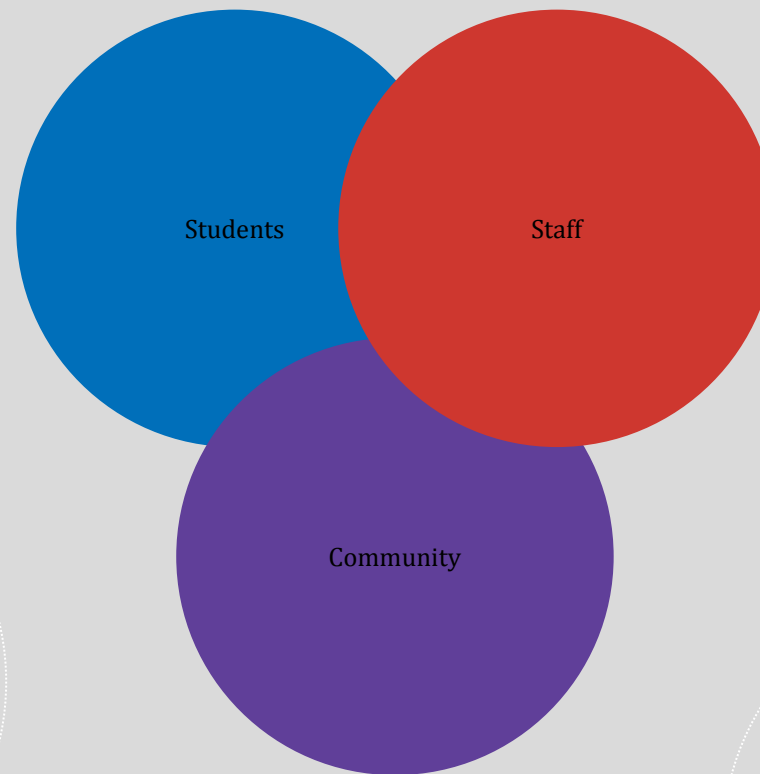


School plan 2015 – 2017

Gilgandra Public School

1979





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.

School context

Gilgandra Public School is a culturally diverse and inclusive P4 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 highly experienced and skilled teachers who value academic excellence and are equipped to cater for all student learning styles and abilities. The school is supported by specialist teachers to cater for student learning disabilities enabling all students to access the curriculum. Gilgandra Public School has two multi-categorical classes catering for students with special needs taught by Special Education Teachers supported by Student Learning Support Officers (SLSOs).

Technology supports our teaching of the curriculum across all Key Learning Areas. At Gilgandra Public School we believe that technology is an essential tool for learning that prepares every student for the future.

Gilgandra Public School implements programs based on the latest educational knowledge for success such as Literacy, Language, Learning (L3), Focus on Reading (FoR) and Targeting Early Numeracy (TEN). Our students have the opportunities to participate in a wide range of cultural, 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 Pre-schools 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.

School planning process

- Interviews were conducted with members of the school community, including the following:
 - members of staff
 - students
 - parents and family members
- Analysis of assessment information, program evaluations and other documents seen by the school as informing the review
- Analysis of student achievement data, including detailed NAPLAN analysis using SMART, Regional Benchmarking
- DET Analytical Framework for Literacy and Numeracy
- Use of Langford Tools to discuss with staff and students, “What would you like the school to look like?”- suggestions wall.
- Suggestions grouped under the Headings- Student, Staff and Community-Strategic Directions
- Tell Them from Me survey- “Focusing on Learning”-teachers.
- Tell Them from Me survey-students
- Gilgandra Aboriginal and Torres Strait Islander Parent Survey-led by Parent and Community Engagement (PACE)-Shannon Barnes.
- ACER- Quality of School Life survey



Purpose:
Build student capacity to engage in a challenging, inclusive curriculum that enables effective 21st century learners.

Purpose:
Build consistent teacher capacity in quality educational delivery.

Purpose:
Build a learning culture through, sustainable and respectful relationships within a progressive environment.

Strategic Direction 1: Student capacity to engage in learning for 21st century success.

Purpose

Build student capacity to engage in a challenging, inclusive curriculum that enables effective 21st century learners.

Improvement Measures

- ❖ 80% of students are measured as age appropriate or above in Literacy and Numeracy as measured by PLAN data.
- ❖ Personalised learning is provided through a differentiated curriculum.

