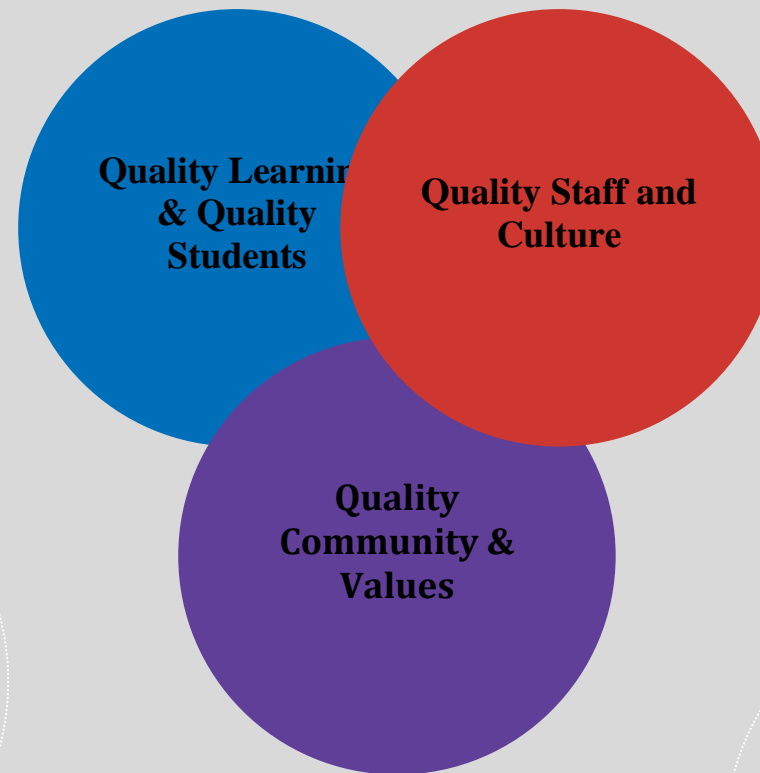


School Plan 2015 – 2017

Georges River College Penshurst Girls Campus 8857



Creating our Future



School vision statement

We are a learning community committed to the development of resilient, independent and respectful girls who aim for excellence in all that they do. Our vision is to create a nurturing, collaborative and inclusive environment that prepares our girls to be responsible global citizens with the skills to succeed in the 21st Century.

School context

Penshurst Girls Campus is part of the Georges River Collegiate group, and is a girls 7-10 middle school. The school is located 17 km south of the Sydney central business district and is part of the St George Network of schools. There are 652 students, 71% from backgrounds other than English. The school has a selective stream class in Year 7. Students graduate to the Oatley Senior Campus to complete Years 11 and 12. GRC Penshurst Girls Campus is a leading learning community focused on the educational needs of girls. School structures, curriculum and teaching and learning programs are designed to achieve the best possible outcomes for students. Students participate in challenging comprehensive programs with access to sporting, cultural and community activities. There are many opportunities for extra curricula activities and the school is well known for its longstanding success in student leadership, public speaking, music and drama. The school community values the creative and performing arts as well as sporting endeavours. The school emphasises student welfare programs and has an innovative pastoral care system. The school community values a safe and cooperative learning environment.

School planning process

The consultation process for the Penshurst Girls Campus 2015-2017 School Plan began in August 2014 with the school executive. At this workshop 5 envisioning questions were asked and the executive team collaboratively integrated and refined their vision for our school. In August 2014 a whole staff forum was held and in September 2014 a Parent and Community Forum was held. Parents, school executive, teachers, students, feeder primary School Principals and the College Principal engaged in the same process as key stakeholders in our school's future. In November 2014 the ideas and vision that was already emerging were discussed in detail at a student forum. In December, at a number of planning days, the School Planning team (the executive) were able to articulate the new School vision and define our 3 strategic directions and their purposes. The entire staff then met as 3 strategic direction action teams and began to develop the improvement measures that we wish to see. The final product was endorsed by the staff, students and P & C. The School Plan is a dynamic document that will respond to and adapt to our school community's needs. In this regard it is a flexible document that aligns with system priorities and DEC policies and agendas. Ongoing evaluation and monitoring of our progress towards our goals is an integral part of our School Plan. At the beginning of 2016 our School Plan was updated to reflect our changing needs and plans. At the beginning of 2017 our School Plan was again updated to reflect our changing needs and plans.



