

School Profile

Vision

Garran Primary school is synonymous with excellence in education. This is achieved by an innovative and connected community of learners, who work collaboratively to support, challenge and inspire each child to achieve their personal potential.

Beliefs

We believe building strong relationships with students and across the school community, having high expectations for student learning and demonstrating excellent classroom practice is integral in delivering the best outcomes for students. We aim to capture today’s digital, instantly connected globalised world which offers access to learning and a richness of opportunity never seen before. Garran Primary is future focused and creates partnerships locally and beyond and in doing so ignites staff and student’s interests and skills important for 21st Century learning.

Context and Future Planning

Garran Primary is known both for its outstanding academic results and building confident, resilient and happy children, ready for their future in high school and beyond. Over 50 years of tradition Garran Primary has empowered and motivated students to actively engage in their learning. The Garran School community has high expectations of its local school. The parents are well-educated with over ninety percent holding formal university qualifications at degree and post degree levels and are critically interested in their children’s progress and attend information and parent teacher meetings and other activities directly involving their children. Many parents recognise that they are time poor and therefore find it hard to volunteer to be part of special activities designed by staff and P & C, however, parents are generous towards the school and are very proud of the work done by staff, and also of its reputation.

The school has strong multicultural influences with over 30 percent of families regularly speaking a language other than English at home, and this contributes to the diversity of views, backgrounds and values held by families across the school. The school supports all students by catering for their educational needs by developing and implementing effective educational plans that consider learning differences, specific needs or disabilities. The school has a high level of student mobility, as exemplified by the statistics gathered as part of NAPLAN evaluations. To accommodate for this the school engages in a process of reflection and continuous evaluation to forward map and respond to the evolving needs of students.

This Strategic Plan builds on the achievements of the past, and refines and builds on the success of previous years. We aim to optimise the financial sustainability of the school at a time of increasing school autonomy, to ensure the ongoing financial administration of the school continues to be conducted in a prudent and responsible manner. In order to support student improvement and growth, the School Board together with the school leadership team organises the financial and human resources required to deliver education programmes that are a response to identified priorities. Increasing the number of partnerships with local community and professional associations that are mutually beneficial continues to be an area of focus. Planning for the continued enhancement of the school grounds and facilities will be achieved through gradual implementation of the School Grounds Masterplan.

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| Priority 1 | **CURRICULUM AND PEDAGOGY**  **Encapsulated in this priority : Literacy, Numeracy, Assessment, Community, Integrated Curriculum, Data and Research, Professional Learning and Development** |
| Targets  2021 | * Student growth as measured by NAPLAN between year 3 and year 5 will be consistent with or better than ‘like’ similar schools in reading, writing and numeracy * In NAPLAN to be achieving in the top 50% of like schools in reading, writing and numeracy * High continued success in percentage of students K - 2 meeting and exceeding PM reading benchmarks ( 2017 percentage of students meeting or exceeding benchmarks K- 97%, Y1- 96%, Y2- 95%) * A preschool ACECQA (Australian Children’s Education & Care Quality Authority) rating of ‘excellent’ in QA1 (Educational program and practice) and QA4 (staffing) |
| Outcomes to be achieved | * Student growth and achievement as measured by NAPLAN will be consistent with ‘like’ [[1]](#footnote-1) similar schools * Maintaining high standards for early reading success and achievement * Teaching practices and expectations are well defined and consistency is evident across the school |
| Links | National School Improvement Tool (NSIT) – Domain focus: 5 - systematic curriculum delivery and domain 8 - effective pedagogical practices  Education Directorate Priorities: quality learning, inspirational teaching and leadership  National Quality Standard – Quality Area focus: Quality area 1 – educational program and practice |

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| **NUMERACY** | | | | |
| **Key Improvement Strategy** | **Key Actions** | **Timeframes** | **Responsibility** | **Key Performance Indicators** |
| Explicit and responsive school plans for all Key Learning Areas | Specific time set aside in staff meetings for teachers to meet in FIT teams and work towards whole school goals. | Semester 1 and 2 2019 | Future Innovative Team (FIT) Numeracy  DP | Maintaining a high response in the system satisfaction survey question ‘parents get information from this school on how to support their children to improve their learning’ (2017 figures 86% agree)  Self-assessment utilising the National School Improvement Tool (NSIT) with a focus on domain 5 - Systematic Curriculum Delivery and domain 8 - Effective Pedagogical Practices |
| Devise achievement standard sentences for numeracy and align new reports with these and whole school assessment practices. | Term 1 |
| Provide appropriate numeracy professional learning for all Garran staff according to their capabilities. | Semester 1 and 2 2019 |
| Create parent workshops each semester so that parents build their understanding of what is taught in Mathematics at school and so that they have strategies to support their child’s learning. | Term 2 |
| Evaluate numeracy How it Works document at the end of each semester by asking for staff feedback so that the document can be further refined. | End of each semester |
| Build consistency of practice and also minutes spent teaching Mathematics across the school in particular focussing on activities in class groups outside of maths groups. Use of Scope and Sequence as a tool to achieve this. | Semester 1 and 2 |  |
| Provide information to parents about maths programs, and the acquisition of Mathematics in the school newsletter and through other communication channels such as the P & C. | Semester 1 |

