School plan 2015 – 2017

Granville East Public School 5236

Successful self-regulating learners

Dynamic teacher-leaders who inspire

A leading school community
## School vision statement

Granville East Public School (GEPS) leads a dynamic and innovative community, characterised by powerful partnerships, quality learning, inclusivity and excellence.

GEPS inspires purposeful, holistic and future focused teaching and learning that engages students in their lives and their world.

GEPS empowers creative and critical thinkers who experience enjoyment and success at school and know that learning can be limitless.

## School context

Granville East Public School is a vibrant, diverse school of 400 students serving a cultural rich community in Sydney's western suburbs.

With 95% students having English as an additional language/dialect, we have over 24 different linguistic groups. 61% of students are from an Arabic speaking background.

The school has been supported by the Low SES School Communities National Partnership for the last 3 years and by the Equity Program in the past. Current priorities focus on improving literacy and numeracy outcomes for all students by deepening student self-regulation, thinking skills and risk taking learning behaviours.

An active Learning and Support Team coordinates and monitors support mechanisms to ensure all students access a rigorous curriculum and adjustments to learning are part of every teacher’s repertoire.

Granville East PS has 31 teaching staff (15 mainstream teachers and 16 specialists) and 8 School Administrative and Support Staff. Staff at Granville East Public School are dedicated professionals – almost half are in the early years of their career. A strong ethos of staff development, collegiality and sharing resources is supported by a range of small, professional learning teams.

The community is very supportive of school programs and directions. A small, but dedicated P&C Association supports the school and community participation rates are improving.

## School planning process

Granville East Public School has a tradition of collaboration and broad consultation. As a recipient of National Partnerships funding over the past 3 years, our consultations processes have been strengthened and deepened.

In 2011 the school developed a shared vision: At Granville East Public School our students:

- Are lifelong learners who embrace creativity, collaboration and see learning as relevant;
- Have respect for themselves and others by showing compassion, empathy and tolerance; and
- Become successful, confident individuals who can question, evaluate and reflect critically on themselves and the world.

This vision was reviewed in 2015, initially by asking all stakeholders the question: “What kind of school do we want to be known as?” and our current reality was mapped by asking staff, students and parents to describe our school in 3 words. These mechanisms enabled us to formulate strategic directions and improvement measures, based on direct feedback from our community.

This 2015 – 2017 planning process has involved students, staff, parents/carers and the broader community. Consultation has consisted of opinions gathered through: surveys (paper and online), face-to-face interviews and forums, workshops, leadership meetings and our Instructional Rounds lesson observations. Other methods used to gather data included: analysis of student achievement data and progress mapping; analysis of teaching/learning programs and other documentation (attendance and behaviour data); as well evidence from regular classroom observations.

This planning process has reinforced the need for regular systems of collecting and analysing data in order to map progress and make adjustments to whole school practices.
Purpose:
Self-regulation requires learners to be creative and critical problem solvers, who can confidently plan, implement, monitor and evaluate their own learning. This empowers them to meet challenges in an ever changing world.

Purpose:
All teachers are leaders – of students, staff and the broader community. As such they are responsive and reflective practitioners who are focused on improvement. They offer vast opportunities for students and embrace lifelong learning for themselves.

Purpose:
A leading school provides vibrant, vast, rigorous and authentic learning. We value and celebrate individual and collective success, and nurture positive and productive relationships in the community. We aim to cultivate an open and welcoming hub of excellence to inspire others.
### Strategic Direction 1: Enabling successful, self-regulating learners who thrive in all contexts

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

Self-regulation requires learners to be creative and critical problem solvers, who can confidently plan, implement, monitor and evaluate their own learning. This empowers them to meet challenges in an ever changing world.

#### Improvement Measures
- 30% increase of students using self-regulation processes to achieve expected outcomes
- 20% increase of student feedback reflecting ownership of challenging personalised learning goals

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

**Students:** Develop student capacity in managing their own learning goals and pathways.

Shift students’ mindsets towards growth and future-focused learning.

**Staff:** Engage staff in professional learning to immerse students in authentic, rich quality tasks and develop the capacity to monitor and accurately assess student self-regulation processes.

**Parents/Carers:** Create an informed parent body that recognise the demands of student self-regulation and are able to identify growth and development in their child.

**Community Partners:** Strengthen learning capacity of our local Instructional Rounds Network to observe and provide feedback on the self-regulatory abilities of our students.

**Leaders:** Engage leaders in professional learning that inspires others to inspire. Deepen their capacity to drive change in curriculum, pedagogy, outstanding assessment practices and facilitating student voice.

