

Strategic Improvement Plan 2021-2025

Girilambone Public School 1986



School vision and context

School vision statement

Girilambone Public School's vision is to provide every child the opportunity to engage in quality learning experiences to achieve their potential and develop respectful and successful life long learners. A strong network of partner schools will support staff and student learning to provide a culture of evidence based practice and collaboration within and beyond the community.

School context

Girilambone Public School is situated on Ngiyampaa Wongaibon Country. It is situated within the Bogan Shire and belongs to the Mitchell Schools Network. Girilambone is a TP1 school and commenced 2023 with an enrolment of 17 students, 4 of whom identify as Aboriginal. These students are from eight families who live in the Girilambone and Coolabah districts.

There are 5 students from Kindergarten to year 2, 4 boys and 1 girl, and 12 students in years 3 to 6, 4 boys and 8 girls.

Girilambone's local centre is Nyngan which is a distance of 45km away. Our school is supported by the Nyngan AECG, the Girilambone Public School P&C Association, as well as the Girilambone, Hermidale and Marra Creek Leading and Learning Hub. (GHMC Leading and Learning)

The school is well resourced with excellent facilities for its students; including an extensive library, Stephanie Alexander Kitchen and Garden, extensive playground equipment and large open playground areas. Girilambone Public School has a focus on achievement and growth of student outcomes in literacy and numeracy as well as promoting engagement. Targeted funding is utilised to improve equity and support all students. Students have access to a broad range of activities including performing arts, cultural, leadership, sporting, environmental and academic pursuits.

As a result of our situational analysis, an identified priority is to use data driven practices to ensure all students have access to individualised learning and achieve a years growth for a years schooling. By refining teacher practice in planning and delivering quality differentiated instruction to all students we will achieve enhanced student growth and attainment. Through the NAPLAN gap analysis and teacher collated data the school has identified system negotiated target areas in Reading and Numeracy.

The Strategic Improvement Plan will guide quality formative and summative assessment processes and procedures. Data collection practices will develop greater consistency of judgement within Girilambone and across the Leading and Learning Hub. Student engagement will be supported by embedded practices and procedures around the key elements of the What Works Best, with a focus on; High Expectations, Use of Data to Inform Practice, Effective Feedback and Assessment.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes for every student in reading and numeracy and to build strong foundations for academic success in all key learning areas, we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students.

Improvement measures

Reading growth

Achieve by year: 2023

Increase the percentage of students achieving or exceeding expected growth in the area of vocabulary and comprehension measured through Check-in and Essential Assessments.

Numeracy growth

Achieve by year: 2023

Increase the percentage of students achieving or exceeding expected growth in the sub-element of Additive Strategies, against Check-in and Essential Assessment data.

Initiatives

Effective collation and analysis of data to inform classroom practice.

Effective strategies and processes for data collection, analysis and reflection to be part of embedded practice to personalise student learning in both reading and numeracy.

Formative and summative assessment tasks will be used to analyse student progress and become an integral part of the teaching and learning cycle.

The use of assessment and data informs highly effective evidence based teaching practices to improve student growth and attainment.

Engage staff in a range of professional learning opportunities to provide them with the skills to collate, analyse and interpret data with confidence. This professional learning will focus on developing a range of both summative and formative assessment experiences that will be responsive and used to inform classroom practice.

Evidence based Quality Teaching.

All teachers to develop an understanding of and to implement and have embedded highly effective, evidence based teaching practices to improve student growth and attainment.

Allocate time each term for high level professional dialogue both within the school as well as across the GHMC Leading and Learning Hub to evaluate current practice and inform student learning.

Engage in professional learning opportunities to enable staff to focus on effective reading comprehension strategies with all students to support conversations about evidence based practice in reading.

Through the Primary Maths Teacher Specialist Initiative, build student capacity so they develop a positive attitude towards mathematics and see themselves as competent mathematicians.

Success criteria for this strategic direction

Effective collation and analysis of data to inform classroom practice.

Classroom practice

Lesson planning references student information including progress and achievement data, curriculum requirements, and student feedback, and provides continuous improvement for all students, across the full range of abilities. *SEF Effective classroom practice - lesson planning*

Collation and analysis of data

All teachers have a sound understanding of student assessment and data concepts (e.g. causality, bias). They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice. *Data skills and use - Data literacy*

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

The school analyses student progress and achievement data and a range of other contextual information. Teachers respond to trends in student achievement, at individual, group and whole school levels. *SEF-Assessment - Summative*

The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement. The school has processes in place to support teachers' consistent, evidence-based judgement and moderation of assessments. *SEF-Assessment - Whole school monitoring of student learning.*

Evidence based Quality teaching.