Quality Learning & Quality Students

Purpose:

To empower students with the skills and capacity that will equip them to be confident and independent life-long learners who are future focussed and responsible global citizens.

Quality Staff and Culture

Purpose:

To further build a culture of dynamic professional staff who embed excellence throughout the school community by engaging in ongoing learning, reflection and a commitment to develop, share and implement best practice.

Quality Community & Values

Purpose:

To build stronger and mutually beneficial relationships as an educational community by developing collaborative partnerships that enhances student learning outcomes. To create a culture of positive values that empowers all members of our school community to achieve success within an inclusive framework that values diversity, tolerance and active citizenship.

Strategic Direction 1: Quality Learning & Quality Students

Purpose

To empower students with the skills and capacity that will equip them to be confident and independent life-long learners who are future focussed and responsible global citizens.

Improvement Measures

- ❖ 10% increase in performance at the top 2 bands of Year 9 NAPLAN reading in 2017
- ❖ 40% increase of teachers confident in utilizing learning technologies to maximise 21C learning opportunities for students

People

Students: Students will be supported in developing their skills to be successful 21st century learners. Their literacy & numeracy skills will be their foundation for lifelong success.

Staff: Staff will engage in a collaborative professional learning journey to improve their teaching practice and when using technology to effectively engage students in their learning

Parents/Carers: Parents will work in partnership with the school to help build resilience in their daughters and help create a culture that values independent learning

Community Partners: our community partners will join us in the journey to build resilient, independent young women who value lifelong learning

Leaders: Our school leaders will drive these projects and ensure that all stakeholders are empowered to achieve success. Our leaders will identify and develop aspiring leaders and create capacity through delegation and trust

Processes

Projects:

- The school will develop and implement an explicit program to further improve student literacy & numeracy skills
- The school will implement an evidence based iPad Project. All teachers will integrate iPads into their teaching and learning programs

Evaluation Plan

Baseline data to be collected for students and staff (and broken down by equity groups), including NAPLAN results. Improvement measure may change depending on base line data findings. Student, staff and parent surveys and satisfaction monitoring (TTFM)

Products and Practices

- ❖ 10% increase in performance at the top 2 bands of Year 9 NAPLAN in reading in 2017
- ❖ 40% increase of teachers confident in utilizing learning technologies to maximise 21C learning experiences for students

Product:

- All staff engage in explicit professional learning to improve student numeracy and literacy skills, particularly in reading

Practice:

- Teachers and students will actively adopt strategies to move our students along the literacy and numeracy continuums

Product:

- All staff use iPads in their teaching practice, particularly in Year 7, in line with the school's iPad agreement and using the evidence base provided.

Practice:

- Students use technology in integrated and ethical ways that promote confidence and independent learning

Strategic Direction 2: Quality Staff and Culture

Purpose

To further build a culture of dynamic professional staff who embed excellence throughout the school community by engaging in ongoing learning, reflection and a commitment to develop, share and implement best practice.

