

Strategic Improvement Plan 2021-2024

Gilgai Public School 1978



School vision and context

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 build 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.

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 Public School offers individualised learning in small, composite class groups supported by personalised teaching, excellent resources and committed staff. The school 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.

Through our situational analysis we have identified that by developing our data driven practices and focusing on targeted classroom pedagogical practices, the school can work towards meeting the system-negotiated target areas in Reading and Numeracy. John Hattie's research into the practices that improve student achievement will be key areas of focus, as we work towards holistic school improvement.

Our work with individual students will be responsive and closely monitored. Individual and targeted group support will be provided where individual student growth is not meeting expectations. Analysis of student performance data will determine areas of need within the school.

Developing and modifying school operational systems will underpin our school improvement. Gilgai Public School's next external validation is 2023, when we will re-assess the school situation and create a new school plan.

Strategic Direction 1: Student growth and attainment

Purpose

To continually build and maintain student learning outcomes by responding to individual learning needs through the provision of differentiated teaching that is informed by the effective collection and analysis of data.

Improvement measures

Target year: 2023

Increase to 27.1%, the students achieving in the top 2 bands of the NAPLAN Numeracy assessment.

Target year: 2023

Increase to 39.6%, students achieving in the top 2 bands of the NAPLAN Reading assessment.

Target year: 2023

School attendance achieves or exceeds our system identified attendance upper target of 92.5%

Initiatives

Reading (Achievement/Growth)

In Reading, we will build teacher capabilities to ensure that the data is effectively used to differentiate curriculum, inform teaching and provide feedback, so that learning is maximised for all. The evaluation of this data will regularly be used to inform:

- systematic analysis and use of Literacy and Numeracy Progressions to personalise learning and differentiate teaching for all students, in addition to tracking progress and growth
- review and implement responsible change in teaching practices (programming, planning, lesson delivery, assessment) to ensure that teachers respond to data in their programming, planning and lesson delivery for student learning needs
- the Learning Support Team regularly and systematically analyses data for the impact of interventions, providing flexible responses, as necessary.
- strategic professional learning will focus on reading, to support explicit teaching and enhanced curriculum delivery
- cross-curriculum adoption of effective reading strategies, focusing on reading for understanding and inference.

Numeracy (Achievement/Growth)

In Numeracy, we will build teacher capabilities to ensure that data is used effectively to differentiate curriculum, inform teaching and provide feedback, so that learning is maximised for all. The evaluation of this data will regularly be used to inform:

- review and responsible change in teaching practices (programming, planning, lesson delivery, assessment) to ensure that teachers respond to data in their programming, planning and lesson delivery
- systematic analysis and use of Literacy and Numeracy Progressions to personalise learning and differentiate teaching for all students, in addition to

Success criteria for this strategic direction

Success is informed by the use of the School Excellence Framework (SEF). Future school directions are data-driven, using internal and external measures. School resources are strategically used to achieve improved student outcomes and high-quality service delivery, based on identified areas of need. Areas of the SEF are used to inform the success criteria for this Strategic direction. These will include: Learning Culture; High Expectations & Differentiation, Curriculum; Curriculum Provision. Assessment; Formative & Summative Assessment. Student Performance Measures; Value-add, NAPLAN, Student growth, Internal and external measures against syllabus standards.

- The school's curriculum provision supports high expectations for student learning.
- The curriculum delivery is enhanced by learning alliances with other schools and organisations, where useful and appropriate.
- Staff monitor and analyse summative assessment data to differentiate learning at the point of instructional need, resulting in continuous academic improvement for every student.
- Formative assessment is an integral part of daily classroom instruction, providing a platform for specific feedback to students, incorporating learning intentions, success criteria and learning aspiration.
- Individualised Learning Plans will be in place for all students, highlighting literacy and numeracy achievement that will support students' learning across the curriculum.

Evaluation plan for this strategic direction

Question: To what extent have we achieved our purpose and can we demonstrate improvement of student outcomes in reading, numeracy and school attendance?

Data: We will use a combination of data sources. These will include:

- Internal assessment, eg. PLAN2, YARC testing and

Strategic Direction 1: Student growth and attainment

Initiatives

- tracking progress and growth
- the Learning Support Team will regularly and systematically analyse data to analyse the impact of interventions, providing flexible responses, as necessary.
- strategic professional learning will focus on numeracy, to support explicit teaching and enhanced curriculum delivery
- adoption of effective numeracy strategies across Kindergarten to Year 6, focusing on measurement and literacy for numeracy success.