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

- Build a systematic framework for assessment of self-regulation
- Engage students in providing feedback on their learning and metacognition at regular points in their learning path
- Develop a strong culture of quality tasks that engage students in their lives, their world and their future

**Evaluation Plan**
Regular assessment points and in-school audits to gather data around:
- strategies students are achieving;
- student articulation of their learning goals and plan;
- outcomes achieving via syllabus standards and PLAN clusters; and
- tasks offered as powerful learning opportunities

#### Products and Practices
What is achieved and how do we measure?
- 30% increase of students using self-regulation processes to achieve expected outcomes
- 20% increase of student feedback reflecting ownership of challenging personalised learning goals

**Product:**
- 30% increase of tasks that enable self-regulating learners

**Product:**
- All students are achieving individual plans (Aboriginal students, students with disability and students with EAL/D)

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

**Practice:**
- All students set, monitor and reflect on powerful personal learning goals
- Students choose and successfully implement strategies to achieve rich learning tasks

**Practice:**
- Teachers collaboratively plan high quality learning tasks to enable self-regulation practice
Strategic Direction 2: 
Empowering dynamic teacher-leaders who inspire and exemplify limitless learning

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<td>All teachers are leaders – of students, staff and the broader community. As such they are responsive and reflective practitioners who are focused on improvement. They offer vast opportunities for students and embrace lifelong learning for themselves.</td>
<td>Students: Broaden students’ mindsets that learning is limitless, challenging, satisfying and “hard fun”. Engage students in thinking deeply and critically and reflecting on the task as well as their learning. Staff: Engage staff in a range of professional learning to suit their needs, career stages, interests and goals. Inspire hearts and spark minds to offer learning that is authentic, valued and co-created. Parents/Carers: Engage parents in learning with their child to understand quality tasks, teaching methods and the development of student voice and ownership. Community Partners: Establish and develop learning conversations with Social Ventures Australia to develop capacity of systems leadership around engaging learning. Leaders: Develop skills and capabilities around the Growth Coaching Model. Deepen skills to personalise learning for staff and support both individuals and teams.</td>
<td>- Strengthen a staff learning culture that provides challenge, opportunity, self-direction and collaboration around key themes of growth, innovation, risk-taking and supportive learning for all. - Develop a coaching culture whereby teacher-leaders set, implement, monitor and evaluate deep professional learning goals with the support of a coach - Develop rigorous evaluation systems to plan, implement and review the delivery of high-challenge, high-support learning.</td>
<td>- 30% increase of teacher-leaders offering vast learning opportunities to extend, challenge and excite and deepen student learning - 20% increase of teacher-leaders achieving challenging Professional Learning Goals</td>
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<td>- 30% increase of teacher-leaders offering vast learning opportunities to extend, challenge and excite and deepen student learning</td>
<td>Staff professional learning schedule includes self-selected strategies, differentiated learning, small-group collaboration and sharing, as well as a range of online platforms. Regular, scheduled coaching sessions to work on professional goals and actions to meet goals. Regular student, staff and parent feedback on opportunities and achievements from learning tasks.</td>
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<td>- 20% increase of teacher-leaders achieving challenging Professional Learning Goals</td>
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**What is achieved and how do we measure?**

- 30% increase of teacher-leaders offering vast learning opportunities to extend, challenge and excite and deepen student learning
- 20% increase of teacher-leaders achieving challenging Professional Learning Goals

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

**Practice:**
- All teacher-leaders meet regularly with their team leader to set and reflect on professional learning goals, using a strengths-based coaching framework

**Practice:**
- All staff are engaged in professional learning networks that are purposeful, intellectually rigorous, inclusive and focused on limitless improvement

**Practice:**
- Students engage in vast learning experiences which extend, challenge and excite
Strategic Direction 3:  
Shaping a leading school community

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<td>Students: Develop student capacity to articulate their learning achievements and progress in structured settings.</td>
<td>Create a whole school culture of innovation so that students, teachers, parents and broader community partners contribute to and enrich learning programs.</td>
<td>20% increase of school performance based on the School Excellence Framework</td>
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<td>Staff: Engage staff in professional learning that develops skills in conferencing and collaborating around student learning goals.</td>
<td>Build a robust and flexible system of school-to-home collaboration that is participatory, responsive, enlightening and energising.</td>
<td>40% increase of students, staff and parents collaborating through online platforms to improve learning outcomes and foster powerful home-school relationships</td>
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<td>Strengthen staff understanding of the needs of specific groups within our community, in order to better inform partnerships and practices.</td>
<td>Broaden and deepen our communities of practice to develop and work towards key success criteria for dynamic, leading schools.</td>
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<td>20% increase of school performance based on the School Excellence Framework</td>
<td>Parents/Carers: Enable the school community to collaborate in a shared vision to plan and build pride in public education.</td>
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<td>40% increase of students, staff and parents collaborating through online platforms to improve learning outcomes and foster powerful home-school relationships</td>
<td>Community Partners: Develop extended networks of collaboration and learning to challenge thinking and provide feedback on whole school progress.</td>
<td>Regular student, staff, parent and community partner feedback.</td>
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<td>Leaders: Enable leaders to engage in learning partnerships and collaborations to build sustainable leadership across schools and settings.</td>
<td>Analysis of online collaboration forums for frequency, type and depth of comments.</td>
<td>A robust and collaborative school evaluation process which maps achievement and evidence against the School Excellence Framework.</td>
<td>20% increase of parent/carer feedback affirming GEPS as an open and welcoming place of excellence</td>
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Evaluation Plan

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

Practice:

- Teachers initiate and lead ongoing collaboration with parents about student learning, classroom practice and whole school culture

Practice:

- Staff collaborate within and across networks to ensure all students are accessing outstanding learning and achieving excellence