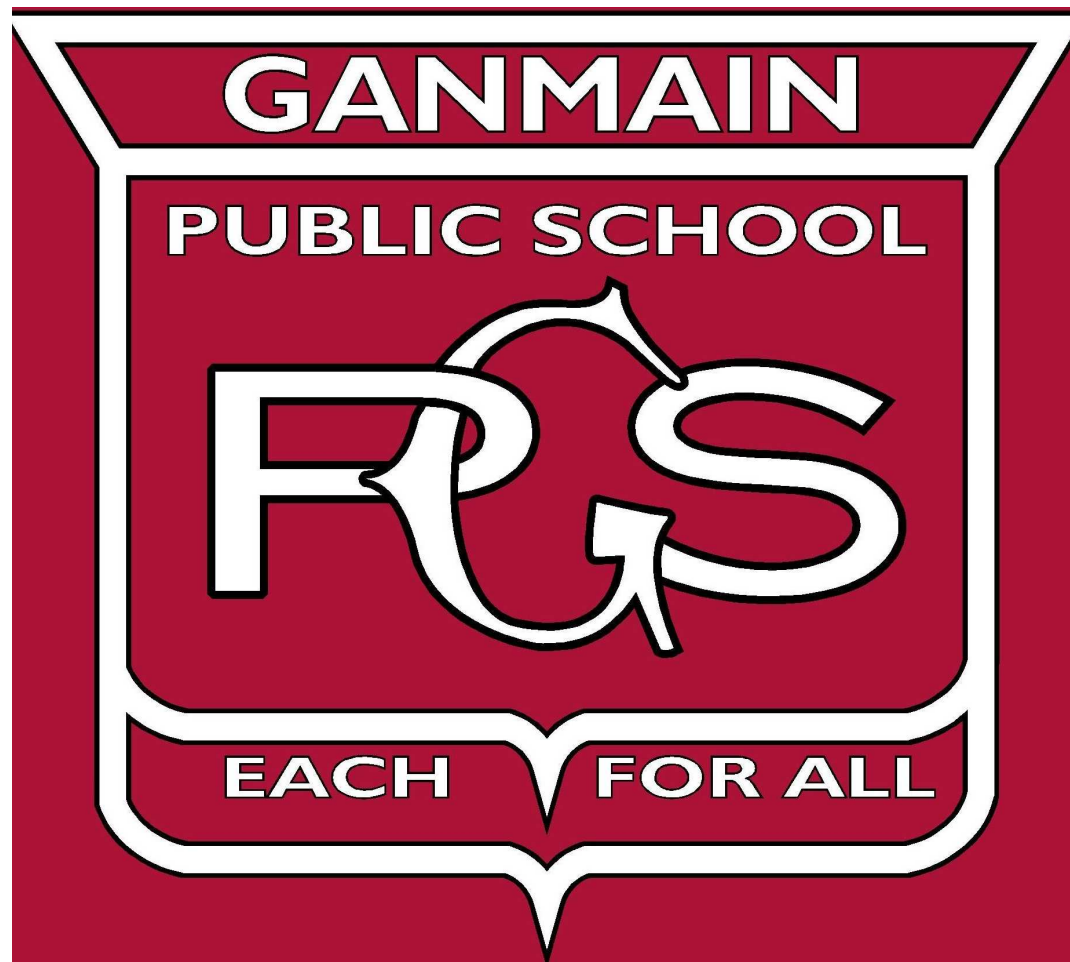


Strategic Improvement Plan 2021-2024

Ganmain Public School 1954



School vision and context

School vision statement

Ganmain Public School, in partnership with parents, is committed to motivating students to be respectful, responsible, resilient, resourceful and reflective life-long learners. Students are supported by staff focused on the provision of consistent, quality teaching and learning.

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 the community. 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.

The school has completed a situational analysis using a variety of evidence to identify the strengths and areas for future development. Based on the outcome of the situational analysis, we have determined the following focus areas are required to ensure student success:

- effective classroom practice in the teaching of reading and numeracy,
- using data and assessment to understand our students and use this to plan for future steps,
- developing resilient learners supported by a strong wellbeing program,
- working in authentic partnerships with our parents and community to ensure every student succeeds and thrives.

The wellbeing and engagement of our students remains a priority. Having a strong connection within the local school's network, consisting of Ganmain Public School, Matong Public School, Marrar Public School, and Coolamon Central School provides enhanced academic, sporting and social opportunities for our students.

