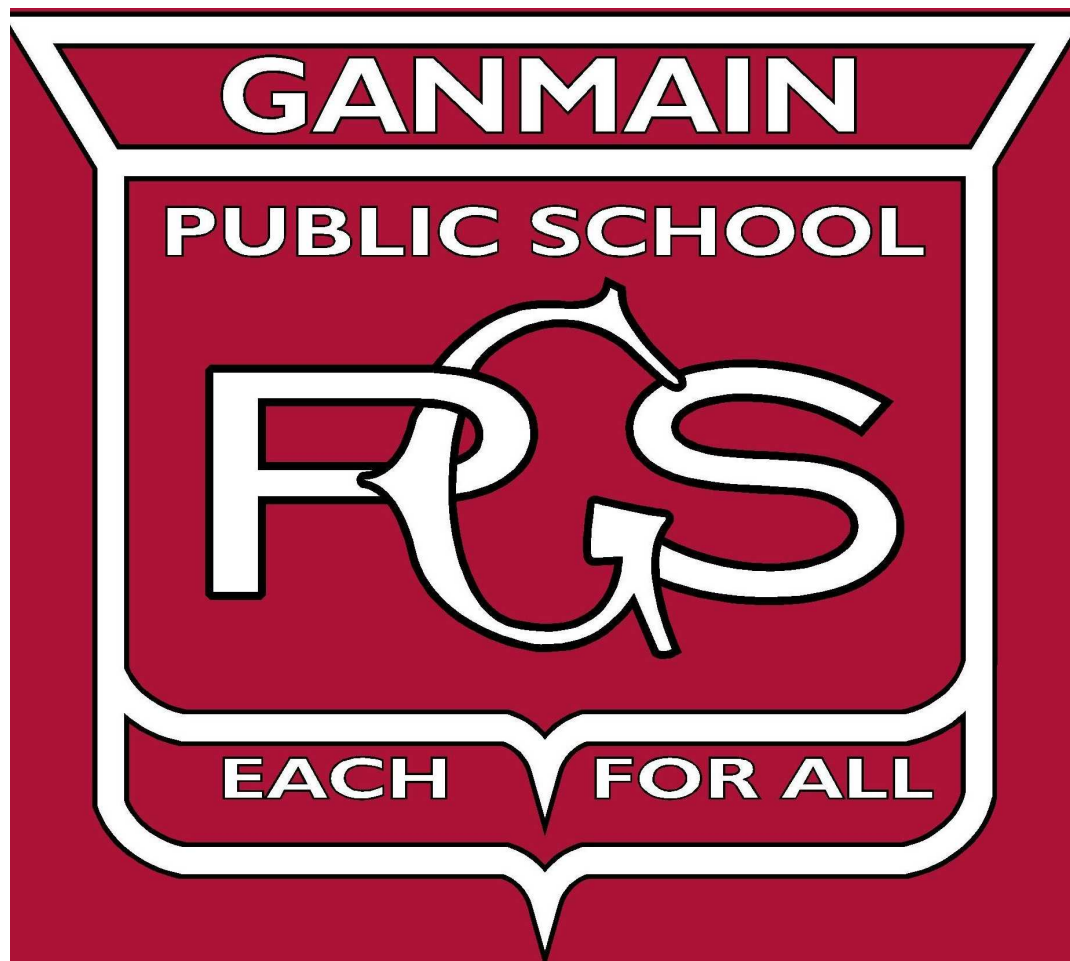


School plan 2018-2020

Ganmain Public School 1954



School background 2018–2020

School vision statement

Ganmain Public School is committed to providing each student with consistent quality teaching and learning. Our goal is to motivate students to be respectful, responsible, resilient, resourceful and reflective life long learners.

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

In 2017, Ganmain Public School staff continued the process of reviewing current practices and started the collaborative process of consulting with parents and community members about the objectives of the current School Plan. We were able to identify, in the light of the previous School Plan areas of weakness and improvements that could be made to provide an educationally stimulating environment. As a united staff we continue to collect evidence, including student results, attendance, behaviour and participation, along with survey data from staff, students and parents. This evidence was used to present to parents and community members to help identify the priorities for 2018–2020 School Plan.

