

Strategic Improvement Plan 2021-2024

Goolmangar Public School 2037



School vision and context

School vision statement

At Goolmangar Public School we strive to create resilient future focused learners who collaborate, self-regulate their learning and investigate the world around them.

School context

Goolmangar Public School is a rural school that is unique in catering for individual students whilst collaboratively learning with all stakeholders of the school and wider community. The school culture excels in connecting with community developing strong partnerships, utilising the skills and knowledge of community members to enhance student learning programs.

We provide a flexible, creative curriculum to build learning capabilities with a strong focus on sustainability. Extra curricular opportunities explore the areas of creative arts, languages, science and technology and sport.

The whole school community, involving students, staff, parents and the local Aboriginal Education Consultative Group (AECG), were consulted in a thorough situational analysis followed by the development of the Strategic Improvement Plan. Through our situational analysis, we have identified a need to use data driven practices that ensure all students have access to stage appropriate learning. Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in reading, numeracy and attendance.

Two key strategic directions were identified as a basis for future directions which are reflective of the school's vision. These are:

- Growth and Attainment
- Successful Learners.

Strategic Direction 1: Student growth and attainment

Purpose

Implement a whole school approach to quality teaching, planning and assessment to ensure maximum individual growth in reading and numeracy.

Improvement measures

Target year: 2023

The proportion of students achieving expected growth in NAPLAN reading exceeds the system negotiated lower bound target (2019).

Target year: 2023

The proportion of students achieving expected growth in NAPLAN numeracy exceeds the system negotiated lower bound target (2019).

Initiatives

Effective Classroom Practice

Implement highly effective evidence based teaching practices.

Staff collaboratively review and refine school data collation planning and teaching practice to maximise learning outcomes.

Staff undertake targeted professional learning to build teaching capabilities.

Differentiation

Implement systematic collection and analysis of student assessment data to drive individualised future learning.

Analyse and implement individualised learning needs into teacher programs and practice.

Collaborate extensively with teachers and parent/carers to maximise individualised learning outcomes.

Success criteria for this strategic direction

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. *Ref: School Excellence Framework, Assessment*

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. *Ref: School Excellence Framework, Curriculum.*

A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth. *Ref: School Excellence Framework, Effective Classroom Practice*

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 stu

Evaluation plan for this strategic direction

Question- In what ways and to what extent have we implemented a whole school approach to differentiated quality teaching which explicitly increases reading and numeracy outcomes?

Data- NAPLAN, Check-in assessments, PAT-R Comprehension , PAT-M, Teaching Programs, Personalised Learning and Support Plans.

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

Analysis- Staff will analyse the data collected to determine how effectively the above question was met.

Implementation- Staff will determine future actions.

Strategic Direction 2: Successful learners

Purpose

To implement systems for all students and staff with the skills and attitude to connect, thrive, succeed and learn.

Improvement measures

Target year: 2022

The proportion of students attending school more than 90% of the time meets system generated lower bound target (2019).

Target year: 2024

Tell Them From Me student surveys reflect improved student responses in expectations for success, advocacy, sense of belonging and emotional resilience against 2020 internal data.

Initiatives

Connect, Succeed, Thrive and Learn

Enhance the systems and processes to monitor improvements in all students to connect, succeed, thrive and learn to ensure optimum conditions for student learning across the whole school.

Learning Dispositions

Building staff capacity through a PDP process in implementing learning dispositions into the teaching and learning program.

Lead the application of student skills and understandings in the different learning dispositions as applicable to their individual learning journey.

Lead parents and community in the understanding of how learning dispositions create successful learners.

Explicit teaching and learning results in students demonstrating all learning dispositions.

Success criteria for this strategic direction

Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school. *Ref: School Excellence Framework, Wellbeing.*

There is school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers. *Ref: School Excellence Framework, Wellbeing.*

Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes. *Ref: School Excellence Framework, Learning Culture.*

Evaluation plan for this strategic direction

Question- In what ways and to what extent do students and staff demonstrate skills to connect, thrive, succeed and learning within our school environment?

Data- Attendance data, Tell Them From Me Yr4/5/6, Internal survey data. Learning dispositions data sets.

Analysis- Staff will analyse the data collected to determine how effectively the above question was met.

Implementation- Staff will determine future actions.