

School plan 2015 – 2017

Gardeners Road Public School 7418





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 310 (2015).

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 70% of the population. In addition to mainstream classes there are four support classes educating 42 students with special needs. 4% of students identify as Aboriginal/Torres Strait Islander. A community language program operates for 2 days per week for students from a Greek or 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.

The school benefits from a strong learning alliance with Daceyville, Rainbow St and Banksmeadow Public schools. The learning alliance focuses on leadership initiatives based on the theories of positive psychology and a school commitment to positive education.

A focus on music initiated in 2014 has 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, afterschool 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 2015-2017 were future focused and informed by the process of Appreciative Inquiry (AI).

Als were run for the community in the form of three parent forums during 2014. 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 – Quality Teaching and Learning, Positive School Climate and Community Engagement.

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

A series of staff meetings to develop a draft plan, build knowledge of the Excellence Framework and develop ownership of the plan were held during Term I 2015. 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.



STRATEGIC DIRECTION 1

Quality Teaching and
Learning

Purpose:

To ensure our students become confident, successful learners with the skills and understanding to be productive citizens of the 21st century. Students will become literate and numerate, with the ability to be creative and critical thinkers.

STRATEGIC DIRECTION 2

Positive School
Climate

Purpose:

To provide an inclusive, safe, and engaging environment where members of the learning community work together to ensure high levels of student, staff and community well-being and a positive school culture for all.

STRATEGIC DIRECTION 3

Community
Engagement

Purpose:

To build stronger relationships as a diverse multicultural community and to enhance community partnerships that will lead to ethically, socially, environmentally and culturally aware students.

Strategic Direction 1: Quality Teaching and Learning

Purpose

To ensure our students become confident, successful learners with the skills and understanding to be productive citizens of the 21st century. Students will become literate and numerate, with the ability to be creative and critical thinkers.

Improvement Measures

Explicit processes and enhanced practices for collecting and reflecting upon student assessment data and reporting student progress (including all equity groups) will be in operation K-6.

Students meeting or exceeding internal school performance measures in reading and numeracy at Kindergarten, Year 2 and Year 6.

The school has embedded and explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback to drive and sustain ongoing, school-wide improvement in teaching practice and student outcomes

People

Teacher Librarian and ICT teacher to develop knowledge of best practice in providing a contemporary and quality ICT learning environment.

The school leadership team will develop understanding and practice of instructional leadership, promoting and modelling effective, evidence-based practice and coaching and mentoring.

Teachers will appreciate and value the importance of classroom observation and further develop skills to give and receive quality feedback.

Staff will collectively build on their understanding of formative assessment for teaching and learning and school improvement.

Teachers will further develop a deep understanding of what best practice looks like in the classroom.

Students will develop strategies for self-reflection, self-assessment and goal setting. They will practice and develop skills to communicate learning outcomes to parents.

Teachers will further develop capacity to differentiate curriculum delivery to meet the needs of individual students.

Through *Focus on Reading* training, Support Teacher's capacity to work consistently and collaboratively with class teachers in all curriculum areas.

Processes

Teaching for the 21st Century

- Updated learning spaces - Library upgrade and review
- Increased capacity of teachers to deliver future pedagogies.
- Continued investment in wireless, tablet technology and BYOD

Quality Teaching & Learning in the Classroom Project.

- Explicit systems for collegial classroom observation and lesson study.
- L&S, EAL/D and additional teachers will deliver a quality teaching & learning program in collaboration with class teachers.
- Increased attention to meeting the needs of high performing students.

Quality Assessment and Reporting

- PLAN used effectively K-6
- Review of student inclusive assessment and reporting processes to provide meaningful information to parents.
- Increased capacity of teachers to give quality feedback.

Evaluation:

- School performance targets
- Student work samples
- Analysis of student assessment and reporting procedures
- Teacher feedback

Products and Practices

Curriculum provision and teaching practices effectively develop the knowledge, understanding and skills of all students, using evidence-based teaching practices and innovative delivery mechanisms.

The school has embedded and explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback to drive and sustain ongoing, school-wide improvement in teaching practice and student outcomes.

Teachers clearly understand and utilise assessment for learning, assessment as learning and assessment of learning in determining teaching directions, school performance levels and effectiveness.

