School plan 2018-2020

Gilgai Public School 1978

School background 2018–2020

School vision statement

At Gilgai Public School we value and nurture the uniqueness of every student. A positive learning culture and our safe, respectful learning environment builds a sense of belonging. We work in partnership with families to encourage our students to hold aspirational expectations for their learning and for success in life.

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School context

Gilgai Public School is located in northern New South Wales in the rural village of Gilgai, on the traditional land of the Kamillaroi People. The school is set on the banks of Gilgai Creek, nestled under magnificent trees and surrounded by bushland, providing a rich, natural environment.

Gilgai PS offers individualised learning in small composite class groups supported by personalised teaching, excellent resources and committed staff. The Early Action for Success initiative fosters a strong focus on providing early literacy and numeracy skills to ensure continual improvement throughout all stages of education.

We strive to provide our students with a variety of academic, social, cultural and sporting learning opportunities.

We have a comprehensive technology network across all classrooms, supporting future focused learning and access to the wider world.

School planning process

During Term 4 2017 and Term 1 2018 families and staff were consulted to review the school's strategic directions and key improvement measures. Participation and access to discussion were important features in the consultation process to ensure a strong foundation for the 2018–2020 School Plan. This process ensured that the 2018–2020 School Plan reflects the expectations and aspirations of the school and its community.

Commitment to quality teaching and learning aligned with application of highly effective, accessible systems are in evidence through the plan. This is reflected in the Strategic Directions, which focus on developing and maintaining best practice to support highly effective teaching and learning., while continuing to build a positive school culture informed by systems which support achievement of the the best learning outcomes for our students..

These focus areas are positively supported by all sectors of the school community.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1
Support high quality teaching and learning experiences with positive collaboration to define targets for each student.

STRATEGIC DIRECTION 2
Respectful Relationships, Building School & Community Culture

Purpose:

To raise expectations and focus on high quality teaching to achieve significant, measurable learning achievement across the school. Students and staff will be actively engaged in meaningful, challenging and future focused learning experiences, reflecting on data and curriculum knowledge to inform planning to support our students to be
adaptable, responsible, productive citizens.

Purpose:

Develop a school and community culture which is respectful, considerate and understanding of individual differences. Enabling and modelling cohesively positive relationships to support and improve the social experiences of our students and the wider community.

Strategic Direction 1: Support high quality teaching and learning experiences with positive collaboration to define targets for each student.

Purpose

To raise expectations and focus on high quality teaching to achieve significant, measurable learning achievement across the school. Students and staff will be actively engaged in meaningful, challenging and future focused learning experiences, reflecting on data and curriculum knowledge to inform planning to support our students to be adaptable, responsible, productive citizens.

Improvement Measures

- All teachers will lead and plot student progress along the progression steps in alignment with student PLSP's.
- All teaching and learning programs show evolving curriculum knowledge and learning experiences with a future focus.
- Collaboration within the Sapphire Community of Schools supports consistently high achieving teaching and learning programs.
- 100% of students show progress against the Literacy and Numeracy Plan 2 and in school assessments. If this does not occur the school will have a plan in place to address concerns.

People

Staff

- apply deep curriculum knowledge to inform high quality future focused teaching
- increase understanding of the Literacy and Numeracy Progressions Volume 2.
- identify and record data to monitor student progress and inform programming
- engage in strategic professional learning to support identified school directions
- actively contribute to the school's distributed leadership model.

Leaders

- identify and initiate responses to educational needs
- build staff capacity to develop, deliver and assess quality educational programs

Students

- demonstrate ownership of their learning – understanding and articulating what, how and why they are learning

Parents/Carers

- utilise the language and skills required to proactively support childrens' learning.

Community Partners

- focus on improvement in teaching and learning through collaboration with the Sapphire Community of Schools

Processes

Monitoring Student Progress

Implementation of consistent, regular practices for recording and analysing students' learning achievements will inform teachers' planning for individualised student learning.

Educational Culture

Professional learning will reflect the importance of consistent teacher judgement to inform the most effective implementation of visible learning strategies.

Professional learning targets deep knowledge of all NSW syllabi, the development of effective differentiated programming and individualised assessment strategies about and of learning.

