

# School plan 2018-2020

## Garrah Public School 1956



# School background 2018–2020

## School vision statement

At Garah Public School we are committed to providing students with high quality learning experiences and opportunities that encourage them to become successful learners, confident and creative individuals and active, informed members of society. We actively encourage and promote a school culture underpinned by the beliefs of respect, responsibility and personal best.

## School context

Garah Public School is a small rural school located 50 km north–west of Moree in the Barwon Network. It is a school that provides education for students of the town and local farming community.

The school takes pride in offering a safe, enjoyable, motivating and challenging learning environment for students from Kindergarten to Year 6.

All teaching and non–teaching staff are highly experienced and work collaboratively to support all students and parents. The school has a family atmosphere where all of the students interact and learn from each other in a supportive and caring environment.

Key programs at the school include a focus on student wellbeing, through Positive Behaviour for Learning (PBL). Our core values of 'Respect, Responsibility and Personal Best' underpins and supports student development in Literacy and Numeracy. Learning in all KLAs is supported through the strategic access to technology, thus linking students to real world learning opportunities.

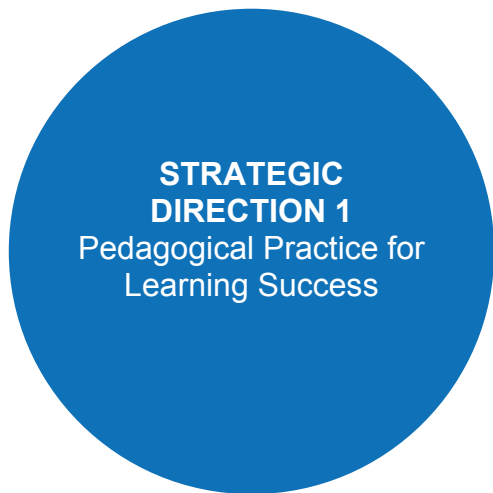
## School planning process

In developing the School Plan, opportunities were provided for consultation with the whole school community to determine our school's vision for meeting the needs of our students.

Feedback was sought from all stakeholders through surveys that allowed identification of the school's strengths and weaknesses to determine future directions.

The School Excellence Framework was used to implement a self–assessment on the progress of the school and students data, including NAPLAN, learning continuums and student assessment data. These were examined to determine current progress of student learning.

# School strategic directions 2018–2020



## STRATEGIC DIRECTION 1

Pedagogical Practice for Learning Success

**Purpose:**

To lead learning through research based pedagogy and develop high quality educational leadership practices to guide students' understanding of the characteristics of effective learners and learning achievement.



## STRATEGIC DIRECTION 2

Excellence in Curriculum Application

**Purpose:**

To collaboratively implement differentiated curriculum, assessment and evaluation for future focussed learning, with an emphasis on the teaching of literacy and numeracy skills across all learning areas.

# Strategic Direction 1: Pedagogical Practice for Learning Success

## Purpose

To lead learning through research based pedagogy and develop high quality educational leadership practices to guide students' understanding of the characteristics of effective learners and learning achievement.

## Improvement Measures

Expert use of feedback and formative assessment are observable in all contexts, as evidenced through classroom observation and teacher self-reflection data.

Learning intentions and success criteria are visible, explicitly used in all settings and can be clearly articulated by all students.

Wellbeing surveys indicate high levels of satisfaction in the areas of belonging and engagement, and students can identify 2 staff members who can support them.

## People

### Students

Students have an understanding of the characteristics of an effective learner, learning intentions and success criteria.

Students develop skills to be self-directed learners, utilising feedback and reflection processes to build capacity.

### Staff

Staff build pedagogical knowledge and skills to understand learning intentions and growth mindset, to ensure successful access to curriculum for all students.

### Leaders

Leaders use evidence based pedagogy to provide vision, support and direction to enhance effective teaching and learning.

### Parents/Carers

Parents value high expectations and support students in their learning.

## Processes

### Visible Learning

To support students to develop aspirational expectations of learning for continual improvement

Use learning intentions and success criteria as the basis for feedback to students about their learning

Instill a growth mindset culture to assist students to realise learning goals and demonstrate resilience.