Explicit processes and enhanced practices for collecting and reflecting upon student assessment data and reporting student progress will be in operation K-6.

Students meeting or exceeding internal school performance measures in reading and numeracy at Kindergarten, Year 2 and Year 6.

Strategic Direction 2: Positive School Climate

Purpose

To provide an inclusive, safe, and engaging environment where members of the learning community work together to ensure high levels of student, staff and community well-being and a positive school culture for all.

Improvement Measures

Fitness and skills will improve each year (baseline data to be collected)

Measureable improvements to individual and collective well-being will occur. (baseline data to be collected in 2015)

Student and staff reflections and focus groups will demonstrate an understanding and application of individual strengths.

Positive, respectful relationships will be evident among students and staff, promoting student well-being and ensuring good conditions for student learning

People

Parent and community will develop knowledge about environmental and health initiatives in order to provide support and practical input.

Teachers will value the importance of physical and emotional health in creating an optimum and positive learning environment for all students.

DEC personnel and other professionals will provide input into the safety of the school grounds.

Students will further develop leadership skills and the ability to provide input to playground activities and organisation.

The whole staff will build capacity to implement positive education practices in their classrooms through professional learning and partnerships with learning alliance schools.

All staff and students will have an understanding of their strengths and be able to articulate what they are.

Processes

Healthy Living Project

- Composting, cooking, gardening, recycling and Fresh Food Friday in consultation with the canteen.
- Review of Sport and Fitness Program.

Safe and Happy School Grounds

- Review of parking, school entries and exits, student drop-off and pickup.
- Review of playground with a focus on innovative playground equipment, structured activities and seating for outdoor eating.
- Inclusion of student input in playground discussion and targeted student leadership opportunities.

Well-being and Emotional Health

- Renewed focus on Positive Behaviour for Learning
- Implementation of the PAVE Project.
- Implementation of Positive Education practices K-6.

Evaluation:

- Interview of student focus groups
- Understanding of and examples of personal strengths in reflective journals and feedback

Products and Practices

Students will be self-aware and have the knowledge to choose environmentally sustainable and healthy lifestyle choices.

All students in all classes will participate in quality and targeted fitness and sport programs.

The school grounds will be safe and provide an engaging and positive environment for all students.

Positive, respectful relationships will be evident among students and staff, promoting student well-being and ensuring good conditions for student learning

Measureable improvements to individual and collective well-being will occur. (baseline data to be collected)

All staff and students will have an understanding of their strengths and consistently apply this knowledge and insight to their learning and development.

Strategic Direction 3: Community Engagement

Purpose

To build stronger relationships as a diverse multicultural community and to enhance community partnerships that will lead to ethically, socially, environmentally and culturally aware students.

Improvement Measures

Improved systems for effective communication will be in place with at least 90% of families subscribing to and using electronic communication.

Improved parent and community participation in school life. (Baseline taken from number of invitations to Thank You Morning Tea – Term4)

Students are self-aware, build positive relationships and actively contribute to the school, the community and the society in which they live.

People

Parents/ community will appreciate and understand the importance of home-school partnerships in improving student outcomes and school improvement.

Parents will develop an awareness of the ways to receive from and give effective communication to the school and staff.

Teachers will appreciate and value the importance of engagement with parents and the broader community.

Students will develop an understanding of and practice skills of citizenship, altruism and social awareness beyond their own immediate needs.

Processes

Community

- A wide range of school-related activities including cultural and social events, regular community clean-ups and working bees.
- Language opportunities for students investigated before/after school.

Communication

- A register of parent skills
- Parent Suggestion Box
- Electronic communication to include SMS Messaging and a school app with a translation function.
- Regular information to parents about school based programs and curriculum.
- Review of website

Active Student Citizenship

- Students to have opportunities to take part in Community Service experiences (e.g. choir to nursing homes) and support appropriate charities.
- Opportunities to learn from community members in school and increased opportunity for hands-on experiences in the community.

Evaluation:

- **Parent & Student surveys**
- **Number of students and parents involved in activities**

Products and Practices

Improved parent and community participation in school life.

The community acts on opportunities provided to provide constructive feedback and communicate about school practices and procedures.

Improved systems for effective communication will be in place with at least 90% of families subscribing to and using electronic communication.

Students are self-aware, build positive relationships and actively contribute to the school, the community and the society in which they live.