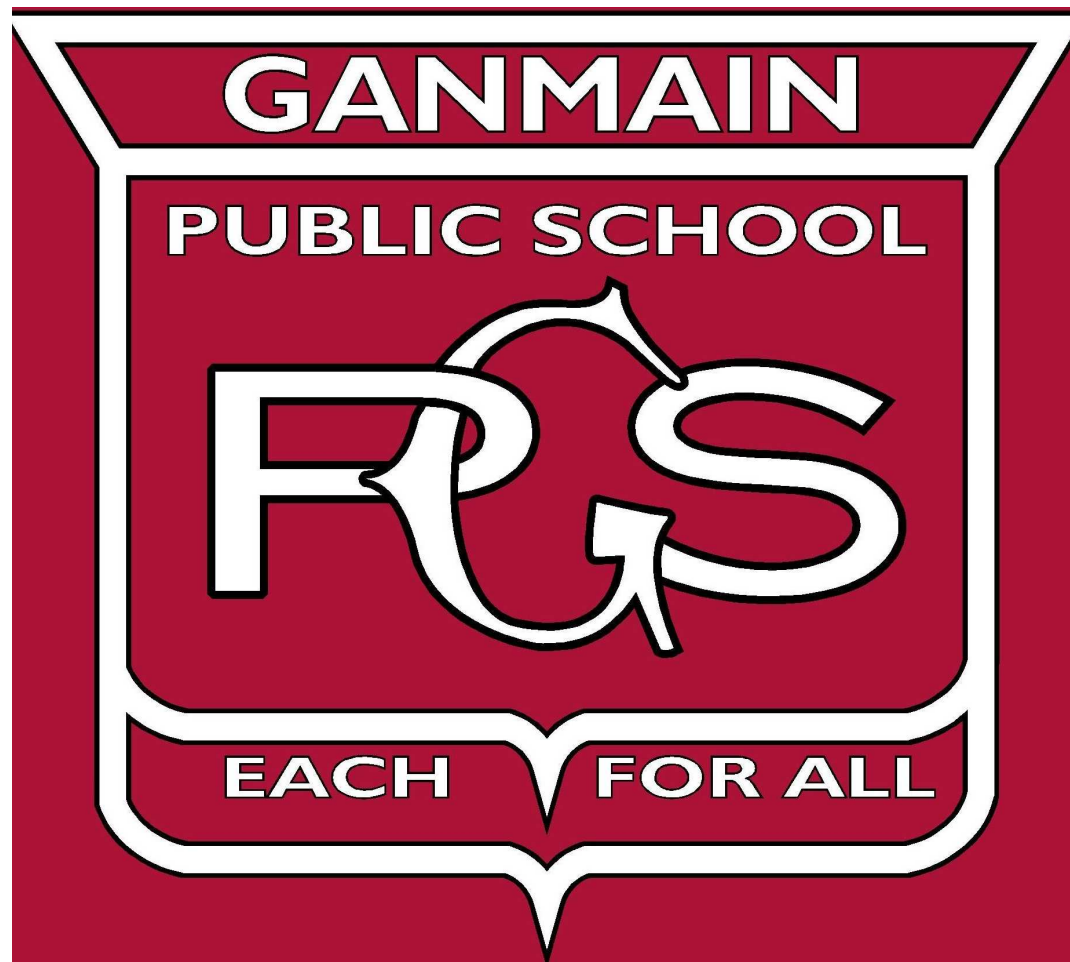


School plan 2015-2017

Ganmain Public School 1954



School background 2015–2017

School vision statement

Ganmain Public School is committed to providing each student with consistent quality teaching and learning in a happy and safe environment.

The school recognises each child's unique potential and attempts to develop all aspects of the whole child with emphasis on self-confidence, high self-esteem with the whole school community committed to excellence.

School context

Ganmain Public School has served the local community since 1912, maintaining close and supportive ties with our families and the local community. The school has a reputation for successful academic, sporting and cultural programs in a K–6 context. These programs reflect the principle that it is the right of all young Australians to succeed in learning and to have the knowledge, skills and understandings essential to their effective participation in civic life. It is a dynamic and progressive place for learning. The school provides a safe and positive learning environment that caters for the individual needs of the students. We have a strong focus on Quality Teaching and Learning which is enhanced by a growing number of digital technologies. The dedicated teaching staff are committed to nurturing the best possible outcomes for all students, with a focus on literacy, numeracy, technology and creativity.

The school's teaching and learning programs create adaptability, skill transference and social awareness in students, preparing them for their future. It is valued for its high expectation of student excellence in all areas and for the diversity of extracurricular opportunities available to students. Technology learning in our digital age is fundamental to this success. A strong participant with local schools consisting of Ganmain Public School, Matong Public School, Marrar Public School, Beckom Public school and Coolamon Central School provides enhanced academic, sporting and social opportunities for the students.