Planning, programming, assessment and using data for teaching and learning are areas of ongoing improvement. The school will develop systems to monitor and review its curriculum provision to meet changing requirements of the students. There will be a focus on ensuring teaching and learning programs are explicit and engaging as well as meeting all requirements of the Department of Education and the NSW Education Standards Authority.

The monitoring of student performance data will determine areas of need at an individual and whole-school level to ensure ongoing student and school improvement.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise the learning outcomes for every student in reading and numeracy, all staff will use data to understand the learning needs of individual students, which will be used to inform teaching using evidence based strategies.

Improvement measures

Target year: 2022

The percentage of students achieving in the top two bands in NAPLAN within the Narrandera Small School Network increases by 3% in Reading.

Target year: 2022

The percentage of students achieving in the top two bands in NAPLAN within the Narrandera Small School Network increases by 4% in Numeracy.

Target year: 2023

There will be an uplift in the number of students attaining expected growth in NAPLAN Reading and Numeracy.

Initiatives

Effective Classroom Practice

Teachers identify, understand and implement the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies in Reading and Numeracy.

Knowing what students can do and where to next

The school will build teacher capacity to ensure consistent school-wide practices for assessment are used to monitor, plan and report on student learning across the curriculum.

Data collection is used to differentiate curriculum, inform teaching and provide feedback to students so that learning is maximised for all.

Success criteria for this strategic direction

Effective Classroom Practice

A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities in Reading and Numeracy.

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.

The school's curriculum provision supports high expectations for student learning. Students' learning is monitored longitudinally to ensure continued development and maximum learning.

Knowing what students can do and where to next

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

The school has processes in place to support teachers' consistent, evidence based judgement and moderation of assessments.

Evaluation plan for this strategic direction

What has been the impact of using explicit, evidence based teaching methods on individual student academic success?

How has the full range of assessment strategies improved the teaching and learning cycle within the classroom?

The school will use external and internal data to regularly analyse the effectiveness of the initiatives in place to satisfy this strategic direction. This data will include NAPLAN, work samples, observation and scheduled

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

reading level and numeracy assessments.

Regular analysis and review of these data sources and teacher practices will be evident to provide clarity around whether we are on track for achieving the intended improvement measures.

After analysing the data a determination will be made as to the future direction, in collaboration with school staff, students and community.

Strategic Direction 2: Wellbeing and Engagement

Purpose

To ensure that all our students are able to connect, succeed, thrive and learn, there will be a planned approach to developing whole school wellbeing processes that support high levels of wellbeing and engagement.

Improvement measures

Target year: 2022

The percentage of students attending for more than 90% of the time increases by 4%.

Target year: 2024

Tell Them From Me Wellbeing data indicates an increased level of students reporting high expectations, a sense of advocacy, a sense of belonging and higher interest and motivation to learning.

Initiatives

Wellbeing

Evidence based strategies will be identified to provide a strategic and planned approach to develop whole school wellbeing processes which will support students' positive mental health, resilience and happiness.

Learning Culture

Systems and processes will be embedded to consistently communicate with parents, to enhance effective partnerships in learning and focus on students being motivated to deliver their best and continually improve.

Success criteria for this strategic direction

Wellbeing and Learning Culture

There is school-wide, collective responsibility for student learning and success, which is shared by parents and students. Teachers directly and regularly engage with parents to improve understanding and student learning.

Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents and carers.

A culture of high expectations will be evident where teachers and parents share information about student wellbeing, in order to best meet the needs of students.

Positive mental health strategies, which support the resilience and mindfulness of students, will maximise student engagement in learning.

Staff will have an increased understanding of Aboriginal culture and identity through participation in cultural training.

Evaluation plan for this strategic direction

What has been the impact of student wellbeing programs in allowing students to connect, succeed, thrive and learn?

To what extent have effective partnerships with parents resulted in improved student engagement and learning?

The school will use external and internal data to regularly analyse the effectiveness of the initiatives in place to satisfy this strategic direction. This data will include attendance information, Tell Them From Me surveys, work samples, observation, student Individual Learning Plans and school based wellbeing surveys.

Regular analysis and review of these data sources and teacher practices will be evident to provide clarity around

Strategic Direction 2: Wellbeing and Engagement

Evaluation plan for this strategic direction

whether we are on track for achieving the intended improvement measures. After analysing the data a determination will be made as to the future direction, in collaboration with school staff, students and community.