People

Students
Students will become active participants in planning their own learning and contribute to specific school-wide systems.

Staff
Staff will actively demonstrate their capacity to support valid learning based on assessment data.

Staff will implement 21st century technologies into classrooms.

Processes

Students undertake learning in understanding of the requirements of age appropriate levels in Literacy and Numeracy.

Staff Professional Learning in data analysis and practical use in forward planning.

Staff professional Learning in 21st century teaching practices around technologies.

Students provided with coaching in team, committee and school organisational systems and practices.

Products and Practices

Product:
80% of students are measured as age appropriate or above in Literacy and Numeracy as measured by PLAN data.

Product:
Personalised learning is provided through a differentiated curriculum.

Product:
Students will participate in 80% of school organisational structured decision making teams as identified by the executive.

Practice:
Students identify learning goals in consolidation with parents and staff and how to demonstrate achievement.

School processes identify data analysis points and processes for staff and methods of embedding this in classroom practice.

Collaboratively plan with parents and carers to accurately identify skills, strengths and needs for their children.

Students participate on a regular basis in school decision-making.

Strategic Direction 2: Consistent high standards of educational practice through shared professional learning.

Purpose	People	Processes	Products and Practices
<p>Build consistent teacher capacity in quality educational delivery.</p>	<p>Students Students' levels of achievement will be improved through the development of assessment based, engaging, differentiated teaching and learning designed to meet their needs.</p> <p>Staff Staff understanding of assessment driven learning, curriculum knowledge and pedagogy will develop student learning capacity.</p>	<p>Engage all staff in Professional Learning that is relevant, future-focused and shaped by research.</p> <p>Effective use of quantitative and qualitative student assessment data to inform and improve school curriculum and teaching and assessment practices.</p> <p>Staff develop Professional Personalised Learning plans targeted at improving individual pedagogy.</p> <p>Professional Learning on National Curriculum undertaken by staff to develop understanding and capacity to deliver in an engaging manner.</p>	<p>Product Improved teaching practices evident in classroom practice, programming and reporting.</p> <p>Product All teacher programs will demonstrate the teaching and incorporation of 21st century thinking skills into all curriculum areas.</p> <p>Product: All staff understands and implements their responsibilities under the National Curriculum.</p> <p>Practice: Data analysis becomes the foundation for all forward planning</p> <p>All requirements of the National Curricula embedded in class practice.</p> <p>School-wide mentoring and coaching support to ensure the ongoing development of all staff.</p> <p>Professional learning to develop the protocols and systems to implement Instructional Rounds.</p> <p>All teaching staff are reflective in their professional growth in relation to the professional teaching standards.</p> <p>Teaching and learning across the school will be driven by assessment data and differentiated to meet the needs of all students.</p>
Improvement Measures			
<ul style="list-style-type: none"> ❖ Improved teaching practices evident in classroom practice, programming and reporting. ❖ All teacher programs will demonstrate the teaching and incorporation of 21st century thinking skills into all curriculum areas. 			

Strategic Direction 3: Strong Community and school relationships

Purpose

Build a positive learning culture through strong, sustainable and respectful relationships within a progressive environment.

Improvement Measures

- ❖ Parents, AECG and community members actively involved within school events/activities and decision-making.
- ❖ Parents are aware of their child's progress and achievements.

People

Parents:
Practices are embedded for parents to be engaged and understand the learning progress of their children and how to effectively support them to learn.

Staff :
Staff members are involved in the development and sustainability of multimodal school communication.

Work collaboratively with parents to improve student results.

Community:
Community are informed of school wide systems through local media.
Community are encouraged to participate and become involved with the school.

Processes

Staff responsibilities for community and parent communication identified and implemented.

Professional learning for classroom teachers on monitoring attendance and implementing strategies to address issues.

Products and Practices

Product:
Communication regarding school policies and practices including feedback and responses from relevant stakeholders.

Product:
Parents, AECG and community members actively involved within school events/activities and decision-making.

Product:
Parents are aware of their child's progress and achievements.

Product:
Students, Staff and the broader community understand behaviours, attitudes and expectations that enhance wellbeing and lead to student outcomes.

Practice:
GPS school brochure, school website and social media forums are accessible and updated regularly

Attendance rates are regularly monitored and action is taken to address issues with individual students.

Parents involved in the IEP/PLP process, parent /teacher interviews and regular recorded contact is made by Teachers.