GIRALANG PRIMARY SCHOOL

Network: Belconnen

Strategic Plan 2018-2022

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School Profile

Vision

To become a connected learning community that treasures the past while preparing students to inquire for their future.

Within five years' time, students at Giralang Primary school will be enjoying leading their own learning alongside expert teachers who've extensive curriculum content knowledge. The multipurpose physical learning environments will be flexible and responsive to student needs. The school will be suitably resourced to allow students to be agile in response to advancing technologies. Students and teachers will be using these technologies to support and enrich their learning across the curriculum.

Students will be inquiring with real life purpose and connection. The school will facilitate relationships with subject specialists to deepen this inquiry, and provide opportunities for exploring personal interests and passions.

Students will have the capabilities and strategies to participate in learning collaboratively with others. Students and teachers will be communicating effectively both face to face and with ICT. Students will demonstrate their social abilities to interact positively, recognising and respecting other opinions. Students will feel safe and free to express their thoughts and ideas at school.

When you walk into our 21st century school, learning will be visible. You will see the impact each student has had on their learning environment. The expert teaching team will have created safe, risk taking environments that promote a growth mindset. Students will happily move beyond their comfort zones to try different things within their learning, they will not be afraid to fail. Learning will be rigorous and paired with mindfulness as a daily practice in all classes, P-6.

Diverse methods of parent and carer engagement will be evident and hallmarked by effective communication strategies from school to home. Parents and carers will be authentic partners in their child's education. Giralang Primary School will be a strong, connected multicultural community focused on working together to create successful and resilient learners who are creative thinkers, inquisitive researchers, excellent communicators, willing/interested collaborators, capable self-managers and socially responsible citizens.

Mission

Giralang Primary School encourages students from Preschool to Year 6 to be creative and confident learners within a safe learning environment. Students, teachers and staff are friendly and fun and use the three school values of caring, cooperation and courtesy. Teachers are innovative in their teaching approaches and design of flexible learning spaces as well as their use of advancing technologies.

Values

Caring, Cooperation and Courtesy.

Beliefs

We believe:

- All students can learn
- Every student is entitled to one year's growth for one year's teaching
- Learning should be visible
- Students and teachers should receive quality feedback
- Our teaching practices should be research informed, evidence based and anchored to neuroscience in education perspectives
- Our identity continues to be connected with the school's architecture, cultural identities and traditions
- Strong community partnerships will enrich student outcomes
- Building our Cultural Integrity benefits the whole school community

Priority One: Improve student outcomes in reading, spelling, grammar and punctuation.

Reading

Student outcomes to be achieved through this priority include:

▪ Improving student reading outcomes K-2

Targets

By the end of 2022 we will achieve:
Aspirationally: 95% of students are at or above reading benchmark at the end of the year

The school will be substantially above 0.5 (My School)

Realistically: 85% of students will achieve at or above reading benchmark at the end of the year

The school will be above 0.2 (My School)

Benchmark: Stay within 0.2 (My School)

National School Improvement Tool – Domain focus: *Domain Seven: Differentiated Teaching and Learning*
National Quality Standard – Quality Area focus: *Quality Area One - Educational Program and Practice*
Education Directorate Priorities: [INSERT RELEVANT PRIORITIES]

Spelling

Student outcomes to be achieved through this priority include:

● Improve spelling outcomes for students in year 3-6

Targets

By the end of 2022 we will achieve:

Aspirationally: By the end of Year 2, 100% of students will achieve an average or above average stanine in PAT Spelling.
100% of students in Year 5 will achieve greater than or equal to expected growth in NAPLAN spelling.

Realistically: By the end of Year 2, 90% of students will achieve an average or above stanine in PAT Spelling
90% of students in Year 5 will achieve greater than or equal to expected growth in NAPLAN Spelling

National School Improvement Tool – Domain focus: Domain 8: Effective pedagogical practices.