School planning process

This plan is the result of consultation between the students, staff and community through:

Surveys

Regular and ongoing discussions with parents, staff and community members

P & C meetings.

Staff Meetings

Network School Consultation

Collegial Support

Consultant Advice

Director Leadership

School strategic directions 2015–2017

STRATEGIC DIRECTION 1

Create high performing and
engaged learners

Purpose:

To ensure all students will be actively and consistently engaged in high quality learning that is meaningful and developmental, ensuring motivated, creative and confident learners.

STRATEGIC DIRECTION 2

Deliver high quality teaching,
leadership & management

Purpose:

To build the capacity of each staff member through professional learning to ensure our staff provide high quality learning for every student every day.

STRATEGIC DIRECTION 3

Provide wellbeing for all

Purpose:

To grow a strong positive culture within the school community so everyone is engaged and has a sense of belonging and wellbeing.

Strategic Direction 1: Create high performing and engaged learners

Purpose

To ensure all students will be actively and consistently engaged in high quality learning that is meaningful and developmental, ensuring motivated, creative and confident learners.

Improvement Measures

100% of students will achieve at or above 18 months growth in literacy and numeracy

100% of students indicate they are confident in their learning and understand the requirements to progress their learning; eg. using the literacy and numeracy continuums effectively

100% of students are engaged in learning developed to meet their needs. Effective assessment tasks are providing explicit data to inform future programming.

People

Students

Have ownership of their own learning and the knowledge on how to achieve their goals.

Staff

Have the knowledge of the continuums and exercise consistent teacher judgement across the school in smaller classes to promote more successful individualised learning.

Parents/Carers

Have knowledge of individual student's goals and work with the school to support the children's ongoing learning.

Staff

Effective feedback so as to keep students informed of where they are up to and where to next.

Processes

Learning– Assessment and Reporting

Students use assessment and reporting processes to **reflect** on their learning.

Incorporate in assessments **feedback** to students. Develop and utilise criteria based assessment tasks by discussing learning intentions and self-reflection of learning with the students.

Teachers participate in a sharing session of effective class strategies/resources/tracking and feedback.

Providing varied opportunities for the parents to gain knowledge of how parents can support their children's learning.

Learning– Wellbeing

Quality teaching and professional practice are evident in every learning environment, providing students with opportunities to connect, succeed and thrive that are relevant to their stages of learning and development.

Learning– Culture

There is a school-wide, collective responsibility for student learning and success, with high levels of student, staff and community **engagement**. This will be achieved through the sharing and understanding of the literacy and numeracy continuums to support Literacy.

Evaluation Plan

Gathering of data from NAPLAN, PLAN, work samples, observations, assessment

Practices and Products

Practices

- Teachers discuss with students the criteria of assessment tasks and the children understand the level of learning they are operating at and are informed / guided on how to move forward.
- Data is consistently and effectively analysed to direct the future focus on learning with tracking for all students on continuums monitored.

Products

- 100% of students will achieve at or than above 18 months growth in literacy and numeracy.
- 100% of students indicate they are confident in their learning and understand the requirements to progress their learning; eg. using the literacy and numeracy continuums effectively
- 100% of students are engaged in learning developed to meet their needs. Effective assessment tasks are providing explicit data to inform future programming.

Strategic Direction 1: Create high performing and engaged learners

Improvement Measures

People

Processes

tasks and surveys and analysis of effectiveness of assessment tasks will formulate the evaluation of Strategic Direction 1.