Teachers

- ❖ 25% increase of students using 21st Century learning styles & technologies to engage in and attain expected educational learning outcomes 7-10 (including equity groups)
- ❖ 40% increase in student, staff and parent confidence in newly created flexible classrooms(including equity groups)

People

Students: Students will be key stakeholders in creating and realising our shared vision for flexible learning spaces.: Students will be supported in working independently and through taking risks as learners through inquiry based learning projects

Staff: Staff will experience professional development on innovative and engaging curriculum delivery and will reflect on their own teaching practice in new and positive ways

Parents/Carers: Parents will be key stakeholders in creating and realising our shared vision for flexible learning spaces

Community Partners: Our community partners will be key stakeholders in creating and realising our shared vision for flexible learning spaces

Leaders: Our school leaders will drive these projects and ensure that all stakeholders are empowered to achieve success. Our leaders will identify and develop aspiring leaders and create capacity through delegation and trust

Processes

Projects:

- All faculties will explore flexible learning and innovative & engaging curriculum delivery through a Stage 4 project (e.g. SOLE, Inquiry Based, Project Based or Challenge Based Learning)
- Future focussed Learning Spaces: investigation, design & creation

Evaluation Plan

Student, staff and parent surveys and satisfaction monitoring

Products and Practices

- ❖ 25% increase of students using 21st C learning styles & technologies to engage in and attain expected educational learning outcomes 7-10
- ❖ 40% increase in student, staff and parent confidence in newly created flexible learning spaces

Product:

Teaching & Learning programs are embedded with 21st Century learning capabilities to provide future focussed and authentic learning experiences that meet the needs of every student

Practice:

Teachers deliver innovative curriculum (including technology) in real and meaningful ways

Product:

We will create engaging, relevant and dynamic learning space for students and teachers

Practice: Dynamic learning spaces that promote flexible and challenging curriculum delivery

Strategic Direction 3: Quality Community & Values

Purpose

To build stronger and mutually beneficial relationships as an educational community by developing collaborative partnerships that enhances student learning outcomes. To create a culture of positive values that empowers all members of our school community to achieve success within an inclusive framework that values diversity, tolerance and active citizenship.

Improvement Measures

- ❖ 100% of Primary Links students experience greater confidence when transitioning to High School (including equity groups, particularly EAL/D)
- ❖ All subject areas will understand and embrace assessment for learning in a middle school context.

People

Students: All students will be encouraged to self and peer assess, and understand that good assessment helps them learn better. Primary Links students will build resilience in a supported High School environment.

Staff: Staff will develop relevant and meaningful teaching & learning programs for Year 6 students that are age and stage appropriate. They will be supported and developed in their implementation of assessment for learning strategies.

Parents/Carers: Primary School parents will be guided through the expectations of students in the High School environment and will be supported throughout. Parents will be informed of assessment for learning strategies and the concept of placing students at the centre of their learning. There will be congruence between school and home.

Community Partners: Our community understands and values the collaborative relationships we build across and between schools.

Leaders: School leaders lead the renewed focus on formative assessment with their staff and students. They model and demonstrate best practice strategies for staff.

Processes

Projects:

- Structured Primary Links program will be implemented on a weekly basis, fully staffed and timetabled and managed by an overall coordinator.
- Assessment for learning will be embedded in teaching and learning programs

Evaluation Plan

Primary Links: Exit surveys and longitudinal data analysis from surveys conducted with Primary Links students when they begin Year 7. Confidence will be measured by a set of agreed indicators

Formative Assessment: Student focus group comparing formative and summative assessment task experiences will inform future assessment for learning planning.

Products and Practices

- ❖ 100% of Primary Links students experience greater confidence when transitioning to High School
- ❖ All subject areas will understand and embrace assessment for learning in a middle school context.

Product:

- The school establishes active partnerships and works collaboratively to ensure continuity of learning for students (moving the school towards the excelling domain in the School Excellence Framework element of Curriculum & Learning)

Practice:

- Our school community, through an innovative delivery mechanism, will be inclusive of the needs of our Primary Links students and have structured and supportive practices in place to improve their transition experience to High School

Product:

- Formative assessment strategies will be evident in all teaching and learning and will lead to improved school culture around learning.

Practice:

- Teachers and students will speak a common language about formative assessment and what good assessment for learning is.