

School plan 2018-2020

Gilgandra Public School 1979



School background 2018–2020

School vision statement

Gilgandra Public School community has a strong commitment to quality teaching with high expectations, inclusive of all students in a safe, respectful learning environment.

School context

Gilgandra Public School is a culturally diverse and inclusive rural school situated 65 kilometres north of Dubbo. Gilgandra Public School has a safe, caring and productive learning environment that is underpinned by the Positive Behaviour for Learning Framework (PBL)

Gilgandra Public School has skilled teachers with a broad range of experience who value academic excellence and cater for all student learning styles and abilities. Students at Gilgandra Public School are supported in their learning by Student Learning Support Officers and an Aboriginal Education Officer. Gilgandra Public School has two multi-categorical classes catering for students with special needs taught by Special Education Teachers.

Gilgandra Public School implements programs based on the latest educational knowledge for success such as Literacy, Language, Learning (L3), Focus on Reading (FoR) and Targeting Early Numeracy (TEN). Our students have the opportunities to participate in a wide range of cultural, technological, sporting and social activities that enhance learning and engagement within the classroom and the community. Gilgandra Public School has a strong relationship with our local Pre-schools and High School who support our effective transition programs. We welcome community involvement in our school and have an active parent body who through their support, enrich our students' learning experiences and school culture.

School planning process

School-based team worked with Principal Leader and Gilgandra High School to develop a series of questions for key stake holders.

Interviews were conducted with members of the school community, including the following:

- members of staff
- students
- parents and family members
- Analysis of assessment information, program evaluations and other documents seen by the school as informing the review
- Analysis of student achievement data, including detailed NAPLAN , PLAN, Best Start etc. analysis using SMART
- DET School Excellence Framework
- Tell Them from Me survey– students/staff/parents
- Master Classes on evaluation processes during Terms 3 and 4 with Network team via Adobe Connect.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

A whole school approach embedding evidence-based best practice

Purpose:

Teaching practice that is based on evidence maximises learning growth and improvement for all students.

Our purpose is to create a culture where the pedagogy is evidence-based, supported by explicit systems of collaboration and feedback, with a sustained focus on the teaching of Literacy and Numeracy.

We will develop teachers' digital literacy and the implementation of the Digital Technologies Curriculum.

STRATEGIC DIRECTION 2

Data informed decision-making

Purpose:

Data provides evidence of student progress and school improvement, both informing future directions. Our purpose is to build staff capacity to integrate formative assessment into teaching practice and use data to inform planning, identify interventions and modify teaching practice.

STRATEGIC DIRECTION 3

Inclusion for all learners

Purpose:

In our school every student is known, valued and cared for.

Our purpose is to sustain and develop a school-wide collective responsibility for every student's learning and success which is shared by parents and students.

Strategic Direction 1: A whole school approach embedding evidence-based best practice

Purpose

Teaching practice that is based on evidence maximises learning growth and improvement for all students.

Our purpose is to create a culture where the pedagogy is evidence-based, supported by explicit systems of collaboration and feedback, with a sustained focus on the teaching of Literacy and Numeracy.

We will develop teachers' digital literacy and the implementation of the Digital Technologies Curriculum.

Improvement Measures

Increase proportion of all students (in all equity groups) in the top two bands for literacy and numeracy.

Increase culture of collaboration within the school.

Increase proportion of teachers using evidence-based practice.

Increase teacher confidence and implementation of Digital Technology into teaching and learning.

People

Students

Develop a range of strategies to give appropriate feedback to teacher.

Staff

Learn collaboratively, implementing best-practice strategies and reflecting on practice to evaluate impact on student learning.

Engage with digital technology and integrate into teaching and learning programs.

Leaders

Develop and evaluate explicit systems that facilitate evidenced-based learned and collaborative practice.

Ensure digital technology is accessible to all staff.

Parents/Carers

Develop an understanding of the explicit teaching model.

Processes

Evidence-based Practice

Implement collaborative professional learning, focusing on research/evidence-based practices including Literacy and Numeracy.

Observation and Feedback

Develop and implement procedures and protocols to support classroom observation and feedback to continuously improve teaching practice.

Digital Literacy

Develop teacher skills in Digital Literacy to implement the Digital Technologies curriculum.

Evaluation Plan

Classroom observations (ongoing)

Student feedback (ongoing)

Teaching learning programs (each term)

Stage meeting minutes (weekly)

PDPs

TTFM learning partners survey (Term 3)

NAPLAN data (Term 2)

Internal school data (5 week)

Practices and Products

Practices

All teachers use evidence-based practices and scaffold lesson delivery in literacy and numeracy.

