



School plan 2018-2020

Gillwinga Public School 4421



School background 2018–2020

School vision statement

We strive to:

- Provide a safe environment where respect, trust and responsibility are expected.
- To provide students with a range of academic, leadership, sporting and cultural opportunities that will contribute positively toward their overall physical, social and emotional development .
- Develop enthusiasm and commitment to Life Long Learning.
- Develop strong Literacy and Numeracy skills in all students.
- Foster partnerships within the community and the community of schools that can assist our school to continually improve.
- To provide high quality teaching and learning for all students through the continually professional development of all teaching and non-teaching staff employed throughout the school.

School context

Gillwinga Public School is a single site school and will have an enrolment of approximately 125 students. The Schools FOEI ranking attracts additional funds to help cater for the needs of these students. A proportion of these funds are used to employ additional teaching and non-teaching staff to provide support for all students. A breakfast program is run each morning to help ensure that students are ready to begin learning when they attend class.

Under the Early Action for Success project an Instructional Leader was appointed in term 4 of 2012. The school is well resourced and is structured to offer smaller learning groups to all its students, catering for learning support and enrichment.

The permanent teaching staff are all experienced teachers with the majority of having over ten years of service. Staff have always been willing to be involved in innovative programs designed to improve learning outcomes for students.

Permanent SASS staff are comprised of predominately experienced personnel.

The school has been involved in a number pilot programs including the implementation of the Learning Management Business Reform model which includes utilising a number of new student management and finance packages.

In 2018 the school will continue its involvement with ACARA's Digital Literacy project that aims to improve the capacity of staff to successfully implement the National Digital Literacy Curriculum

School planning process

The following methodology was used in the preparation of the 2018 – 2020 strategic plan.

Discussion at

- Executive/Staff meetings
- Parent & Community Meetings

Examination of relevant school based data in the following areas;

- Student Wellbeing
- Literacy
- Numeracy

Examination of data provided by

- NAPLAN testing
- PLAN (Primary Literacy and Numeracy Continuum)
- External Validation completed in 2017

A draft document was circulated for Community consideration and comment.

The strategic directions outline the way forward for Gillwinga Public School providing a collaborative, considered and consistent approach to delivering the curriculum. They highlight the school's commitment to providing high quality teaching and learning, opportunities for students through a commitment to an inclusive and equitable whole school learning environment.

Underlying the plan is the professional development of teachers. providing them with the expertise needed to improve students literacy and numeracy skills. Whilst catering for the overall wellbeing of students and preparing for a future defined by technology, creativity and open ended thinking.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1 Quality Teaching

Purpose:

To improve students learning experiences that result in the development of students' abilities to think critically, creatively and ethically, who are literate, numerate and socially, environmentally and culturally aware.

- Teachers are skilled at assessment strategies to identify students' learning strengths and needs, and use a range of explicit strategies to explain and break down knowledge.
- 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. Reporting on school performance is based on valid and reliable data and analysis.
- 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.
- Assessment is used flexibly and responsively as an integral part of daily classroom instruction.

STRATEGIC DIRECTION 2 Leadership and Wellbeing across the school community

Purpose:

To develop stronger leadership skills through engaged communication across the Gillwinga PS community, the Grafton Community of Schools and the Clarence Valley Community of Small Schools. This will build stronger relationships as an educational community by leading and inspiring a culture of collaboration, engaged communication, empowered leadership and organisational practices.

- Teaching and non-teaching staff proactively seek to improve their performance. The school supports collaborative performance development and efforts to continuously monitor improvement.
- 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.
- Teachers engage in professional discussion and collaborate to improve teaching and learning in their classes, year groups, stages, facilities, or for particular student groups.
- This includes negotiated observations of classroom teaching practice, with feedback, to improve

STRATEGIC DIRECTION 3 Future Focused Learning

Purpose:

To embed Futures Learning principles into whole school practices.

- The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.
- Technology that supports learning is available and expertly integrated into lessons by teachers.
- The school uses research, evidence-based strategies and innovative thinking in designing and implementing a school plan that successfully delivers ongoing, measured improvement in student progress and achievement.
- Implement ACARA Digital Technologies Curriculum Project to provide teachers and staff with skills to teach the Digital Technologies Curriculum

School strategic directions 2018–2020



- Formative assessment is practised expertly by teachers.



professional knowledge and practice.



Strategic Direction 1: Quality Teaching

Purpose

To improve students learning experiences that result in the development of students' abilities to think critically, creatively and ethically, who are literate, numerate and socially, environmentally and culturally aware.

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

Improvement Measures

All K–6 students tracked on PLAN in Literacy and Numeracy.

All K–3 students show growth on grade appropriate levels on Learning Progressions.

People

Students

- Will be engaged with learning programs that differentiated, purposeful and meaningful for all students.
- Learning activities are evidence based
- Data used to design and deliver Individual and ability group instruction within class.
- Additional support for all students is provided by support teachers in Literacy/Numeracy and SLSO's.

Staff

- Participate in and develop quality teaching, professional learning, collegial meetings that aim to improve pedagogy within the classroom and help improve the achievement of student outcomes
- Participate in quality PL and mentoring sessions by our Instructional Leader which focus on the development of teacher practice
- Undertake Professional Learning which is aligned with school targets and PDP's.
- Teachers complete areas of accreditation as necessary.

Leaders

- Provide the necessary organisational and financial resources required for all staff to enhance their own professional capabilities allowing them to contribute to the continual improvement of the school as outlined by the School Excellence Framework

Processes

- Professional Learning is targeted to staff and school needs as identified through the PDP process.
- Staff meetings to discuss evidence based teaching strategies(What Works Best)
- Teachers engage in professional learning to support to the implementation of the school plan.