Grammar and Punctuation

Student outcomes to be achieved through this priority include:

- Improving Grammar and Punctuation outcomes for students in years 3-6

Targets

By the end of 2022 we will achieve:

Aspirationally:	100% of students in year 5 will achieve greater than or equal to expected growth in NAPLAN Grammar and Punctuation
Realistically:	90% of students in year 5 will achieve greater than or equal to expected growth in NAPLAN Grammar and Punctuation
Aspirationally:	By March of Year 3, 100% of students will achieve an average or above average stanine in PAT Grammar and Punctuation.
Realistically:	By March of Year 3, 90% of students will achieve an average or above stanine in PAT Grammar and Punctuation.

National School Improvement Tool – Domain focus: Domain 8: Effective Pedagogical Practices.
National Quality Standard – Quality Area focus: Quality Area 1 - Educational Program and Practice

Key Improvement Strategies	Timeline(s)	Responsibility	Targeted Resources	Key Performance Indicators
1.1. The school will broaden school-home communication strategies to provide additional resources and information for parents to support students further learning in English.	2020-2022	SLC P-2 All classroom teachers	Online technologies External subject experts Information kits and resources for parents	Parent resources have been shared both electronically and in hard copy Parent satisfaction surveys indicate high levels of agreement that the resources have been useful
1.2. Teachers will promote open learning activities to support English acquisition in a range of student abilities.	2019-2022	Deputy Principal Classroom teachers Early	Quality literature Evidence based programs	Student growth as evidenced in PAT Assessments PM Benchmarking

				intervention teachers EAL/D teacher	Collaboration time	
1.3	Professional growth through coaching and mentoring will facilitate excellence in practice, collaboration across year levels and consistent curriculum delivery in English.	2019-2022	School Leadership Team Classroom teachers	Coaching and mentoring time Collaboration time Professional learning resources linked to evidenced based programs	Professional Development Plans Coaching documentation and records Collaboration log Use of the agreed school based curriculum documentation
1.4	Develop a whole school curriculum delivery plan for English and facilitate the use of the agreed practices for teaching reading and spelling.	2018-2022	School Leadership Team School Leader C P-2	Curriculum delivery plan development time Staff meeting time Time to develop the agreed practice	Curriculum delivery plan completed Print Rich Environment checklist Agreed Practice completed Teacher program reflect the agreed practices
1.5	Teachers will use rich assessment tasks, data and collaboration with their expert teaching team to inform teaching at point of need.	2019-2022	School Leaders C Classroom teachers Targeted teacher committees	Assessment tools Staff meeting time	Rich assessment tasks will be completed and in use Student growth data Use of classroom assessment tasks to inform planning and measure student growth Use of moderated student assessment tasks
1.6	The school leadership team will communicate a clear improvement agenda for English and the kinds of teaching that is used consistently across the	2018-2022	Deputy Principal	Professional learning materials External subject experts	Learning walks observation Teacher programs will reflect the agreed teaching practice

				Staff meeting time	
1.7	The school will look for authentic partnerships in the community which will support reading.	2020-2022	School Principal	Time for networking and communication	Authentic community partnerships have been established Student learning outcomes have seen tangible improvement linked to the community partnership
1.8	To develop a professional learning plan for this priority and provide opportunities for staff to engage in individualised opportunities for professional growth.	2018-2022	School Principal	Funds to support individualised professional learning opportunities Time to develop the professional learning plan	Professional Growth Tool Teacher satisfaction survey Professional learning plan developed Professional learning feedback from teachers

Priority Two: Improve student outcomes in mathematics

Student outcomes to be achieved through this priority include:

▪ Achieving at least a year's growth for a year's worth of learning for all students in mathematics

Targets

By the end of 2022 we will achieve:

Aspirationally: Giralang Primary School will be above similar school in mathematics

100% of students will make expected growth in mathematics in NAPLAN

Realistically: Giralang Primary School will be on par with similar schools in mathematics

80% of students will make expected growth in mathematics in NAPLAN

Aspirationally *40% of students will be in the above to very high stanine*

50% of students will be in the average stanine

10% of students will be very low to below average stanine

Realistically *30% of students will in the above to very high stanine*

50% of students will be in the average stanine

20% of students will be in the very low to below average stanine

National School Improvement Tool – Domain focus: Domain Seven: Differentiated Teaching and Learning
National Quality Standard – Quality Area focus: *Quality Area 1 - Educational Program and Practice*