Evaluation plan for this strategic direction

Early Years Assessment Tools (Phonemic Awareness Assessments, Phonics Assessments, Hearing and Recording Sounds and Running Records that link to PLAN 2)

- External assessment, eg. NAPLAN
- Document analysis, eg. PLSPs, ILPs, PLPs, Assessment, Matrices
- SCOUT Data.
- Observation
- Student Work Samples

Analysis: The school will review progress towards the improvement measures annually. Analysis will also be embedded within the initiatives and school practices for progress monitoring.

Implications: The findings of the analysis will inform:

- future actions
- annual reporting on school progress measures (published in the Annual Report each year, in the newsletter and on the school website throughout the year).

Markers of success will include:

- fortnightly LST/Team meetings monitoring and analysing student data, to design additional support when growth is not demonstrated
- the testing implemented reflecting both learning needs of all students and individual students' focus areas for development
- response to individual student achievement, focusing on building literacy and numeracy skills for action across the curriculum
- monitoring team contribution in planning differentiated lessons across the curriculum, based on analysis of student performance data
- introduction of new assessment tools to meet

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

identified need eg. PAT testing.

Strategic Direction 2: Effective Classroom Practice

Purpose

To develop classroom pedagogy with a focus on effective evidence-based teaching practice, incorporating identified strategies into daily classroom action to enhance overall school performance and student learning outcomes.

Improvement measures

Target year: 2023

Improvement as measured by the School Excellence Framework and validated with External Validation in 2023:

Learning Domain:

- Curriculum - Excelling

Teaching Domain:

- Effective Classroom Practice - Excelling
- Data Skills and Use - Excelling
- Learning and Development - Excelling

Leading Domain:

- Educational Leadership - Excelling

Target year: 2023

Use of Visible Learning Strategies has resulted in:

- 90% student engagement with classroom activities.
- 100% PLP's and/or Student Learning Overviews having distinct individualisation, linking and comparing the student's academic level against the Literacy and Numeracy progressions
- An increased number of students being able to identify where they need to improve .
- more than 80% of lessons using learning intentions and success criteria (as shown in student and teacher surveys).

Initiatives

Visible Learning

Visible Learning strategies, based on the research of Dr John Hattie, will be consistently applied across the school and curriculum areas, with an emphasis on classroom practice.

This will be evident through:

- targeted professional learning facilitating strategic implementation of Visible Learning pedagogy
- evaluation of sequential activity, reliable processes and impact as essential components informing the development of the Visible Learning Initiative
- consistent practice and language of learning being demonstrated in all educational settings
- Learning Intentions and success criteria being evident in all classes
- Individualised learning goals for all students, with regular reflection and feedback opportunities
- teaching and learning programs showing evidence of revision and adjustments made for student differentiation
- systematic progress monitoring, through dynamic assessment and feedback, reflected in program modifications
- ongoing engagement with current research
- regular collegiate collaboration both internally and with the Sapphire Community of Schools

Success criteria for this strategic direction

Success is informed by the use of the School Excellence Framework (SEF). Future school directions are data-driven, using internal and external measures. School resources are strategically used to achieve improved student outcomes and high-quality service delivery, based on identified areas of need. Areas of the SEF are used to inform the success criteria for this Strategic direction. These will include: Learning Culture; High Expectations. Reporting; Parent Engagement. Effective Classroom Practice; Explicit teaching, Feedback. Data Skills and Use; Data analysis. Learning and Development; Collaborative practice and feedback, Professional learning. Educational Leadership; Instructional Leadership, High expectations culture.

- Parents will be essential contributors in the development of students' PLPs, which will be an integral component of planning students' individualised learning programs.
- Students will demonstrate resilient learning behaviours. The Learning Pit ' Process of Learning' will support students to develop resilience when encountering learning challenges.
- Learning dispositions (brave, creative, persistent, engaged, reflective) will be evident in educational conversations between staff, students and parents.
- Staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning.
- Teachers collaborate with staff in other schools to share and embed good practice.
- Professional Development Plans are supported by a coordinated whole school approach to developing professional practice, informed by research.
- Whole school analysis of team strengths and areas for development will support planning to build capabilities and source particular expertise to improve student learning outcomes.

Evaluation plan for this strategic direction

Question: Has the introduction of Visible Learning pedagogy increased teacher's knowledge and abilities regarding the most effective teaching strategies?

What has been the impact of Visible Learning on student growth?

Have all staff engaged in the philosophy?

Have school-wide practices been developed to support the implementation of the program?

Have the CPL rubrics proven a worthwhile teacher reflection tool?

Data: Teaching programs, classroom observations, student work samples, coaching records, staff/student surveys, PLP/student learning overviews, whole school assessment

Analysis: Analyse the data to determine the extent to which the purpose has been achieved

Implications: Where do we go from here? Future directions and next steps.