Teachers reflect upon their practice using feedback and data to continuously improve teaching practice.

Teachers collaborate to plan, implement, evaluate, observe and give feedback.

Students articulate appropriate feedback on how they learn.

Products

The school embeds explicit systems that facilitate collaboration across stages in planning, implementation, evaluation, observation and feedback, including whole school and inter-school mentoring and coaching relationships.

Technology is expertly integrated into lessons by teachers.

Strategic Direction 2: Data informed decision-making

Purpose

Data provides evidence of student progress and school improvement, both informing future directions. Our purpose is to build staff capacity to integrate formative assessment into teaching practice and use data to inform planning, identify interventions and modify teaching practice.

Improvement Measures

Increase use of data by teachers to inform and modify teaching practice.

Increase use of evaluative practice.

People

Staff

Interpret and analyse data to determine teaching directions, monitor and assess student progress and reflect on teaching effectiveness.

Employ a range of assessment strategies.

Develop understanding and apply evaluative practice.

Leaders

Systematically collect data and monitor to ensure effectiveness of school practices.

Ensure professional learning focus on evaluative practice.

Develop evaluative systems.

Respond to school community feedback.

Parents/Carers

Provide meaningful feedback.

Gain deeper understanding of how the school functions to support student learning.

Processes

Staff use of data

Develop understanding of formative assessment and develop skills to analyse, interpret and extrapolate data to collaboratively inform planning, identify interventions and modify teaching practice.

Evaluative Practice

Develop understanding of evaluative practice to effectively implement and monitor the progress of the school plan.

Evaluation Plan

NAPLAN data (Term 2)

Internal school data– progressions

Teaching programs (each term)

Best Start (annually)

IEPS (ongoing)

PLPs (ongoing)

Stage meetings (weekly)

Staff meetings (weekly)

PBL meetings (fortnightly)

TTFM (learning partners) (Term 4)

Observations/Supervision (each term)

Community surveys (annually)

Executive meetings (weekly)

Teacher feedback

Practices and Products

Practices

Teachers apply a full range of assessment strategies in determining teaching directions, monitoring and assessing student progress and reflecting on teaching effectiveness.

Leadership team collects information about the school's administrative practices in order to ensure their effectiveness.

Products

The school has explicit systems in place to monitor the implementation and progress of the school plan and teachers' analysis of data to inform their practice.

Strategic Direction 3: Inclusion for all learners

Purpose

In our school every student is known, valued and cared for.

Our purpose is to sustain and develop a school-wide collective responsibility for every student's learning and success which is shared by parents and students.

Improvement Measures

Improve student well-being and engagement.

Increase proportion of parents involved in IEPs.

Increase proportion of students involved in activities outside of the classroom.

People

Students

Confidently explain and reflect on how they learn and identify their next steps.

Parents/Carers

Confidently collaborate with teachers and students to identify learning needs, support developed goals and acknowledge student progress.

Staff

Develop respectful, collaborative relationships with parents and students.

Respond to students to allow them to connect, thrive and learn.

Differentiate teaching programs to cater for all students.

Understand and implement processes that support student well-being and learning needs.

Leaders

Strengthen existing and identify new partnerships to support individual student learning and well-being.

Monitor teaching and learning programs on a regular basis.

Develop processes for coordination to support student well-being.

Community Partners

Understand and follow Child Protection guidelines, school procedures and

Processes

Adjustments for learning

Develop and implement systems for individualised student programs across the school.

Connect and Thrive

Strengthen the processes for more effective coordination to support the well-being of individual and groups of students providing opportunities in areas of interest and ability.

Evaluation Plan

TTFM survey (annually)

LST data including meeting minutes (fortnightly)

PBL data including meeting minutes (fortnightly)

Attendance data (each term)

School counsellor referrals (ongoing)

IEP data (ongoing)

Parent/teacher interview data (each semester)

Tracking of students in extra curricular activities

Practices and Products

Practices

Teachers, students and parents plan to support learning and share expected outcomes.

Staff actively identify and respond to student well-being and learning needs.

Products

Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning.

Whole school practices result in measurable improvements in student well-being and engagement in learning.

All students connect, succeed, thrive and learn.

Student learning and wellbeing is enhanced by alliances with other organisations.

Strategic Direction 3: Inclusion for all learners

People
protocols.