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the

Strategic Direction 1: Student growth and attainment

Success criteria for this strategic direction

provision of specific and timely feedback between teachers. This drives ongoing, school wide improvement in teaching practice and student results. *SEF- Learning and Development.*

All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data. *SEF - Collaborative practice and feedback..*

Evaluation plan for this strategic direction

Q: How can the school determine that its systems and processes for enhancing student growth and attainment have been successful. What impact have these changes had?

D:

- PLAN 2
- NAPLAN results
- Check-in data
- School's internal data

A-E reporting, benchmarking, work samples,

- Student's personal learning plans record student growth & attainment.

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

Do all students' data show a years growth for a years schooling?

Are there a full range of assessment strategies embedded in classroom practice?

Are there explicit learning goals, based on syllabus outcomes, presented in a way that clearly:

- shows what the learning expectations are

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

- shows the current level of achievement
- inspires students to pursue higher levels of achievement.

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

Strategic Direction 2: Collaborative partnerships for student learning and engagement

Purpose

In order to maximise student learning outcomes and optimise opportunities for all, we will foster collaborative partnerships between all stakeholders: students; parents; staff; GHMC Leading & Learning Hub; community and outside agencies.

Improvement measures

Attendance (>90%)

Achieve by year: 2023

Increase the proportion of students attending more than 90% of the time in order to be at or above the system negotiated lower bound target.

Strengthening family and community engagement in student learning.

Achieve by year: 2025

All family and community members contribute to the life of the school and their student's learning and self assess at Sustaining, as measured by the, Strengthening Family and Community Engagement Reflexion Matrix, Dimension 7.

Initiatives

Collaborative partnerships to facilitate learning.

Strengthen staff capacity through collaborative practice within the GHMC Leading & Learning Hub in order to build student capabilities to become actively engaged partners in their own learning and attainment. This will be achieved through the development of formative assessment to inform the teaching & learning cycle.

Engage with the Nyngan AECG to build partnerships to improve student learning outcomes in literacy and numeracy and provide culturally significant experiences for the students at Girilambone Public School.

The GHMC Leading & Learning hub will focus on collaborative development of formative assessment to inform the teaching & learning cycle.

Students are engaged partners in their attainment of learning.

Promote a culture of high expectation and continual improvement at both an individual and a whole school level. Students are to develop a clear understanding of their learning journey and develop the ability to talk about their learning. They will be able to articulate what they need to do next and who can help them to further their learning journey.

Teaching practices, to support student learning will be through engagement with high impact professional learning with a priority on the What Works Best documented themes of High expectations, Effective feedback and Collaboration.

The school will use authentic self assessment processes to embed reflective practice for all school, teaching and learning practices.

Success criteria for this strategic direction

Collaborative partnerships for learning.

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. Teachers involve students and parents in planning to support learning, and share expected outcomes. *SEF Curriculum - Differentiation*

Teachers routinely review learning with each student both in class and on work submitted, ensuring all students have a clear understanding of how to improve. Student feedback is elicited by teachers and informs their teaching. Student errors and misunderstandings are explicitly addressed until teachers and students are confident that mastery is demonstrated. *SEF Effective Classroom Practice - feedback*

The learning goals for students are informed by analysis of internal and external student progress and achievement data. Progress towards goals is monitored through collection of quality, valid and reliable data. *SEF Data skills and use- Data analysis.*

Students are engaged partners in their attainment of learning.

The school's curriculum provision supports high expectations for student learning. The curriculum is enhanced by learning alliances with other schools or organisations. *SEF- Curriculum- Curriculum provision.*

Students and parents understand the assessment approaches used in the school and their benefits for learning. Feedback from students on their learning derived from assessments informs further teaching. *SEF Assessment- Student engagement.*

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. Effective partnerships in learning with parents and students mean students are motivated to deliver their best

Success criteria for this strategic direction

and continually improve.. *SEF - Learning Culture - High expectations*

Evaluation plan for this strategic direction

Q: To what extent are students engaged, self-directed learners who are aware of their own progress and capable of articulating their learning journey?

Has the school developed meaningful partnerships with parents, students, other schools and outside agencies that support student learning and wellbeing?

D: Data sources could include:

- Teaching programs show evidence of data informing classroom practice with ongoing adjustments.
- Staff professional development plans in line with the SIP, improvement measures and school initiatives.
- Student progress checked and monitored against progressions and syllabus standards using PLAN 2.
- NAPLAN data
- Student work samples demonstrate personalised success criteria and build on prior learning.
- PLPs to give evidence that student learning goals are updated regularly (5 weekly intervals).
- Student voice evidenced in goal setting (PLPs), knowledge and understanding of Learning Intentions and Success Criteria
- Family/community feedback on the effectiveness of the partnerships in learning.

A: Analyse the data to determine the extent as to which the purpose of this strategic direction has been achieved.

I: What are the implications of this analysis for our work? What are our next steps/ future directions?