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| LITERACY | | | | |
| Key Improvement Strategy | Key Actions | Timeframes | Responsibility | Key Performance Indicators |
| Explicit and responsive school plans for all Key Learning Areas | Specific time set aside in staff meeting for teachers to meet in FIT teams and work towards whole school goals. | Semester one and two 2019 | Future Innovative Team (FIT) Literacy  DP | Teacher capacity building and checking mechanisms including Professional Pathways documentation indicate increased knowledge of a balanced literacy program and also demonstrate a reduction in variance in teaching and documentation across the school.  Periodic audit by an external educational leader or consultant to provide ongoing feedback of progress and reduced variation in teachers’ influence on student learning.  Self-assessment utilising the National School Improvement Tool (NSIT) with a focus on domain 5 - Systematic Curriculum Delivery and domain 8 - Effective Pedagogical Practices . |
| Revisit Literacy Philosophy statement. | Term 1 |
| Outline the guiding principles of writing. | Term 1 |
| Introduce the Writing Book and unpack strategies . | Term 1 and 2 |
| All staff to collect a writing sample from every child as a starting point for evaluation of student progress as strategies from the Writing Book are implemented. | Term 1 |
| Literacy Committee collaboratively research and investigates how much progress children are expected to make, on average, in a year utilising the Criterion Reference Tool. | Term 1 and 2 |
| Train new teachers in the use of the Criterion Reference Tool and analyse the writing samples from their class. | Term 1 |
| Team leaders invited by teachers to watch the delivery of an implemented strategy. | Term 1 and 2 |
| Explain and explore the development of a writing tool kit for classrooms across the school. | Term 2 |

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| **ASSESSMENT** | | | | |
| **Key Improvement Strategy** | **Key Actions** | **Timeframes** | **Responsibility** | **Key Performance Indicators** |
| 2.2 Quality assessment with accurate judgments against Australian Curriculum Standards | Reflect on current moderation processes currently in place and become familiar with general principals. Complete school moderation processes documentation to build consistency in this area to utilise with Literacy and Numeracy planning | Term two and three | DP  Executive  Principal | Self-assessment utilising the NSIT domain 4 - Expert teaching team and domain 7 -differentiated teaching and Learning |
| Explore what other ‘like’/ similar schools use for tracking student and school progress and tracking performance | Ongoing |

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| **COMMUNITY PARTNERSHIPS** | | | | |
| **Key Improvement Strategy** | **Key Actions** | **Timeframes** | **Responsibility** | **Key Performance Indicators** |
| 2.3 Promoting collaborative and creative partnerships by engaging actively with our local environment, local business and broader community | Prioritise maintenance items across the school with staff | Ongoing | FIT Community  FIT Specialist Teaching Team | Progress and success indicated by an increase in parent responses (80% agree in 2017) ‘the school is well maintained’ in system satisfaction survey.  Self-assessment utilising NSIT tool domain 9 - school community partnerships.  Reflecting on the Garran Community Suggestions 2016 and 2017 to ascertain future goals and evaluate progress. |
| Purchasing more bilingual books and promote to families | Term two |
| Work collaboratively with P & C to organise the School Colour Run | Term three |
| Engage P & C and school families in the implementation of projects inline with the directions of the school Master Plan. |  |
| Harmony Day, Mothers’ Day , Father’s Day, Grandparents Day and School Events. | Term two and Term three |
| Specialist programs are innovative and broaden partnerships with business, organisations and the broader community that enhance learning and opportunities for staff and student growth. | Ongoing |