Practices and Products

Strategic Direction 2: Deliver high quality teaching, leadership & management

Purpose	People	Processes	Practices and Products
To build the capacity of each staff member through professional learning to ensure our staff provide high quality learning for every student every day.	Staff Staff engages in regular professional learning so as to understand the elements of Performance Development and the Quality Teaching Framework & hence meet the needs of all students. The K–2 teacher to be involved in Professional Learning all of 2017 around Early Action for Success (EAfS) incorporating Language Learning and Literacy (L3) and Literacy Lessons (L2) and Targeted Early Numeracy(TEN).	Leading–Management Practices and Processes The school has embedded explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback to drive and sustain ongoing, school–wide improvement in teaching practice and student outcomes. Teaching– Learning and Development There is a particular focus on improved teaching methods in literacy and numeracy, with professional learning activities focused on building teachers’ understandings of effective teaching strategies in these areas: Targeted Early Numeracy (TEN), Focus on Reading 3–6 (FoR 3–6) and Higher order ways to Learn (HOW2Learn)and in 2017 Early Action for Success Phase 2 (EAfS) will be implemented. EAfS involves training in Language Learning and Literacy (L3) and Literacy Lessons (L2) and Targeted Early Numeracy (TEN).	Practices <ul style="list-style-type: none"> • High quality teaching and learning practices demonstrated and supported across the school through teaching and learning programs, assessment, PDF, reflection and improved learning outcomes. • Professional learning established across all curriculum areas that are leading improved and embedded practice in relation to curriculum continuity and quality teaching.
Improvement Measures	Staff Through networking & PL staff meetings the staff analyse, discuss and collaborate on the implementation of the new syllabus documents and analysis of student performance.	Teaching– Learning and Development Teachers are actively engaged in planning their own professional development to improve their teaching performance. PDP etc.	Products <ul style="list-style-type: none"> • 100%of students achieving at or beyond expected stage standards. • 100%of teachers delivering quality lessons by embedding the elements of the Quality Teaching Framework into everyday teaching practice. • Improved outcomes for all students across all KLAs. •
100% of students achieving at or beyond expected stage standards.	Staff Staff formulate their own professional goals to improve their teaching practice and take responsibility for their own development through regular reflection and course attendance.		
100% of teachers delivering quality lessons by embedding the elements of the Quality Teaching Framework into everyday teaching practice.	Staff Development of leadership capabilities for staff participating in project teams through professional learning support and appropriate structures.	Evaluation Plan Gathering of data from NAPLAN, PLAN, work samples, observations, assessment tasks, professional teacher judgement, lesson observations and program evaluations will be used to evaluate Strategic Direction 2.	
Improved outcomes for all students across all KLAs.	Staff Develop capabilities of teaching staff to design and implement appropriate programs and lessons to build student’s		

Strategic Direction 2: Deliver high quality teaching, leadership & management

Improvement Measures

People

intellectual quality.

Staff

Provide a program of personalised professional development for all teaching staff through a range of strategies that focus on feedback, self-evaluation and sharing of professional practice.

Parents/Carers

Implement a communication strategy to build awareness amongst parents This will include tips for parents on supporting the learning of their children in relation to this focus.

Processes

Practices and Products

Strategic Direction 3: Provide wellbeing for all

Purpose

To grow a strong positive culture within the school community so everyone is engaged and has a sense of belonging and wellbeing.

Improvement Measures

100% return of surveys with 100% of students, parents and staff feeling valued and satisfied with quality learning at Ganmain Public School.

Increased attendance at parent workshops & parent/teacher interviews, information sessions & in school community activities.

'Go for Gold –Catch–a–Kid' reward program and nil suspension rate

People

Staff

Consistently communicate collaboratively and involve parents in educational progress of their children.

Understand the significance of a positive attitude of themselves & their students.

Promote 5R's & teach the skills.

Students

Understand, influence and support wellbeing programs within the school. E.g. 'Go for Gold–Catch–a–Kid' award system.

Community Partners

Community members and parents form active partnerships with teachers and children to further enhance their educational progress and wellbeing.

Staff

Develop staff capacity to build stronger community relations with parents from all cultural backgrounds. To improve positive modes of two way communication to improve community consultation processes.

Parents/Carers

Establish a collaborative learning community with students, parents and teachers to support student wellbeing and welfare programs at the school. To encourage better family–school partnerships for the educational benefit of all students.

Processes

Learning– Curriculum and learning

Teachers involve students and parents in planning to support students as they progress through the stages of education through **increased community/ school functions**, connecting learning at home and school to support student educational programs between the home and school eg **Personalised learning Plans**– Three way student/parent/teacher meetings.

There are opportunities for students and the community to provide **constructive feedback** on school practices and procedures–To be achieved by creating **two way communication** processes that support active, frequent and culturally sensitive collaboration between the school and community. Eg Tell Them From Me Survey.

Learning–Wellbeing

The school consistently implements a whole–school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment by building the relationship between the delivery of the 5Rs (Respect, Resilience, Responsibility, Resourcefulness and Reflectiveness) and the children's improved behaviour.

This will also be achieved with a student engagement and wellbeing program which will **encourage home support** of How2Learn and 'Go for Gold –Catch–a–Kid' reward program.

Evaluation Plan

Parent/ Carers and community attendance,

Practices and Products

Practices

- Students clearly understand the HOW2Learn dispositions and are rewarded for their efforts through the 'Go for Gold Catch–a Kid' reward program.
- A positive culture of learning across students, staff and parents with two way, reciprocated and respectful communication between students, staff and parents with wellbeing for all a priority. (Focus being increased response to surveys)

Products

- 100% return of surveys 100% return of surveys with 100% of students, parents and staff feeling valued and satisfied with quality learning at Ganmain Public School.
- Increased attendance at parent workshops & parent/teacher interviews, information sessions & in school community activities.
- 'Go for Gold –Catch–a–Kid' reward program and nil suspension rate.

Strategic Direction 3: Provide wellbeing for all

Improvement Measures

People

Processes

suspension data, survey responses and feedback from the students, parents, carers and the local Ganmain Community will provide valuable insight into the success of Strategic Direction 3.

Practices and Products