Evaluation Plan

- All K–6 students tracked on PLAN.
- All K–6 students show growth on grade appropriate levels on Learning Progressions.
- Teaching programs and staff feedback highlight the use of professional learning to improve student outcomes and bring about whole school improvement.
- Continual assessment is undertaken against the School Excellence Framework.

Practices and Products

Practices

- PDP implementation
- PL involving Classroom Observations/Feedback
- Teacher facilitated Staff Meetings
- Early Action For Success

Products

- All staff utilising PLAN software to monitor and plan for student progress against the Literacy/Numeracy progressions.
- Ongoing SEF evaluation as part of regular staff meetings.
- New staff trained in the delivery of L3
- Staff previously trained in L3 involved in maintenance training as required
- All staff involved in the PDP process
- Staff Programming

Strategic Direction 1: Quality Teaching

Improvement Measures

Students demonstrate growth in NAPLAN tests.

Staff feedback highlights improvement in the value added from professional learning and the long term change in teacher practice.

People

- Provide opportunities for staff to collaborate within and across school settings

Strategic Direction 2: Leadership and Wellbeing across the school community

Purpose

To develop stronger leadership skills through engaged communication across the Gillwanga PS community, the Grafton Community of Schools and the Clarence Valley Community of Small Schools. This will build stronger relationships as an educational community by leading and inspiring a culture of collaboration, engaged communication, empowered leadership and organisational practices.

- Teaching and non-teaching staff proactively seek to improve their performance. The school supports collaborative performance development and efforts to continuously monitor improvement.
- 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.
- Teachers engage in professional discussion and collaborate to improve teaching and learning in their classes, year groups, stages, facilities, or for particular student groups.
- This includes negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and practice.

Improvement Measures

- Staff feedback highlights the improvement in the value added from PL and the long term change in their practice.
- Students from Yr. 4 – Yr. 6 involved in ongoing transition programs between Gillwanga and South Grafton High

People

Students

- Participate in a variety of leadership opportunities across the school and community of schools.
- Participate in wellbeing programs offered in the classroom and across the school community.

Staff

- Implement programs to ensure consistent wellbeing and leadership programs across the school and community.
- Participate in professional learning opportunities as outlined in PDPs and School Plan.
- Utilised opportunities offered to undertake higher duties.
- Teaching staff work beyond their classrooms to take on additional responsibilities within the school and across the community of schools to enhance their own professional development.
- Provide SLSO staff the opportunity to lead and mentor other SLSO staff

Leaders

- Provide learning opportunities that align with the school plan for staff to enhance their own professional capabilities.
- Work with local High School to develop a common communication theme to promote Public Education within the local area.
- Engage with community organisations to enhance the overall wellbeing of all

Processes

- Students, staff and community provided with opportunities to participate in a review of the school current wellbeing policy.
- Implement opportunities for students, staff and community members to engage and participate in Leadership opportunities across the school and community of schools.
- All staff have an understanding and appreciation of the need to be proactive in monitoring their own wellbeing and the wellbeing of others.

Evaluation Plan

Review completed of the YCDI and associated wellbeing programs.

Staff received PL designed to assist them in monitoring student wellbeing.

Student Wellbeing and Leadership programs and timetabled and evident throughout the school.

Staff PL timetabled and evident.

Practices and Products

Practices

- Grip Leadership Conference
- Sr. Students involved in STELLA program
- Student Leadership Day
- High School transition program
- Sr. Students involved in Leadership activities throughout the school.
- Student Wellbeing remain as a permanent agenda item for communication meetings.
- Staff enter welfare data (both positive and negative) on the school Sentral system.

Products

Staff engage in Leadership opportunities through Professional Learning across the School and Community of Schools network.

Empower staff to confidently embrace leadership programs across the school and CVSSCOS.

Students empowered with confidence to undertake leadership opportunities across the school and community.

Students receive quality teaching and learning from well qualified, inspired teachers.

Strategic Direction 2: Leadership and Wellbeing across the school community

Improvement Measures

School.

- Greater than 15% of students achieve Principals level by the end of 2018.
- Schools Wellbeing program reflects the needs of students, staff and community.

People

students.

Strategic Direction 3: Future Focused Learning

Purpose

To embed Futures Learning principles into whole school practices.

- The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.
- Technology that supports learning is available and expertly integrated into lessons by teachers.
- The school uses research, evidence-based strategies and innovative thinking in designing and implementing a school plan that successfully delivers ongoing, measured improvement in student
- Implement ACARA Digital Technologies Curriculum Project to provide teachers and staff with skills to teach the Digital Technologies Curriculum

Improvement Measures

- All students will receive learning based on Future Focussed Learning.

People

Students

- Students will broaden their view of the world through the use of digital technologies.

Staff

- Staff will receive training and have access to resources to allow them to deliver Future Focused Learning.
- Staff will build collegial networks to broaden their teaching experience and knowledge base.

Community Partners

- Close collegial links will be developed through the community of schools networks and ACARA to develop staff expertise and best practice in the use of digital technologies.

Processes

- Designated staff continue involvement with ACARA and the on-going Digital Literacy Project.
- Staff work with other schools to develop skills, resources and improve student learning experiences and outcomes.
- Implement opportunities for students, staff and community members to engage and participate in Future Focussed learning.

Evaluation Plan

- Staff feedback on student engagement and success, teacher confidence and satisfaction and resource skill and management.
- Participation in Deakin University project assessment

Practices and Products

Practices

- To work collaboratively within the school and across the Community of School to implement student future focussed skills and increase teacher capacity to deliver programs.
- Teachers deliver flexible learning activities that foster the development of collaborative, creative and technology based skills.
- A culture of continual development of innovative teaching practice through quality training and the development of informative collegial processes

Products

- The development of effective programming and teaching strategies to teach Future Focussed learning.