**ROFE**

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| **PROFESSIONAL LEARNING AND DEVELOPMENT** | | | | |
| **Key Improvement Strategy** | **Key Actions** | **Timeframes** | **Responsibility** | **Key Performance Indicators** |
| 2.6 Refining the design and implementation of a Garran professional learning model | Expand professional learning model (PD and PL) Documenting Values and practices –) ‘How It Works’ document utilising Australian Institute for Teaching and School Learning (AITSL) best practice ‘Designing Professional learning – Learning Forward. School model includes differentiated approach to professional learning, a school focus curriculum area, coaching, mentoring, feedback and compliance components. | Ongoing | DP  Leadership Team | Seek feedback annually to identify goals, from the School Survey questions; ‘Staff get quality feedback on their performance’ and ‘ I get useful feedback about my work’ to collect data to give insights into staff achievement and satisfaction in this area. (2017 results 78% of staff agree or strongly agree that ‘I get useful feedback about my work’ and 61% of staff agree or strongly agree ‘Staff get quality feedback on their performance’).  Higher annual evaluation and self-assessment NSIT tool domain 5 - an expert teaching team |
| Future Innovative Thinking (FIT) teams collaboratively leading school improvement and learning utilising a distributed leadership model | Semester 1/Semester 2 |
| Teaching Teams provided with time to meet each week where mentoring and support for development of individuals and the group takes place whilst analysing data and discussing student needs and growth. | Semester 1/Semester 2 |
| Passion Projects – Action Research to support school goals and student needs, individualizing staff goals with professional choice of who to work with and what to focus on for 2019. | Semester 1/Semester 2 |
| Register of Expertise - Strengthening and differentiating professional learning. | Ongoing |
| School Executive lead Annual Professional Discussions and coaching sessions as negotiated with staff - documenting these discussions and aligning with ACT Education Directorate policy as appropriate. | Term one and three |
|  | Collaboratively devise how to provide effective feedback to enhance performance being explicit about how this will look and when it will take place, and who teachers and staff will receive feedback from. | Term 1- in teams |  |  |

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| Priority 2. | **STUDENT WELL BEING** |
| Targets 2021 | * Increased student response by a minimum of 5% ‘Teachers treat students fairly at this school’ in the School Satisfaction Survey (2017 results 67% of Garran students and 71% of P-6 Like schools agree or strongly agree) * Increased student response by a minimum of 5% ‘Student behaviour is well managed at this school’ in the School Satisfaction Survey (2017 results 63% of Garran students and 89 % of P -6 Like school students strongly agree or agree) * Maintained the high level of parent satisfaction response to ‘Student behaviour is well managed at this school’ in the School Satisfaction Survey (2017 results 89% of Garran Parents, and 80% of P-6 Like school parents agree or strongly agree) * 100% of staff utilising school selected data from behaviour and assessment tools related to student emotional and social growth to enhance student engagement |
| Outcomes to be achieved | * Increased knowledge by families of school procedures and programs * Clear articulation for staff and students of how their behaviours connect to the school ethos and expectations * A culture of consistency in student support that clearly engenders positivity in classrooms and the school environment * High level student engagement |
| Links | * National School Improvement Tool – Domain focus: Domain 3 – A culture that promotes learning * National Quality Standards – Quality Area Focus : Quality Area 5 – Relationships with children * Education Directorate Priorities: Quality learning and connecting with families and the community. |

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| **EMOTIONAL AND SOCIAL WELLBEING** | | | | |
| **Key Improvement Strategy** | **Key Actions** | **Timeframes** | **Responsibility** | **Key Performance Indicators** |
| Communicating a holistic proactive approach to maximise student engagement and wellbeing in a safe and stimulating setting. | Design a K-6 scope and sequence of learning to create a growth mindset in students. | Term two-Term four | Future Innovative Team (FIT)[[2]](#footnote-2) Student Wellbeing Team  Leadership Team | Increased levels of student emotional and social wellbeing as evidenced by collected data including playground slips, teacher and executive notes, sessions in time out of classrooms and SAS system recorded information.  Periodic self-audit utilising NSIT (National School Improvement Tool) domain 3 - A culture that promotes learning.  Teacher capacity building and checking mechanisms indicate a reduction in variance of implementing student behaviour procedures  Self-assessment utilising ACER (Australian Council Educational Research) Emotional Survey data to identify specific targets and an ongoing cycle of reflection and evaluation.  Utilising School Satisfaction Surveys for annual feedback to ascertain and act on responses to ‘Teachers treat students fairly’ and ‘Student behaviour is well managed’. |
| Revisit with staff and families school rules and consequences eg minor and major to be more concise in communication with students and families. Communicate these through the newsletter and P & C. Make rules visible in classrooms and around the school. Collaboratively teams have high expectations for children following the school rules. | Term one |
| Implement professional learning for staff including restorative justice practices, to build consistency in teacher practice and vocabulary, and examine best practice in other schools in supporting students in becoming self-aware and self-managing with their behaviours and learning. | Ongoing |
| Devise school wellbeing survey based on the ACER (Australian Council Educational Research) Student Wellbeing Survey as a data collection tool, and contact other schools who collect student wellbeing data to and analyse student wellbeing data to drive school strategy. | Term one |
|  | Ongoing |

Endorsements

*School Principal endorsement*

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*Board Chair endorsement*

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*Director School Improvement endorsement*

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1. ‘Like’ schools refers to schools of a similar ICSEA. ICSEA is a scale which allows for fair and reasonable comparisons among schools with similar students. It stands for Index of Community Socio-Educational Advantage. It has nothing to do with the staff, school facilities or teaching programs at the school. [↑](#footnote-ref-1)
2. Future Innovative Team (FIT) is a teacher led school improvement team that focuses on achieving particular goals from the school plan [↑](#footnote-ref-2)