### Wellbeing

Implement a whole school approach to student wellbeing in which students engage in learning experiences that explicitly teach the core values for resilience and success.

## Evaluation Plan

Lesson/Classroom observation feedback sheets

Pre/Post survey Data

Professional Learning Folios/PDPs

Student Work and Assessment Samples

Teaching Reflections

Learning Journals – Students

## Practices and Products

### Practices

#### Visible Learning

Visible learning will be a major focus of professional learning to inform enhanced teacher practice.

Explicit teaching will support students to understand and apply the effective learning characteristics.

Staff and students work collaboratively to develop learning goals informed by reflection and identified success criteria.

#### Wellbeing

Develop opportunities for students to learn about emotions and promote understanding and self efficacy.

### Products

Structures are in place to enable regular meetings and opportunities to collaboratively plan, reflect, improve and deliver evidence informed pedagogy.

Teachers confidently implement visible learning practices for all students across all learning areas.

Students are able to articulate their learning goals, and be motivated to achieve them using feedback and reflection.

Students are able to identify, articulate and manage their emotions through the application of consistent student wellbeing strategies that promote resilience and success.

Alliances with like schools are developed

# Strategic Direction 1: Pedagogical Practice for Learning Success

## Practices and Products

and maintained resulting in the students having improved social skills, broader opportunities and the ability to make adjustments and adapt to situations.

# Strategic Direction 2: Excellence in Curriculum Application

## Purpose

To collaboratively implement differentiated curriculum, assessment and evaluation for future focussed learning, with an emphasis on the teaching of literacy and numeracy skills across all learning areas.

## Improvement Measures

All students achieve at or above expected growth in literacy and numeracy as indicated by internal measures and Literacy and Numeracy Progressions.

If this does not occur, the school will implement explicit teaching programs to address concerns

Embedded and explicit systems for focussed teacher collaboration within and across schools are used to plan, implement and evaluate targetted curriculum areas.

## People

### Students

Students are creative, critical and engaged learners who are confident to collaborate about their learning and extend their learning beyond the school.

### Staff

Staff will demonstrate and apply comprehensive knowledge of the Australian curriculum to guide student learning.

Staff understand learning intentions and growth mindset ensuring successful access to curriculum for all students.

### Leaders

Leaders are focussed on learning progress, effective practices and continuous improvement.

### Parents/Carers

Parent/carers will develop an understanding of the learning process and how to actively support their children to achieve success.

## Processes

### High Quality Literacy and Numeracy Teaching

Draw on solid research to develop and implement high quality professional learning in literacy and numeracy teaching practice in all curriculum areas.

### Differentiation, Assessment and Evaluation

Design and implement high quality differentiated learning programs that meet syllabus requirements across all key learning areas and encourage future focussed thinking. This will be supported by authentic assessment and evaluation strategies to inform future focussed teaching and learning.

## Evaluation Plan

Lesson/Classroom observation feedback sheets

Pre/Post survey Data

Professional Learning Folios/PDPs

Student Work and Assessment Samples

Teaching Reflections

Analysis of in-school Teaching and Learning Programs and Data

Data Collection Procedures and Practices

## Practices and Products

### Practices

Every teacher uses data to inform differentiated teaching practice and build learning programs based on student learning priorities.

Collaboration with other schools supports teaching and learning programs that provide evidence of curriculum knowledge.

Collaboratively construct rubrics used for assessment and feedback purposes.

Collaborative and aspirational conversations with students and families relating to planning for students' future learning. Implementation of Year 6/7 transition programs.

### Products

Effective management and interpretation of data is used to develop learning plans that recognise the individual needs of students.

Students develop the ability to work responsibly and independently to achieve their learning goals and understand that education focusses on building a positive future.

Effective systems in place to maintain accurate records documentation and assessment data to evaluate and adjust teaching strategies to maximise student learning.

Students are flexible and adaptable, demonstrating an optimistic growth mindset towards learning.