

Strategic Improvement Plan 2021-2024

Gilgandra Public School 1979



School vision and context

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 to empower students to become life long learners.

School context

Gilgandra Public School has 201 students currently enrolled and 49% identify as having Aboriginal background. 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 place a high value on student wellbeing, promote academic achievement 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.

The school sought feedback from the broader learning community, including parents, students and local community partners such as the AECG. Based on the outcome of the 2020 Situational Analysis, we have determined that we need to continue to:

- Develop our formative and summative assessment practices.
- Formalise and embed regular feedback to parents to supplement the semester reports and strengthen parent understanding of strategies to support their child's learning.
- Develop teacher capacity in the co development of learning goals with their students.
- Continue to develop and strengthen all staff's data literacy through targeted professional learning.
- Evaluate and refine the school PDP processes to embed formal classroom observations and comprehensive feedback that includes reference to the Teaching Standards.

Gilgandra Public School implements programs based on the latest educational knowledge for success such as, Explicit Instruction, Teaching Sprints and Top Ten Numeracy. 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 preschools 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.

Strategic Direction 1: Student growth and attainment

Purpose

In order to improve student learning outcomes in reading and numeracy we will develop and sustain whole school processes for collecting and analysing data to ensure the implementation of appropriate curriculum provision for every student is underpinned by evidence-informed strategies and embedded evaluative practice.

Improvement measures

Target year: 2022

- A minimum of 24.2% of Year 3 and Year 5 students achieve in the top two bands in NAPLAN reading from the baseline of 14.04%.
- A minimum of 15.7% of Year 3 and Year 5 students achieve in the top two bands in NAPLAN numeracy from the baseline of 12.7%.

Target year: 2023

- Increase the percentage of students achieving expected growth in NAPLAN numeracy to be above the system-negotiated target of 64.70%, from the baseline of 55%.
- Increase the percentage of students achieving expected growth in NAPLAN reading to be above the system-negotiated target of 54.20% from the baseline of 49.5%.

Target year: 2024

At least 70% of students Years 1-6 will have achieved the year appropriate learning indicators within the Measurement sub-element of the National Numeracy progressions.

Target year: 2022

- Increase the percentage of Year 3 and 5 Aboriginal students achieving in the top three bands of NAPLAN Numeracy, by at least 7.3% from the baseline.
- Increase the percentage of Year 3 and 5 Aboriginal students achieving in the top three bands of

Initiatives

Effective Classroom practice in Literacy

In literacy, we will embed sustainable whole school processes for collecting and analysing data. The evaluation of this data will regularly be used to inform:

- the selection of teaching strategies in relation to student learning needs
- the impact of the strategies on student learning
- Teacher professional learning and school resourcing
- high quality teaching to support comprehension

In Reading, we will continue to embed sustainable EAfS school processes for collecting and analysing data every 5 weeks. The evaluation of this data will regularly be used to inform teaching practices

Effective Classroom practice in Numeracy

In Numeracy, we will embed sustainable whole school processes for collecting and analysing data. The evaluation of this data will regularly be used to inform:

- the selection of teaching strategies in relation to student learning
- the impact of the implemented strategies on student learning
- teacher professional learning and school resourcing
- high quality teaching including measurement and working mathematically

In Measurement, we will conduct formative pre, mid and post assessments using "Essential Assessment" with data being uploaded to the National Numeracy Progressions.

- Teachers will develop quality Measurement Warm-ups to embed skills, understanding and knowledge

Aboriginal student achievement

In Numeracy and Reading, we will embed a learning culture that enables Aboriginal students to create, receive feedback and achieve their learning goals.

Success criteria for this strategic direction

A whole school system and integrated approach to quality teaching, curriculum planning, delivery and assessment promotes learning excellence and responsiveness in meeting the needs of all students.

All teachers are committed to identifying, understanding and implementing the most effective explicit teaching strategies.

Student assessment data is regularly used school-wide (every 5 weeks) to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions .

The 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.

The school leadership team model instructional leadership and support a culture of high expectations, resulting in sustained and measurable school improvement.

Evaluation plan for this strategic direction

Question: To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes in Reading and Numeracy?

Data: We will use a combination of data resources. These will include: Internal assessment, Literacy and Numeracy PLAN2, Essential Assessment, NAPLAN, Scout-value added data, feedback surveys, observations, students work samples, student voice, student PLPs, PL Calendar, Conversations,

Analysis: Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.

Strategic Direction 1: Student growth and attainment

Improvement measures

NAPLAN Reading, by at least 9% from the baseline.

Initiatives

- Teachers and Learning support staff will use student assessment data to reflect on teaching effectiveness and provide individualised explicit differentiated and responsive learning opportunities.
- Embed and use professional learning models to build teacher capabilities and collective pedagogical practice.

Evaluation plan for this strategic direction

Implications The findings of the analysis will inform: future actions as well as annual reporting on school progress measures (published in the Annual Report each year and on the school website)

Strategic Direction 2: High Expectations and Continuous Improvement

Purpose

To improve student outcomes and teacher capabilities, we will ensure all staff are collaborating effectively, embedding evidence based practice into their pedagogy. We will establish a positive, cohesive school that is purposeful, flexible and dynamic in order to meet the diverse needs of our staff, students and community.