Markers of success will include:

- 100% of students will have an active Individualised Learning Plan that will be revised each semester and informed every five weeks, by the collection of specific assessment data
- students will articulate their understanding of the 'Learning Pit' as a constructive component in the building a resilient learning process, and identifying short term steps forward and longer term learning goals
- whole school assessments show improvement in overall understanding and students' engagement with visible learning strategies
- students demonstrate and articulate resilient learning behaviours.

Strategic Direction 3: Quality Systems and Processes

Purpose

The school's Strategic Improvement Plan is at the core of continuous improvement measures. Consistent and efficient administrative systems, practices and processes will underpin ongoing school development and the professional effectiveness of all school members.

Improvement measures

Target year: 2023

Improvement as measured by the School Excellence Framework and validated with External Validation in 2023:

Leading Domain:

- Educational Leadership - Excelling
- Management Practices and Processes - Excelling

Target year: 2023

System developments maintain and build upon 2022 resulting in:

- 90% of parents being satisfied with the school's academic performance, customer service and facilities
- 85% of parents engaging with parent/teacher opportunities
- All teachers knowing and using the process for accessing support for students with additional learning needs
- Increased number of students who:
 - feel they are learning successfully
 - can identify a staff member they can turn to for support
 - are proud to be a part of Gilgai Public School

Initiatives

Administrative Systems, Structures and Processes

Enhancing Administrative Systems, Structures and Processes will build staff consistency, confidence and capabilities, through:

- evaluation of administrative systems and processes, to ensure that they are delivering anticipated benefits to school operation
- regularly monitoring customer satisfaction , and providing professional development in customer service and effective language
- consistent and accessible documentation eg: PLP's, LaST meetings, parent communications, well-being matters, risk assessments and management plans, positive and negative-behaviour incidents facilitated through the use of Sentral
- school process documents that inform consistent action in the provision of support for students and their learning
- staff participating in professional learning to ensure that appropriate and consistent school administrative practices are well understood

Reliable Learning and Support Procedures

Embedding Reliable Learning and Support Procedures will enhance curriculum access for all students. Staff will:

- engage with DoE learning and support documents, as well as regional staff, to develop, document and maintain consistent learning support processes
- engage with current research relating to best practice, learning support and student wellbeing
- evaluate its student support processes to ensure that the needs of all students are comprehensively addressed
- implement regular, appropriately structured Learning Support Team meetings that include all relevant personnel and are supported by pertinent

Success criteria for this strategic direction

Success is informed by the use of the School Excellence Framework (SEF). Future school directions are data-driven, using internal and external measures. School resources are strategically used to achieve improved student outcomes and high-quality service delivery, based on identified areas of need. Areas of the SEF are used to inform the success criteria for this Strategic direction. These will include: Educational Leadership; Performance management and development, Community engagement. School Resources; Staff deployment, Financial Management. Management Practices and Processes; Administrative systems and processes, Service delivery, Community satisfaction. Curriculum; Teaching and learning programs, Differentiation. Wellbeing; Individual learning needs.

- Streamlined, flexible processes are responsive to feedback from all sectors of the school community.
- The staff team analyses and responds to school community satisfaction.
- Staff will engage in and apply professional learning to facilitate the effective and consistent use of Sentral.
- Administrative processes are regularly reviewed and adjusted in order to ensure their effectiveness . They are consistent, efficient and well understood.
- There is a whole school approach to improving service delivery and customer (parent, student, community) experience.

Evaluation plan for this strategic direction

Evaluation plan

Q. How can the school determine that its systems and processes are enhancing student student satisfaction, engagement and achievement have been successful?

Have changes to administrative systems, structures and processes improved availability of information, improved parental satisfaction and benefited school operation?

Strategic Direction 3: Quality Systems and Processes

Initiatives

- documentation
- assess the impact of the school's learning and support practices, to ensure ongoing student engagement and learning success
 - participate in professional learning, to ensure that appropriate and consistent student support practices are well understood
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Evaluation plan for this strategic direction

D. School documents eg. risk assessments and management plans, incidents in Sentral, meeting minutes, parental communications

Professional Development Plans

Surveys: staff, student wellbeing and family satisfaction

Focus groups

A. Analyse the data to determine the extent to which the purpose has been achieved.

I: What are the implications for our work? Future directions and next steps.

Markers of success will include:

- processes for service delivery are consistent and positive, constructive feedback is received from all sectors of the school's community
- staff will apply professional learning by demonstrating consistent and effective use of SENTRAL.
- the Learning Support Team processes are aligned with current research and Department of Education best practice
- Familiarisation with learning support processes are included as an essential component of staff induction.