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**GARRAN PRIMARY SCHOOL**

**SCHOOL PLAN 2015-2018**

** Garran Primary School: School Plan 2015-2018**

**South Weston Network**

**Endorsement by School Principal**

Name: Mr Murray Bruce

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| Signed |  | Date: |  |

**Endorsement by School Board Chair**

Name: Ms Sally Vardy

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| --- | --- | --- | --- |
| Signed |  | Date: |  |

**Endorsement by School Network Leader**

Name: Ms Judith Hamilton

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| Signed |  | Date: |  |

# School Context

Garran Primary School is an established school that has enjoyed strong support from parents and the school community. It has a record of successful student achievements and a staff that is dedicated to providing a rich and deep curriculum.

Garran Primary School staff, students, parents and community strive to create a harmonious environment fostering rich learning to empower students. In developing students’ skills, knowledge and understandings, the staff play a critical role in enabling students to love learning and to begin to become global citizens of the future. The school is committed to unwavering commitment to providing a differentiated, rigorous academic and social skills program, catering for diverse range of students. These underpin all aspects of the school’s strategic and operational vision.

After considering the validation report of 2013, school and system records, data, evaluations and numerous parent and staff submissions for 2013 and 2014, the School Plan 2015-2018 reflects the directions that have been agreed amongst stakeholders.

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# Strategic Priority 1: (*See 2015 Annual Operating Plan pages 2-7)*

# To monitor and analyse each student’s progress to ensure high expectations are linked to higher performance for all students, particularly in literacy and numeracy.

## Desired Outcome

* Staff, preschool to year 6, are confident in the use of a range of data collection models to measure student progress
* Staff are able to provide evidence of the progress and achievement of each child, including interventions wherever necessary
* In each case that a student’s progress is causing concern, including capable students who are underperforming, timely discussions have been held with parents /carers
* School staff use agreed intervention strategies, including consistent school-wide practices, to support student achievement
* Students understand the purpose of what they are learning, are actively involved in ways to reach high standards.

## Performance Measures

* Staff have selected from research agreed strategies to support and improve outcomes for identified students
* Staff use a range of data and other performance measures to inform teaching in literacy and numeracy
* Staff value collaborative and supervisory strategies used to inform and improve teaching and learning in literacy and numeracy
* Staff, from preschool to year 6, provide timely feedback to students about their work and ways they can do better
* Students are actively involved in their own learning and understand how to achieve beyond their current expectations about themselves
* Students in each class consistently achieve at or above expectations and school benchmarks derived from school data, and the goals of school-wide programs for literacy and numeracy
* Garran students consistently achieve expected growth or better in all aspects of ACT Education and Training targets for NAPLAN.

Key Improvement Strategies

* Implement whole school teaching, learning and assessment practices for literacy and numeracy, using research-based practices and in line with system improvement strategies as planned in 2015 for the life of the school plan
* Discuss with students as a class and as individuals the work that they are doing and the ways they can have high expectations, perform strongly and have strategies for self-improvement in relation to their achievements
* Provide opportunities for parents to be informed about and discuss the Garran’s practices and plans for student achievement in literacy and numeracy
* Extend rich opportunities for preschool staff to extend their practices in literacy and numeracy, strategies to support preschool learners and also to ensure that they are fully involved as members of the whole school’s early childhood team
* Monitor, critically evaluate and report on student performance twice a year, using as major professional guides agreement made by the whole staff and developed in teams.

**Links to Directorate Strategic Plan**

Quality Learning; High expectations; High performance; Connecting with families and the community.

**National Quality Standard Area covered by this priority**

QA 1: Education program and practice; QA 4: Staffing arrangements; QA 5: Relationships with children; QA 7: Leadership and service management.

## Strategic Priority 2: (*See 2015 Annual Operating Plan pages 8-18)*

## To ensure that staff are equipped to be a confident and skilled workforce that is mature in its operations, communicates well and manages change with professional grace and integrity through full involvement and engagement in developing capacity for setting and achieving high expectations for students and staff

## Desired Outcomes

* Staff from preschool to year 6 are fully engaged in high quality targeted, relevant professional learning in accordance with the Government’s professional learning expectations as described within the ACT Teacher Quality Institute Act 2010 and associated Regulations, Directions and procedures, which can be accessed on the ACT Teacher Quality Institute website
* Staff have been involved with and understand agreements made about the school’s directions and why consistent practices have been chosen to set high expectations for student achievements in academic and personal development
* Early childhood staff have accessed Education and Training Directorate and early childhood professional learning for the delivery of the Early Years Learning Framework
* Staff benefit from regular collaborative and supervisory feedback practices - both formal and informal
* Staff have completed professional learning programs to strengthen their skills in negotiation, conflict resolution, bullying prevention and other work health and safety issues
* Staff receive timely communication on all matters affecting their work at Garran Primary School and take responsibility to help with successful communication.

