

OUR MISSION

To provide a program of education which is comprehensive and contemporary, embeds lifelong values, and encourages global citizenship, within an inclusive Christ centred community.

VISION FOR THE CHILD

Within a Christ-centred community, a student at Golden Grove Lutheran Primary School is an inquiring, knowledgeable and caring child of God, who helps to create a better and more peaceful world through intercultural understanding and respect.
We aim for our students to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

CORE PILLARS AND GUIDING PRINCIPLES

TEACHING AND LEARNING	PARTNERSHIPS	ORGANISATIONAL SUSTAINABILITY
<p>At GGLPS we believe that optimal learning for all occurs when:</p> <ul style="list-style-type: none"> safe and respectful relationships are grounded in trust, communication and collaboration high challenge learning design is differentiated to drive individual growth and support wellbeing learning is relevant, engaging and significant and is constructed through conceptual understanding and the process of inquiry the learner can confidently activate the relevant skills, habits and dispositions, including critical and creative thinking for success now and in the future quality assessment and effective feedback practices empower reflective learners as agents of their own learning 	<p>At GGLPS we believe that powerful partnerships occur when:</p> <ul style="list-style-type: none"> relationships are respectful and trusting a clear purpose for the partnership is identified which is grounded in shared goals or beliefs the partnership is consultative and collaborative, empowered and sustained by responsive leadership, clarity of roles, and the development and resourcing of programs there is openness, honesty, and integrity in all communication and established action partnership goals and actions are regularly reviewed and provide for evidence growth within the partnership 	<p>At GGLPS we believe that Organisational Sustainability is optimal when:</p> <ul style="list-style-type: none"> The community owns a shared understanding of the school's mission and vision which is communicated with clarity and purpose The structures in place are well-defined and agile and are open to change to ensure the goals, mission and vision are achieved The efficient allocation of resources, capital, financial and human, is responsive to identified needs and strengths which contribute to a sustainable future There are clear, measurable and transparent goals which are monitored and reviewed regularly, providing data, feedback and evidence to inform decision-making There are facilities which support the teaching and learning programme of the school

FOUNDATIONAL VALUES

BELIEVE	COLLABORATE	ACHIEVE
<p><i>To accept something as true, genuine, or real and to have a firm conviction as to the goodness, or ability of something</i></p> <p>We believe:</p> <ul style="list-style-type: none"> that we have been intentionally created and are uniquely gifted by God that we have been created to live in a relationship with God and others in offering a comprehensive and contemporary program which addresses academic, social, physical and spiritual needs of the student in providing an educational program that is significant, relevant, engaging and challenging 	<p><i>To work with another person or group in order to achieve or do something</i></p> <p>We collaborate:</p> <ul style="list-style-type: none"> to build strong supportive relationships within our community in service of others through open, honest effective communication with all members of the community through respecting the views and beliefs of others through partnerships providing students with a supportive and caring environment so learning is optimized 	<p><i>To become successful or to reach a goal by effort, skill or courage.</i></p> <p>We achieve:</p> <ul style="list-style-type: none"> by valuing learning as God's gift to people for their wonder, growth and to inspire them to respond to the needs of the world when students are engaged and passionate about their learning maximizing their God given abilities by empowering students to embrace the future with confidence

