School Plan 2015 – 2017

Georges River College Peakhurst Campus 8408

Engaging and developing 21st Century Learners in a dynamic learning environment

Building capacity of teaching and support staff within a quality learning environment

Quality community partnerships through inclusive practice
### School background 2015 - 2017

#### School vision statement

The school learning community is supportive and committed to fostering students and staff in being engaged learners for life.

The educational environment provides dynamic, inspiring and innovative learning opportunities for students and staff to enhance their skills in becoming life-long learners.

The goal is to continuously deliver diverse and flexible learning experiences within an inclusive, collaborative and harmonious school community. There is a commitment to nurture, guide, inspire and challenge students to continually strive towards enhancing their capacity to further develop their skills and understanding within a rapidly changing world.

All learners are empowered to become increasingly informed and broadminded self-motivated learners, critical and creative thinkers with the personal attributes to be compassionate and act with integrity in their pursuit for future success and wellbeing.

#### School context

Georges River College Peakhurst Campus is the co-educational middle school campus of Georges River College which caters for students from Year 7 to Year 10.

The school has an enrolment of 615 students and includes a support unit for students with moderate intellectual and physical disabilities. The student body consists of 53% of students from a Language Background Other Than English and 4% of students from an Indigenous background.

Quality Teaching is a central platform of the School Plan. The College fosters cross campus teaching opportunities which enable staff to work in both middle and senior school settings.

GRC Peakhurst Campus provides a transition between middle school and senior high school. The school provides an educational environment and learning atmosphere that is appropriate to the personal and social developmental needs of young adolescents. It fosters a positive learning relationship between staff and students and the encouragement of respect for everyone.

High expectations are placed on student achievement in both academic and extra-curricular pursuits. Georges River College Peakhurst Campus has an established reputation for success in sport and the performing arts, including the college band, dance and aerobic programs.

GRC Peakhurst Campus delivers a middle school secondary education with diverse and flexible learning programs within an inclusive, tolerant and harmonious educational environment. The school actively promotes the concept of Learning for Life and provides students with the skills to become life-long learners.

#### School planning process

To develop the 2015-2017 School Plan all key stakeholders, including staff, students and parents, have actively participated in the planning process.

In 2014, the school Executive team evaluated the 2012-2014 School Plan to highlight strengths and identify areas requiring further development in the 2015-2017 School Plan. The school staff reviewed the work of the Executive team with particular attention given to the areas of development and how as a school community, these could be achieved in the new School Plan.

The Parents and Citizens Association were involved in a similar process to the staff. As a result of the consultation process, three strategic directions were identified:

- Engaging and developing 21st century learners in a dynamic learning environment.
- Building capacity of teaching and support staff within a quality learning environment.
- Quality community partnerships through inclusive practice.

Through further consultation with all key stakeholders the purpose of each strategic direction was agreed upon.

During Term 4 2014, the staff participated in unpacking the strategic directions to determine the purpose, people and processes so that the School Plan could be implemented and realised.

A Stakeholder Forum including staff, parents and students will be conducted in Term 2, 2015 to promote further consultation and evaluation.
School strategic directions 2015 - 2017

**STRATEGIC DIRECTION 1**
Engaging and developing 21st Century Learners in a dynamic learning environment

**Purpose:**
To develop ethical, productive and socially responsible citizens who are literate, numerate lifelong learners and who have the confidence to learn independently, collaboratively and problem solve creatively.

**STRATEGIC DIRECTION 2**
Building capacity of teaching and support staff within a quality learning environment

**Purpose:**
To build a culture where all staff engage in individualised and shared professional learning and development to ensure best practice in becoming leaders and role models in learning.

**STRATEGIC DIRECTION 3**
Quality community partnerships through inclusive practice

**Purpose:**
To build strong, beneficial, positive relationships with all stakeholders to enhance educational outcomes for all students.
**Strategic Direction 1: Engaging and developing 21\textsuperscript{st} Century Learners in a dynamic learning environment**

<table>
<thead>
<tr>
<th>Purpose</th>
<th>People</th>
<th>Processes</th>
<th>Products and Practices</th>
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<tbody>
<tr>
<td>To develop ethical, productive and socially responsible citizens who are literate, numerate life-long learners and who have the confidence to learn independently, collaboratively and problem solve creatively.</td>
<td><strong>How we build mindsets and capabilities to bring about transformation?</strong></td>
<td><strong>How do we put systems and strategies in place?</strong></td>
<td>Increased number of students exceeding expected growth rates in Yr 9 NAPLAN literacy and numeracy compared to Yr 7 results.</td>
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<td><strong>Students</strong> work independently and collaboratively to explore learning and communicate ideas.</td>
<td><strong>Develop and implement centralised and co-ordinated whole school reading and numeracy programs.</strong></td>
<td><strong>Representation of Aboriginal and LOBTE student results similar to total school results.</strong></td>
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<td><strong>Staff</strong> personalise, monitor and assess student progress and learning against the literacy and numeracy continuums.</td>
<td><strong>Embed problem solving researched based enrichment tasks into all KLA teaching programs.</strong></td>
<td><strong>To enhance student capacity to further develop their skills and understanding within a rapidly changing world.</strong></td>
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<td><strong>Parents</strong> will engage with their children’s learning and new innovative programs will continue to build the expectations of parents.</td>
<td><strong>Optimise BYOD technology to further engage and enhance student learning.</strong></td>
<td>All students exhibit personal attributes of integrity and compassion in their personal growth in line with our school expectations and values.</td>
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| | **Community Partners** will be aware of the needs of our students and the programs in place to support the relevant stakeholders. This will ensure our community partners are informed and able to provide us with support wherever possible/appropriate. | **Explicitly teach school expectations and values.** | **Practices**
| | **Leaders** will keep current with emerging educational evidence based on best practice in teaching. | **Evaluation** | What will people be doing as a result of our work?
| | | **Increased measures in student achievement through local and system assessments.** | Confident and independent learners with improved literacy skills to underpin sustained learning. |
| | | **Increased quality of work evidenced through wide ranging assessments.** | **Staff and students are productive users of technology as a foundation for successful learning.** |
| | | **Learning opportunities for students will be dynamic, inspiring and innovative.** | Students are able to plan activities, collaborate, work in teams, problem solve and make connections with their learning and the real world. |
| | | **Data analysis of student surveys in learning, wellbeing and quality of school life.** | Students will develop a deep understanding of school expectations and be rewarded for their efforts. |
**Strategic Direction 2: Building capacity of teaching and support staff within a quality learning environment**

