.

**Staff**
- Teachers will plan and present learning programs that are reflective of 21st century learning expectations.

**Leaders**
- Leaders will support the implementation of high quality, engaging programs of learning by providing demonstrations of best teaching practice for observation and mentoring.

#### PRODUCTS AND PRACTICES

**Students**
- Students using a variety of technologies to support their engagement in learning. e.g. I pads, laptops, video.
- Students participate in various events and competitions.
- Evidence of students using critical thinking, communication, collaboration and creativity to solve real world problems within their community and beyond.
- Students participate in Creative Arts and Sporting programs to improve skills and engagement.

**Staff**
- Teachers will produce and implement engaging, differentiated programs of learning.
- Teachers provide innovative learning experiences to promote deep knowledge, creativity and innovation.
- Additional SLSO support to improve experiential learning within the classroom.

#### IMPROVEMENT MEASURES

- Students are able to use technology to achieve a desired outcome.
- An increase in students participating in events.
- A decrease in classroom behaviour issues.
- Teachers will display a better understanding of 21st century learning pedagogy.
Evaluation Plan

- Tell Them From Me survey
- Improved student participation in extracurricular activities
- Walk throughs, lesson observations and surveys
- Presentation and showcase of 21st Century learning project to learning community
### Strategic direction 3: The learning community will be effective and informed successful leaders (Leadership)

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<td>To successfully develop the leadership capacity of all members in our learning community by recognizing strengths and providing relevant opportunities to inspire learning.</td>
<td><strong>Students</strong>&lt;br&gt;Will be provided with the opportunity to receive training in leadership roles and participate in planning and decision making throughout the school community.&lt;br&gt;&lt;br&gt;<strong>Staff</strong>&lt;br&gt;Teachers will be provided with opportunities to develop their leadership skills.&lt;br&gt;&lt;br&gt;<strong>Community</strong>&lt;br&gt;The Community Hub, P&amp;C and senior executive provide a sustainable leadership program encompassing all community learning partners.&lt;br&gt;&lt;br&gt;<strong>Leaders</strong>&lt;br&gt;Senior leaders within the school providing quality leadership examples and opportunities for aspiring leaders to evolve.</td>
<td><strong>Students</strong>&lt;br&gt;Student Parliament and prefect programs will continue throughout the school.&lt;br&gt;&lt;br&gt;<strong>Staff</strong>&lt;br&gt;Staff will be provided opportunities to develop their own leadership qualities through specific professional learning programs based on their individual Performance and Development Plans and/or the accreditation processes.&lt;br&gt;&lt;br&gt;<strong>Community</strong>&lt;br&gt;School community groups, through the use of the Community Hub and involvement of the P&amp;C, will participate in programs targeted at the development of parents as leaders within their community.&lt;br&gt;&lt;br&gt;<strong>Leaders</strong>&lt;br&gt;Senior school leaders will provide mentoring and support professional learning opportunities for all aspiring members of staff.</td>
<td><strong>Students</strong>&lt;br&gt;Effective school leadership by the student body.&lt;br&gt;&lt;br&gt;<strong>Staff</strong>&lt;br&gt;Staff will attend appropriate, targeted professional development in the area of leadership.&lt;br&gt;&lt;br&gt;<strong>Community</strong>&lt;br&gt;Staff will participate in the Performance Development Framework and/or the accreditation process.</td>
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**IMPROVEMENT MEASURE/S**

- Teachers considering and taking up leadership roles.
- An increase in the number of community members running information sessions and activities.
- The school and wider community working together to develop leadership qualities in all of its members.
- Staff successfully completing Performance Development Plans and/or the accreditation process.
Evaluation Plan

- Tell Them From Me survey
- Community attendance records
- Walk throughs, lesson observations and surveys
- Utilisation of Growth Coaching when working with staff in the creation of Performance Development Plans