Performance Measures

* Each year staff have agreed about particular areas that will be the focus of their collective professional endeavours, including for early childhood staff specific early years professional learning
* Each staff member has identified areas of particular professional strengths and also, on a year by year basis, at least one area for ongoing improvement and development
* Across the school staff use consistent whole school practices to maximise student success
* Staff are provided with formal and informal constructive professional feedback at least once a term. Executive staff have exercised their formal supervisory responsibilities for using known and understood practices with the major purpose of professional guidance, recognition and support
* Annual professional conversations with staff confirm a high degree of consistency in relation to teaching practices
* The *Teacher Register of Expertise* provides evidence of the collective capacity of staff as learners and leaders
* Staff state that *I get constructive feedback about my practice*
* Staff have developed the capability and confidence to manage change and contribute to a positive working environment - the qualities of emotional intelligence are a valuable part of staff dealings
* Staff are clear about the mechanisms to raise concerns about workplace issues
* Successful communication is a feature of interpersonal and professional relationships at Garran Primary*.*

Key Improvement Strategies

* Embed the Australian Standards for Teachers into all aspects of pedagogy
* Teachers and other staff who work in classrooms participate in and/or extend their understanding and use of QTm
* Over the life of this plan, all executive staff to complete a formal program in peer mentoring and coaching
* On the basis of consultation and observation, executive identify and support the continuous learning of individual staff members, including regular relief teachers, through coaching and including ways to recognise and develop potential leadership skills
* Identify from the *Teacher Register of Expertise* those who have skills or the potential to present workshops within the school, network and beyond
* Ensure staff have an understanding of the education and structural requirements of the school, including the preschool policies and procedures in line with NQS and also the learning support unit
* Develop the capacity of staff, preschool to year 6, to use information and communication technologies to enhance their capabilities and to enhance student learning
* Develop and extend staff knowledge about and confidence in dealing with workplace issues that may arise through planned workshops including bullying prevention training, understanding the processes for dealing with workplace conflict and the development of the capacity and confidence of staff to deal with matters that affect them individually or collectively.

**Links to Directorate Strategic Plan**

Quality learning, Inspirational teaching and leadership, High expectations, High performance

**National Quality Standard Area covered by this priority**

QA 1: Educational program and practice; QA 4: Staffing arrangements; QA 7: Leadership and service management

# Strategic Priority 3: (*See 2015 Annual Operating Plan pages 19-25)*

# To implement a program with a clear focus on student health, wellbeing and support

## Desired Outcome

* Staff, preschool to year 6, have evaluated the effectiveness of all programs and activities offered to students to promote student health and wellbeing and are involved in decisions about future programs
* Students are able to identify and set a goal/goals they would like to achieve at school, in any area
* Students have identified their most valuable personal strengths and are able to say how they can use and develop these
* Students have identified areas they would like to improve and are able to describe how they will do this to make their lives better
* Students are knowledgeable about what they must do to be as healthy as possible and can describe things they can do to help themselves to be healthy.

## Performance Measures

* A health and fitness program for students, preschool to year 6, has been successfully introduced
* One or two programs have been agreed and implemented with a view to developing and enhancing students’ understanding about ways they can cope with and manage problems and unforseen negative experiences
* Regular use of circle time to assist students to discuss and resolve problems encountered at school or in other parts of their life
* Staff are supported to improve their mental health and physical fitness.

Key Improvement Strategies

* Develop a program to help students understand what they need to do to be healthy children growing to be healthy adults
* Agree upon and implement a sequential program to build student confidence, resilience, capacity to work with others and to seek help and advice when needed
* Provide a rich range of activities and opportunities to promote student fitness, games skills and involvement in a range of team sports
* Develop a program to involve families and other carers in school-based or community health and fitness challenges, such as those offered by the wider ACT community
* Investigate a program to provide parents with information and strategies to support their students at home, including problem solving and conflict resolution
* Ensure Case Management teams also focus on physical, social and emotional development of students.

Links to Directorate Strategic Plan

Quality Learning; Inspirational teaching and leadership; High expectations; High performance; Connecting with families and the community.