Improvement measures

Target year: 2024

All teachers demonstrate high quality skills in explicit teaching, differentiation and Teaching Sprints.

Target year: 2024

All staff have a deep knowledge of formative assessment and in-depth skills to implement strategies to support learning.

Target year: 2024

There is an established culture of collaboration leading to a practice of sharing and acting upon professional learning, so that all professional learning is meaningful and purposeful..

Initiatives

A culture of ongoing learning and improvement.

Staff will use collaborative processes to embed sustainable practices:

- Participate in peer observations and reflections of practice and engage in research based professional learning to improve knowledge and skills.
- Learning intentions and success criteria will be explicitly taught and developed to enable all staff and students to strive for ongoing improvement.
- Improve effective classroom practice, change and adjust practice using Progressions, individual student goals, formative feedback and differentiated teaching.

Quality Teaching

We will embed sustainable whole staff processes to support the achievement of developed goals participating in professional learning, consider feedback given and reviewing the success of these goals and the impact they have on their own practice and the school community.

We will establish and embed a culture of agreed practices in the delivery of quality teaching focused on the improvement of all students.

We will develop a comprehensive and ongoing staff professional learning program to continually build teacher capacity.

We will build and maintain deep knowledge of all curriculum.

Success criteria for this strategic direction

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers.

Teachers are skilled at explicit teaching techniques such as questioning and assessing to identify students' learning needs, and use a range of explicit strategies to explain and break down knowledge.

The staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning.

The school monitors the accreditation status of all staff and encourages the pursuit of higher levels of accreditation.

All teachers use professional standards and PDPs to identify and monitor specific areas for development or continual improvement.

Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers.

Evaluation plan for this strategic direction

Question: What has been the impact of the focus on quality teaching and professional improvement as a whole school approach to engaging students and staff as learners?

Data: We will use a combination of data sources: SEF analysis, Peer coaching feedback, Tell Them From Me Staff Data, Teacher Accreditation, Professional Learning Evaluation Pre and Post

Along with evidence collated including: Stage/Staff meeting minutes, Teaching Programs, Professional Learning Calendar, Classroom Observation

Strategic Direction 2: High Expectations and Continuous Improvement

Evaluation plan for this strategic direction

Analysis. Analysis will be embedded within the processes and monitored to enable redirection and review of progress towards the improvement measures.

Implications. Where do we go from here? Future directions and next steps are developed and integrated into school planning.

Strategic Direction 3: Connect, Succeed, Thrive

Purpose

To ensure all of our students are provided with the opportunity to connect, succeed, thrive and learn there will be a planned approach to developing whole school well being processes that support high levels of well being and engagement.

Improvement measures

Target year: 2022

A minimum of 70.4% of students attend 90% of the time or more. (Lower bound system-negotiated target)

Target year: 2024

A minimum of 95 % of K-6 students achieve Tier One in Positive Behaviour for Learning Triangle.

Target year: 2024

Knowledge and strategies to support resilience, confidence and social/emotional well-being are embedded across the school.

Target year: 2024

School processes will be embedded to ensure individual students receive targeted, evidence based, holistic support.

Initiatives

Social Competency

We will embed a continued whole-school approach to well being and engagement where there is a collective responsibility for student learning and success. This will be achieved through:

- Regular monitoring and analysis of student behaviours and attendance to determine responsive interventions to increase student engagement.
- Strengthen student voice
- Embedding wellbeing programs to support resilience
- Embedding differentiated and system-negotiated targeted support for wellbeing and engagement into practice through teaching programs, behaviour systems, intervention and adjustment ensuring strategies are regularly reviewed.

Wellbeing Practices

We will review and update whole-school approach to well-being processes to ensure monitoring, analysis and evaluation of student behaviour, attendance, wellbeing, learning and engagement.

- Whole school consistency of practice in the development and monitoring of plans
- Professional Learning to support staff capacity to deliver effective wellbeing strategies.

Success criteria for this strategic direction

Attendance data is regularly analysed and is used to inform planning. Whole of school and personalised attendance approaches are improving regular attendance rates for all students, including those at risk.

The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

Students are self aware and regulate their own emotions and behaviours. Students have the social and emotional skills to develop and maintain positive relationships and engage in pro-social behaviour.

Students are self-directed, take initiative and grasp opportunity. Students have a strong sense of meaning and purpose.

Evaluation plan for this strategic direction

Questions: What has been the impact of using consistent, explicit strategies on student behaviour and expectations? Have we improved student behaviour, learning and expectations? What has been the impact of the Bounce Back program to engage students as learners and resilient?

Data: School attendance data, meeting minutes, PBL data/SAS teacher feedback, LST referrals, meeting minutes, Data from COVID ISLP, IEP data, parent feedback, TTFM survey, Leader's survey Evidence of wellbeing programs and practices targeting the needs of students-individual, group and all)

Analysis: Analyse internal and external data to determine the extent to which the purpose and success criteria have been achieved.

Implications: Where do we go from here? Future directions and next steps are developed and integrated into school planning.