SCHOOL IMPROVEMENT PLAN 2020

1. TEACHING AND LEARNING			3. ORGANISATIONAL SUSTAINABILITY		
GOAL	STRATEGIC ACTIONS	INDICATORS OF SUCCESS	GOAL	STRATEGIC ACTIONS	INDICATORS OF SUCCESS
1.1 Safe and respectful relationships are grounded in trust, communication and collaboration	<ul style="list-style-type: none"> Launch wellbeing program 'Be You' Harmony Day (and home culture) celebrated Development of the Wellbeing room Development of Circle time and relationship building exercises 	<ul style="list-style-type: none"> 'Be You' launched and implemented across the school Celebrations occur Wellbeing room furnished and used Circle time and relationship building exercises embedded in practice 	3.1 The community owns a shared understanding of the school's mission and vision which is communicated with clarity and purpose	<ul style="list-style-type: none"> To communicate the vision and strategic initiatives with the school community (staff, parents, congregation) To embed the leadership framework 'Growing Deep' across the school 	<ul style="list-style-type: none"> Published School Improvement Plan and Strategic Directions and corresponding Annual Report and Handbooks Growing Deep used for discussions, strategic initiatives and policies
1.2 High challenge learning design is differentiated to drive growth and support wellbeing	<ul style="list-style-type: none"> To explore and use best practice in the teaching of writing To develop documentation on best practice in reading Implement Jolly Sounds / Grammar across the school 	<ul style="list-style-type: none"> Identified changes in the pedagogy and methodology in the teaching of writing Documentation written and used by teachers Program embedded in practice 	3.2 The efficient allocation of resources, capital, financial and human, is responsive to identified needs and strengths	<ul style="list-style-type: none"> To review and update School constitution To review current financial processes and procedures To review and develop strategies for future building infrastructure projects 	<ul style="list-style-type: none"> Updated constitution adopted Current processes and procedures reviewed and any changes adopted Recommendations tabled at School Council
1.3 Learning is relevant, engaging and significant and is constructed through conceptual understanding	<ul style="list-style-type: none"> Prepare for Evaluation (Oct) visit The concept of student agency further developed 	<ul style="list-style-type: none"> Documentation prepared and status as a World School retained Practices embedded across school 			
1.4 The learner can confidently activate the relevant skills, habits and dispositions, including critical and creative thinking for success now and in the future	<ul style="list-style-type: none"> Development of mental computation scope and sequence Develop a deep understanding of Executive functions 	<ul style="list-style-type: none"> Scope and sequence developed Understanding used by students and staff to support learning 			
1.5 Quality assessment and effective feedback practices empower reflective learners as agents of their own learning	<ul style="list-style-type: none"> To fully explore the functionality of Accelerus for data analysis To intentionally discuss collected data to inform teaching and learning (eg. PAT, NAPLAN) Review of Assessment and Reporting policy 	<ul style="list-style-type: none"> Regular use of Accelerus by staff to inform planning Data used to inform teaching and learning 			
2. PARTNERSHIPS			<p>OUR MISSION To provide a program of education which is comprehensive and contemporary, embeds lifelong values, and encourages global citizenship, within an inclusive Christ centred community</p> <p>BELIEVE COLLABORATE ACHIEVE</p> <p>TEACHING AND LEARNING</p> <ul style="list-style-type: none"> safe and respectful relationships are grounded in trust, communication and collaboration high challenge learning design is differentiated to drive individual growth and support wellbeing learning is relevant, engaging and significant and is constructed through conceptual understanding and the process of inquiry the learner can confidently activate the relevant skills, habits and dispositions, including critical and creative thinking for success now and in the future quality assessment and effective feedback practices empower reflective learners as agents of their own learning <p>COMMUNITY PARTNERSHIPS</p> <ul style="list-style-type: none"> Relationships are respectful and trusting a clear purpose for the partnership is identified which is grounded in shared goals or beliefs the partnership is consultative and collaborative, empowered and sustained by responsive leadership, clarity of roles, and the development and resourcing of programs there is openness, honesty, and integrity in all communication and established action partnership goals and actions are regularly reviewed and provide for evidence growth within the partnership <p>ORGANISATIONAL CAPABILITY</p> <ul style="list-style-type: none"> The community owns a shared understanding of the school's mission and vision which is communicated with clarity and purpose The structures in place are well-defined and agile and are open to change to ensure the goals, mission and vision are achieved The efficient allocation of resources, capital, financial and human, is responsive to identified needs and strengths There are clear, measurable and transparent goals which are monitored and reviewed regularly, providing data, feedback and evidence to inform decision-making <p>Believe To accept something as true, genuine, or real and to have a firm conviction as to the goodness, or ability of something</p> <p>Collaborate To work with another person or group in order to achieve or do something</p> <p>Achieve To become successful or to reach a goal by effort, skill or courage.</p> <p>FOUNDATIONAL VALUES</p>		
GOAL	STRATEGIC ACTIONS	INDICATORS OF SUCCESS			
2.1 Relationships are respectful and trusting	<ul style="list-style-type: none"> To maintain open and transparent dialogue with Golden Grove Lutheran church (GGLC) and Wynn Vale PS To determine the ethnicity profile of the school and celebrate this diversity To work closely with P. &F. 	<ul style="list-style-type: none"> Regular engagement with GGLC and Wynn Vale PS Register of the diverse cultures in the school and events / programs which recognise and celebrate this. Open and regular communication between P. & F. and School Council 			
2.2 A clear purpose for the partnership is identified which is grounded in shared goals and beliefs.	<ul style="list-style-type: none"> To further support the work of the Ministry sub-committee The marketing sub-committee to determine the most efficient and effective manner to promote the school To continue to strengthen the Connected Schools partnership To further develop relationships with local kindergartens (Homestead, Kozy Kids, Salisbury Lutheran) 	<ul style="list-style-type: none"> Interaction between the school and congregation occurs frequently and intentionally Regular reports to Council on strategies used for marketing purpose Interactions between GGLPS and Endeavour are frequent Visits occur between GGLPS and the two kindergartens 			
2.3 The partnership is consultative and collaborative, empowered and sustained by responsive leadership, clarity of roles and the development and resourcing of programs.	<ul style="list-style-type: none"> School Council reports regularly to the school community 	<ul style="list-style-type: none"> Parents receive regular reports via the newsletter, during meetings and on-line There is openness, honesty, and integrity in all communication and established action 			