**National Quality Standard area covered by this priority**

QA 1: Educational program and practice; QA 4: Staffing arrangements; QA 5: Relationships with children; QA 7: Leadership and service management

# Strategic Priority 4: (*See 2015 Annual Operating Plan pages 26-33)*

## To develop and support collaborative community partnerships, with a clear focus on clarity of roles and effective two-way communication

## Desired Outcomes

* Parents, carers and the wider educational community are involved in a wide range of activities designed to enrich the school as an exciting and aesthetically pleasing environment for teaching and learning
* The Garran Primary School community has initiated at least three significant projects to enhance the teaching and learning and/or environment for preschool to year 6
* Parents and carers feel meaningfully informed about and involved in the wider purposes of the school, including academic, social, health and the aesthetic environment
* The P&C and the School Board, and the parent/carer community understand their different responsibilities in relation to the school, its management and decision making processes.

## Performance Measures

* A range of school and system evaluations consistently demonstrate strong or very strong community support for the whole school by parents, staff and where sensible, students
* Parents, carers and staff have worked together to prioritise and implement a number of successful initiatives to enhance teaching and learning and the school environment, preschool to year 6
* The school’s commitment to its preschool to year 6 Indonesian program has been enhanced through the school community’s links with the Indonesian community in the ACT, through an agreed set of initiatives with school/s and students in Indonesia and through clear goals and expectations for spoken language outcomes by the end of year 6
* Parents report that they are satisfied or very satisfied with the two-way communication between school and home
* Staff can describe the benefits that have accrued from close collaboration with the community
* Parents/ carers exhibit an understanding of and sensitivity to the different responsibilities of staff, the school board, the P&C and the community in general .

Key Improvement Strategies

* Conduct regular forums for parents to hear about and discuss a wide range of initiatives being undertaken to advance the learning and developmental needs and interests of their children, and including two-way communication between school and home
* Provide strong support for a community discussion to develop strategies to give the school’s Indonesian program a higher profile and a successful spoken language outcome for students completing year 6
* With the involvement of parents and carers, foster in Garran students a sense of global citizenship through the school’s Indonesian program, through the multicultural community represented by the school, the wider ACT community
* Plan and work with parents, to beautify and enrich the school environment
* Embed the Garran LinC program (Learning in Community - Learn, Inspire, Nurture, Collaborate)
* Continue to promote the use of the Garran Primary School App as a useful tool for informing parents and carers.

Links to Directorate Strategic Plan

Quality learning; Inspirational teaching and leadership; High expectations; High performance; Connecting with families and the community.

National Quality Standard Area covered by this priority

QA 1: Educational program and practice; QA 3: Physical environment; QA 5: Relationships with children; QA 6: Collaborative partnerships with family and communities;

QA 7: Leadership and service management

# Strategic Priority 5: (*See 2015 Annual Operating Plan pages 34-38)*

# To review all major curriculum programs, specialist programs and enrichment activities as part of a regular cycle of quality planning and decision-making about future directions

## Desired Outcomes

* Between 2015 and 2018 all major programs and enrichment programs/ activities, pre to 6, have been reviewed in accordance with a planned review program
* Each year staff have had the opportunity to consider the effectiveness of enrichment programs/ activities when decisions are made about current and new programs to be offered in the future
* Parents are consulted about programs and enrichment activities on which they place particular value.

## Performance Measures

* A range of school evaluations are conducted annually about identified essential and optional programs offered at Garran Primary, involving - parents and carers, staff and students
* Parents, carers and staff understand why particular programs and enrichment activities have been chosen for students at Garran Primary School
* Staff have worked together to prioritise and implement a number of successful initiatives to enhance teaching and learning and the school environment
* Staff are regularly involved in decisions that affect their professional effectiveness and about the effectiveness of communications affecting their work
* Parents and carers express a high degree of satisfaction with their children’s educational programs and enrichment activities.

Key Improvement Strategies

* Develop a cyclical program for the review of curriculum and enrichment activities to ascertain their effectiveness and their value to the students
* Devise different ways for parents and carers to be informed and express a view about programs being offered at the school
* Provide regular forums for parents and carers to hear about and discuss important programs and initiatives being undertaken to advance the learning and developmental needs and the interests of their children
* List and review communication strategies used within Garran Primary School and to its families.

**Links to Directorate Strategic Plan**

Quality learning; Inspirational teaching and leadership; High expectations; High performance; Connecting with families and the community.

**National Quality Standard Area covered by this priority**

QA 1: Educational program and practice; QA 5: Relationships with children; QA 6: Collaborative partnerships with family and communities; QA 7: Leadership and service management