Visible Learning

High quality professional learning will facilitate effective implementation of the Visible Learning strategies for enhanced teaching pedagogy

Evaluation Plan

The following data will be analysed:

Teaching and learning programs

Classroom observations

Discussions with staff & parents

Internal & external performance data

External School Capability Assessment

Practices and Products

Practices

Teachers use data to inform and differentiate teaching by tracking student progress against learning progressions and using all mandated NSW Syllabi

A culture of effective feedback and collaborative planning ensures all students' learning is tracked. Teachers, students and parents develop, plan and assess learning goals to drive future educational aspirations.

Visible Learning strategies support actively engaged students to be self directed learners who self assess using co–developed metrics/ rubrics to guide learning progress.

Products

Systematic collection and analysis of data will identify learning needs. Adjustments are made to teaching and learning programs as required.

Teachers demonstrate deep knowledge of curriculum to inform planning for teaching program content and achievement of learning outcomes .

Base line performance data is available to accurately measure school improvement.

Consistent application of Visible Learning strategies support students to take responsibility for their learning.

Strategic Direction 2: Respectful Relationships, Building School & Community Culture

Purpose

Develop a school and community culture which is respectful, considerate and understanding of individual differences. Enabling and modelling cohesively positive relationships to support and improve the social experiences of our students and the wider community.

Improvement Measures

Increased numbers of parents and community members actively engaging in and contributing to PLP meetings, parent teacher interviews, school events, programs, and committees.

Increased reports of positive citizenship in the playgroud and reduced reports of disrespectful playground behaviours between students

Increased leadership learning opportunities. result in students taking responsibility for speech and actions, while demonstrating increased resilience in learning and social situations

People

Leaders

Leaders will impress the importance of treating others with respect. Modelling, monitoring, managing and providing support to establish and maintain productive, respectful relationships with the school community.

Staff

Staff will seek and develop quality regular social learning opportunities that promote and grow understanding of respectful relationships. We will be courteous and respectful, recognising the importance of parent and community contributions in delivering a holistic education.

Parents/Carers

Parents work in partnership with the school, understanding and supporting the schoo'ls priority on respectful relationships. Supporting the growth of socially responsible citizens while maintaining positive & respectful communication.

Students

Students will feel supported and respected and be expected to treat others with dignity and respect. Engaging in meaningful learning experiences designed to enhance their understanding of their social and emotional impact on those around them.

Community Partners

Collaboration within the community and the Sapphire Community of Schools to deliver diverse learning opportunities.

Processes

Community Relationships

Connection to parents and community members is enhanced through commitment to shared values and communication processes that support active, respectful collaboration. Consistent modelling of respectful and productive interactions will support students' social and emotional development. There will be shared commitment to building a positive school culture that values partnership between the school and families.

Social and Emotional Learning

Explicitly teach social and emotional learning in daily school operations and curriculum delivery, using a whole school approach to support the development of self regulation, positive social behaviour and resilience. Maintaining respect and kindness are central to our expectations for all interactions.

Student leadership is strategically developed, encouraging students to take responsibility as actively contributing school citizens.

Evaluation Plan

The following sources of evidence will be analysed to evaluate progress:

Surveys, informal feedback and focus group sessions with students, staff and parents.Staff Self assessment, formal regular reviews of teaching activities/ programs aligned to the relationship needs of students, School Self Assessment Tool

Practices and Products

Practices

- Parents and staff work collaboratively to develop a culture to support continual school improvement

- Parents, family and staff consistently demonstrate the shared values – respect, kindness and consideration.

- Explicit teaching, informed by the whole school approach to wellbeing, promotes respectful relationships,

- Annual involvement in significant programs/ activities that promote understanding of positive relationships & skills

- Student leaders engaged in leadership learning, building their capacity as contributing school and community citizens

Products

- Parents, families and community identify the school as respectful, supportive and welcoming

- Teachers and families display support and respect for one another, & when differences of opinions occur, we will be committed to presenting a unified stance for our students.

- Students are able to identify and self regulate their emotions

- Student leaders will lead the SRC and engage in a range of leadership learning opportunities/responsibilities

- Good manners will bean integral component of the school's culture and day to day operation