Key Improvement Strategies	Timeline(s)	Responsibility	Targeted Resources	Key Performance Indicators
1.1. Broaden the school-home communication strategy to provide information about where students are at with their learning in Mathematics and what parents might do to support their children's further learning	2020-2022	School Leader C Years 3-6 Classroom teachers Parent volunteers	Online technologies External subject experts Information kits and resources for parents	Feedback from parents via surveys Variety of school-home communication strategies Parental participation in information sessions and daily programs
1.2. Use the open learning design to assist all students to be	2020-2022	Classroom teachers	Paul Swan resources	Student growth as evidenced in PAT

| | | | SENA & MYMC resources

Professional reading about flexible learning environments

Collaboration time

PANLs | Assessments

SENA & MYMC

Learning Walk observation and feedback

Teacher-student conferencing

Learning spaces are observably flexible and responsive to student needs in mathematics |
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| appropriately engaged, challenged and extended in Mathematics. | | | | |
| 1.3 Foster continuous professional improvement that includes classroom-based learning, mentoring and coaching. | 2019-2022 | School leadership team

Classroom teachers | Coaching and mentoring time

Collaboration time

Professional learning resources linked to evidenced based programs | Professional Development Plans

Coaching documentation and records

Collaboration log

Use of the agreed school based curriculum documentation |
| 1.4 Develop a coherent, sequenced plan for Mathematics curriculum delivery to ensure consistent teaching and learning expectations and clear reference for monitoring learning across the year levels. | 2018-2022 | School Leader C Years 3-6

Targeted teacher committee | Curriculum delivery plan development time

Staff meeting time

Time to develop the agreed practice | Curriculum delivery plan completed

Learning walks observations

Student progress data via monitoring lists

Teacher program reflect the agreed practices |
| 1.5 Understand where students are at in their learning process, including current skills and knowledge and how they progress at different rates, to determine starting points for teaching Mathematics. | 2018-2022 | Classroom teachers | Assessment tools

Staff meeting time

Number | Rich assessment tasks will be completed and in use

Student growth data

Use of classroom assessment tasks to |

				trajectories External subject experts	inform planning and measure student growth Use of moderated student assessment tasks SENA & MYMC assessments
1.6	An explicit agreed statement on the kinds of teaching that are to be used across the school in Mathematics to support professional feedback and learning	2019-2022	Targeted teacher committee	Time for professional feedback Staff meeting time Time to develop the pedagogical delivery statement Time for teachers to visit other teachers or schools to observe leading practice	Learning walks observation Teacher pedagogy will reflect the agreed teaching practice Consistent lesson structure evident in every classroom K-6
1.7	Actively seek ways to enhance student learning and wellbeing by partnering with community organisations involved in Mathematics.	2021-2022	School Leader C Years 3-6 School Principal	Time and funds to engage with external providers linked to Mathematics	Authentic community partnerships have been established Student learning outcomes have seen tangible improvement linked to the community partnership
1.8	The development of a professional learning plan that will support the growth of all staff.	2018- 2022	School Principal	Funds to support individualised professional learning opportunities Time to develop the professional	Professional Growth Tool Teacher satisfaction survey Professional learning plan developed Professional learning

			learning plan	feedback from teachers

Priority Three: Improve student relationships and community connectedness

Student outcomes to be achieved through this priority include:

▪   Develop respectful relationships
▪   Negotiate and resolve conflict
▪   Demonstrate resilience
▪   Risk taking, student engagement and mindfulness

Targets

By the end of 2022 we will achieve:

By Year 6 all students will be in "usually" for resilience in the school's student progress report to parents

▪   Aspirationally: 100% of students in Year 6 will be in "always"
▪   Realistically: 85% of students will be in "always"

National School Improvement Tool – Domain focus: Domain Nine: School -Community Partnerships
National Quality Standard – Quality Area focus: Quality Area 5 - Relationships with Children