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| To build a culture where all staff engage in individualised and shared professional learning and development to ensure best practice in becoming leaders and role models in learning. | **How we build mindsets and capabilities to bring about transformation?**  
**Students** level of achievement will be improved through the development of engaging, differentiated teaching and learning.  
**Staff** engage in personalised professional development using a range of innovative strategies, including peer observation, data analysis and conferencing with a focus on the Australian Teaching Professional Standards.  
**Parents** and teachers collaborate through various communication mediums to support student engagement and learning.  
**Community Partners** will be aware of the needs of our school and the programs in place to support the relevant stakeholders. This will ensure our community partners are informed and able to provide us with support wherever possible or appropriate.  
**Leaders** will mentor and support staff through timely and meaningful feedback, professional dialogue and regular professional meetings. | **How do we put systems and strategies in place?**  
- Engage staff in developing individual Professional Learning Plans that are relevant and future focused and are explicitly targeted to build their capabilities as learners teachers and leaders.  
- Develop a culture of sharing and understanding expectations of best practice for learning, teaching and leading.  
- Build staff capacity to individually and collaboratively plan and implement differentiated learning tasks.  
- Upskill staff to confidently gather, analyse, use and evaluate student learning data to guide teaching practice. | **Performance and Development**  
- Professional Learning Plans reflect improved teaching skills and career development.  
- Teaching practices are shared and promoted through quality professional learning experiences.  
- An increase in Grade Point Average (GPA) for mandatory subjects in all years.  
**Practices**  
**What will people be doing as a result of our work?**  
- Staff will be engaged in on going relevant and evidence based learning.  
- Staff will be personalising and making appropriate accommodations and adjustments to the curriculum to meet individual student’s needs.  
**Evaluation**  
- Implementation of Performance and Development practises.  
- Reflection and feedback through peer classroom observations.  
- Demonstration of evidence based practises. |

**Improvement Measures**

- Performance and Development Professional Learning Plans reflect improved teaching skills and career development.
- Teaching practices are shared and promoted through quality professional learning experiences.
- An increase in Grade Point Average (GPA) for mandatory subjects in all years.
Strategic Direction 3: Quality community partnerships through inclusive practice

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<td>To build strong, beneficial, positive relationships with all stakeholders to enhance educational outcomes for all students in our care.</td>
<td><strong>How we build mindsets and capabilities to bring about transformation?</strong>&lt;br&gt;- <strong>Students</strong> develop a deeper understanding of the role the community plays in relation to their learning.&lt;br&gt;- <strong>Staff</strong> make real life connections in their teaching using community links.&lt;br&gt;- <strong>Parents</strong> will be provided with a range of opportunities to be actively involved in their child’s school life.&lt;br&gt;- <strong>Community Partners</strong> will be aware of the needs of our school and the programs in place to support the relevant stakeholders. This will ensure our community partners are informed and able to provide us with support wherever possible/appropriate.&lt;br&gt;- <strong>Leaders</strong> will demonstrate high order communication, interpersonal and strategic planning skills to build stronger school and community partnerships.</td>
<td><strong>How do we put systems and strategies in place?</strong>&lt;br&gt;- Engage parents with the school to become active participants in their child’s learning.&lt;br&gt;- Enhance the learning and social opportunities for both staff and students within our community of schools.&lt;br&gt;- Engage local feeder primary schools in mutually beneficial educational opportunities.&lt;br&gt;- Align school wellbeing and Stage 5 School to Work programs to student management and engagement.</td>
<td><strong>Increase co-operation and participation levels in cross campus college activities.</strong>&lt;br&gt;- Increase in student enrolments from local feeder primary schools.&lt;br&gt;- Active parent and community participation with the school.</td>
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**Improvement Measures**
- Increase co-operation and participation levels in cross campus college activities.
- Increase in student enrolments from local feeder primary school.
- Active parent and community participation with the school.

**Evaluation**
- Survey and data analysis.
- Analyse feedback from local feeder schools.
- Quality of School Life survey.

**Practices**
*What will people be doing as a result of our work?*
- There will be effective communication between staff and parents which allows for discussion of students’ progress across a variety of platforms.
- The school community will be actively engaged and supportive of College based initiatives.
- The sharing of teaching and learning strategies, enrichment activities and Gifted and Talented programs.
- Develop stronger relationships with community providers to enhance school wellbeing initiatives and industry links.