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

Director Leadership

School strategic directions 2018–2020

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	People	Processes	Practices and Products
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.	<p>Students</p> <p>Students develop a growth mindset so as to be successful, active and engaged learners in literacy and numeracy.</p> <p>Staff</p> <p>Design and implement teaching and learning experiences and assessments that encompasses deep thinking, innovation and creativity.</p> <p>Parents/Carers</p> <p>Have knowledge of individual student's goals and work with the school to support the children's ongoing learning.</p> <p>Community Partners</p> <p>Strong partnerships are fostered within communities of schools to enhance collaborative practice and develop expertise and capacities within and across schools.</p>	<p>Learning – Culture</p> <p>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 progressions to support literacy and numeracy growth in the children.</p> <p>Learning – Assessment and Reporting</p> <p>Teachers share criteria for student assessment with students. Formative and summative assessments create opportunities for students to receive feedback on their learning.</p> <p>Learning – Wellbeing</p> <p>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.</p> <p>Evaluation Plan</p> <p>School teams systematically analyse internal and external data sources and use all available information to design and deliver programs to achieve high performing and engaged learners.</p>	<p>Practices</p> <p>Teachers employ evidence based explicit teaching practices to promote student growth and achievement in literacy and numeracy.</p> <p>Teachers employ summative and formative assessment practices as an integral component of daily classroom instruction.</p> <p>Students and teachers regularly provide and receive feedback on teaching and learning.</p> <p>Data is consistently and effectively analysed to direct the future focus on learning with tracking for all students on progressions monitored.</p> <p>Products</p> <p>Evidence informed short term teaching and learning programs in literacy and numeracy are designed and implemented.</p> <p>Teaching and learning programs are informed by summative and formative assessment, including the provision for feedback in all forms.</p>
Improvement Measures			
<ul style="list-style-type: none"> • Increase the numbers of students achieving proficiency in line with the Premier's Priorities. 			
<ul style="list-style-type: none"> • Students will achieve their year appropriate expected growth in Literacy and Numeracy. 			
<ul style="list-style-type: none"> • Students experiencing difficulty with engagement are supported and provided with alternative learning programs. 			

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

Purpose	People	Processes	Practices and Products
<p>To build the capacity of each staff member through professional learning to ensure our staff provide high quality learning for every student every day.</p>	<p>Staff</p> <p>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 associated with the Early Action for Success initiative.</p>	<p>Leading–Educational Leadership</p> <p>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. The teacher performance and development policy is implemented in a culture of high expectations for every staff member. Teachers are actively engaged in planning their own professional development to improve their teaching performance through Performance and Development Plans etc</p>	<p>Practices</p> <p>High quality teaching and learning practices demonstrated and supported across the school through teaching and learning programs, assessment, Performance Development Plans, reflection and improved learning outcomes.</p>
Improvement Measures	<p>Staff</p> <p>Teachers develop and promote a culture of continual growth and high expectations, where all students are successful learners in literacy and numeracy through the implementation of evidenced based pedagogy, data informed teaching experiences, quality programs and assessment practices.</p>	<p>Teaching– Learning and Development</p> <p>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:</p>	<p>Professional learning established across all curriculum areas that are leading improved and embedded practice in relation to curriculum continuity and quality teaching.</p>
<ul style="list-style-type: none"> • All programs show evidence of the Quality Teaching Framework (QTF) and PDPs reflect the Australian Professional Standards for Teachers in their teaching • All teachers understand standards accreditation and have high expectations for themselves 	<p>Staff</p> <p>Staff formulate their own professional goals to improve their practice and take responsibility for their own development through regular reflection and course attendance.</p>	<p>Targeted Early Numeracy (TEN), Focus on Reading 3–6(FoR 3–6) and Higher order ways to Learn (HOW2Learn)and in 2018 Early Action for Success Phase 2.(EAfS) will be implemented. Early Action for Success (EAfS) involves regular training and support from an Instructional Leader qualified in Language Learning and Literacy (L3) and Literacy Lessons (L2) and Targeted Early Numeracy (TEN).</p>	<p>Products</p> <p>Well–developed and evidence–based approaches, programs and assessment processes identify, regularly monitor and review individual student learning needs.</p>
	<p>Parents/Carers</p> <p>Students, parents and teachers take collective responsibility for student learning success as evidenced by parent attendance in school promoted activities.</p>	<p>Evaluation Plan</p> <p>The staff will engage in discussions around:</p> <ul style="list-style-type: none"> – Literacy and Numeracy (Learning Progressions) Data 	<p>All staff maintain accreditation.</p>

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

Processes

- NAPLAN Data
- Student Attendance
- Student behaviour and engagement
- Current Intervention Programs
- Teaching and Learning Programs
- Assessment and Reporting Processes
- Learning Intentions and Success Criteria
- Teachers regularly evaluate and reflect on their Performance and Development Plans with their supervisors

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

- Students, parents and teachers take collective responsibility for student learning success as evidenced by parent attendance in school promoted activities.
- Increased proportion of students reporting a sense of belonging, expectations of success and advocacy at school.

People

Staff

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

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

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.

Students

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

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.

Community Partners

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

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.

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 the 'Go for Gold –Catch–a Kid' reward program.

Evaluation Plan

Progress toward improvement measures will be evaluated through monitoring and evaluating effectiveness of community partnership and its effect on student engagement through focused interview and student/parent/community self assessment. Monitoring of the milestones for this strategic direction, evaluations and yearly outcome monitoring will take place.

Practices and Products

Practices

Improve community consultation in promoting teaching and learning practices to develop student competencies

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.

Every student can identify a staff member to whom they can confidently turn to for advice and assistance at school

Products

Develop and enhance a positive partnership with students, staff and the wider community. There is a whole school approach to improving service delivery, customer experience and community satisfaction.

An informed community, through the increase and involvement from parents that engage in teaching and learning practices in the school, creating a culture of high expectations.