Key Improvement Strategies	Timeline(s)	Responsibility	Targeted Resources	Key Performance Indicators
2.1 Develop a school-home communication strategy in conjunction with the KidsMatter Initiative.	2020-2022	KidsMatter Team	Online technologies Parent information resource kits Funds to cover teacher release to attend further KidsMatter training	Feedback from parents via surveys Variety of school-home communication strategies
2.2 We will consider our learning environments, both internally and externally, to promote engagement in schooling.	2019-2022	School Board School Principal Deputy Principal Classroom Teachers	Strategic and allocated funding for infrastructure upgrades. Professional reading on the use of space.	Feedback from students and parents via surveys External and internal master plans will be updated and complimented by appropriate budgets. Cultural Integrity Self-Assessment Continuum

			External expert	
			Build our school Cultural Integrity	
2.3 Building teachers understanding of the personal and social capability rubrics and how they can make change and how they are supported in that change. (teachers supporting teachers)	2018-2022	School Principal Targeted teacher committee	Time allocated to develop the rubrics Time for professional learning	Rubrics have been completed and are in use across the school Students can use the rubrics to self evaluate Student data indicates an increase in student's resilience
2.4 Building teachers understanding of the Australian Curriculum including the general capabilities and its connection to this priority.	2018-2022	School Leadership Team Targeted teacher committee	Time with Directorate Curriculum Officers Staff meeting time Funds to support professional learning for teachers	Teacher programs will reflect the use of the general capabilities and this priority Teacher survey indicates high levels of confidence in embedding the general capabilities within their teacher programs
2.5 In developing the curriculum delivery plan, ensure it's consistent with the student outcomes in this priority.	2018-2022	School Leaders C	Curriculum delivery plan development time Staff meeting time Time to develop the agreed practice	Curriculum delivery plan completed Agreed Practice completed Teacher programs reflect the agreed practices Teacher survey indicates high levels of teacher confidence in delivering the goals of the curriculum delivery plan in this priority area
2.6 Plan to differentiate learning experiences to achieve the student	2018-2020	School Leaders C Classroom	Time for teacher collaboration Funds to support	Learning walks observation Teacher programs and pedagogy will reflect a

outcomes in this priority.		Teachers	teacher professional learning

Time for staff meetings

Strategically allocated funds to purchase hands on and online resources for students

Embed Aboriginal and Torres Strait Islander perspectives throughout the curriculum. | variety of differentiated learning experiences for students

Collaboration log will reflect differentiation conversations and planning between teaching teams and the School Leaders C

Annual reporting on Cultural Integrity. |
| 2.7 Develop clear expectations for teachers and the achievement of student outcomes in this area. | 2020 -2022 | Leadership Team | Professional learning materials

External subject experts

Staff meeting time

Collaboration time | Learning walks observation

Teacher programs will reflect the agreed teaching practice

Collaboration Log |
| 2.8 Actively seek partnerships to support the achievement of student outcomes in this priority area. | 2021-2022 | School Principal | Time for networking and communication with external organisations that would enhance student learning outcomes in this area

Funds to support external partnerships (if | Authentic community partnerships have been established, including with the local Aboriginal and Torres Strait Islander community.

Student learning outcomes have seen tangible improvement linked to the community partnership |

			needed)	
2.9 Develop a clear and well-designed plan to develop teachers knowledge, understanding and skills to achieve the student outcomes in this priority area.	2019-2020	Deputy Principal	Time for professional learning Funds to support teacher professional learning Time for collaboration Time for staff meetings Time for teachers to visit other teachers or schools to observe leading practice Funds to provide teacher relief	Professional Growth Tool Teacher satisfaction survey Professional learning plan developed Professional learning feedback from teachers
2.10 Continue to implement the Friendly Schools Plus social and emotional learning program, whilst also embedding the KidsMatter mental health framework, mindfulness and the school's values.	2018-2022	Deputy Principal KidsMatter Team Classroom Teachers	Time for committee meetings Funds to support further teacher professional learning Funds to support teaching resources and student resources for all programs Funds to develop and update parent information kits and communication	Stakeholder satisfaction surveys Teacher programs will reflect the embedding of mindfulness practices on a daily basis Teacher programs will reflect the weekly scheduling of SEL programs Student behaviour tracking data School climate and wellbeing survey data KidsMatter survey data

Endorsements

School Principal

SIGNATURE

Name: Belinda Love

Board Chair

SIGNATURE

Name: Nathan Kruger

Director School Improvement

SIGNATURE

Name: Sue Norton