



# Gilgai Public School plan

2015 – 2017

*At Gilgai Public School  
we believe in the  
provision of quality  
learning, the worthiness  
and uniqueness  
of each individual and  
the necessity of an  
enriched supportive  
learning community.*

*Quality Teaching  
Quality Learning*



*Quality Systems*



# School Background - 2015 - 2017

## SCHOOL VISION STATEMENT

At Gilgai Public School we believe in the provision of quality learning, the worthiness and uniqueness of each individual and the necessity of an enriched supportive learning community.

At Gilgai Public School we are committed to:

- The individual development of each member of the school community in our ever changing society.
- Fostering the worthiness and uniqueness of the whole individual; academically, physically, culturally and socially.
- Providing quality teaching and learning programs for life-long learning.
- Ensuring a safe, secure and happy technology enriched learning environment.

## SCHOOL CONTEXT

Gilgai Public School is a P5 classification school located in northern New South Wales in the rural village of Gilgai, the traditional land of the Kamillaroi People, serving a diverse low socio-economic community. The school is set on the banks of Gilgai Creek nestled under magnificent trees and surrounded by bushland providing an environment rich in nature.

The school community values Respect, Gratitude, Tolerance, Inclusion and Team Work.

The school's academic programs have been supported in recent years through inclusion in the Low SES National Partnership and the Improving Literacy Numeracy National Partnership.

In 2015 and 2016 support through Early Action For Success Instructional Leader initiative will continue to ensure students are provided with quality teaching and learning leading to achievement of quality learning outcomes.

## SCHOOL PLANNING PROCESS

The school planning process was coordinated by the school Principal in collaboration with teaching staff, non-teaching staff, P&C Executive, P&C Members and members of the wider school community.

A situational analysis was conducted using school NAPLAN data, Literacy and Numeracy Continuum Tracking data, and National Partnerships evaluation data.

A process of consultation through P&C Meetings and Staff Meetings was undertaken using Langford tools to ensure access and equity. Further consultation was undertaken with the wider community at school events including the school Annual Fete and Grandparents Day Morning Tea and Concert.

School Values and Vision statements were developed, through the use of Langford tools, by all staff and P&C members to ensure a strong foundation for the school plan.

School community collaboration and consultation during formal and informal sessions led to the development of strategic directions agreed to by all sections of the school community. As a result two strategic directions have been determined:

A focus on and commitment to

- Quality Teaching Quality Learning.
- Quality Systems.



# School Strategic Directions - 2015 - 2017

Quality Teaching  
Quality Learning

To ensure consistent quality professional teaching practices are delivering an innovative curriculum to support student achievement of quality learning outcomes.

Quality Systems

To ensure consistent whole school systems and practices support the delivery of Quality Teaching and Quality Learning.

# Quality Teaching Quality Learning

## PURPOSE

To ensure consistent quality professional teaching practices are delivering an innovative curriculum to support student achievement of quality learning outcomes.

## IMPROVEMENT MEASURE/S

100% of students show progress against the Literacy and Numeracy Continuums and in school assessments.

NAPLAN growth data for year 5 students demonstrate improved student achievement in Reading, Writing and Numeracy.

## PEOPLE

Students receive and respond to the delivery of quality learning tasks designed to meet their identified learning needs across all syllabus areas.

Staff actively engage in quality professional learning and collaborative planning, using accurate data and digital resources, to inform the delivery of high quality learning experiences across all syllabus areas, and targeted support based on identified need.

Parents/Carers develop knowledge, understanding and skills enabling active participation and support for student learning.

Leaders actively source, engage in, design and deliver professional learning designed to increase staff capacity to develop, deliver and assess quality educational programs across all syllabus areas.

## PROCESSES

Students participate in the development of Personalised Learning Plans that reflect needs identified in teacher maintained tracking data.

Staff engage in professional learning within and beyond the school focused on improved professional capacity in line with the Australian Professional Standards for Teachers, the NSW DEC Performance and Development Framework and supporting quality implementation of all NSW Board of Studies syllabus.

Principal and Instructional Leader work collaboratively to support staff in development and delivery of high quality teaching and learning practice in all NSW Board of Studies syllabus areas.

### Evaluation plan:

Student assessment data used each term to inform digital tracking on both Literacy and Numeracy Continuum and the development of Teaching Learning Programs. Teaching learning programs evaluated each term. Teacher Professional learning program evaluated each term to inform development.

## PRODUCTS AND PRACTICES

### Products:

100% of students show progress against the Literacy and Numeracy Continuums and in school assessments.

NAPLAN growth data for year 5 students demonstrate improved student achievement in Reading, Writing and Numeracy.

Developed and published scope and continuum for all NSW Board of Studies syllabus.

Digital recording of individual students Literacy and Numeracy Continuum progress, individual adjustments and accommodations.

### Practices:

Student and Parent participation in developing personalised learning plans to enhance achievement of quality learning outcomes.

Students engaged in, responsive to and reflective of quality learning experiences in all syllabus areas.

Syllabus scope and continuum embedding general capabilities are evident in all teaching and learning programs.

Instructional Leader coaching of staff around assessing for learning, planning, delivery, assessment of learning, recording and tracking student learning.

Parents understanding and actively supporting the quality teaching learning programs of the school.

# Quality Systems

## PURPOSE

To ensure consistent whole school systems and practices support the delivery of Quality Teaching and Quality Learning.

## IMPROVEMENT MEASURE/S

Published, clear documentation of quality whole school systems and processes.

Whole school implementation of Wellbeing Policy, programs and practices.

All teachers have developed a Professional Development Plan.

High levels of student wellbeing are reflected in the tracking of school practices against the DEC Student Wellbeing Framework.

## PEOPLE

Students supported in their learning through quality systems ensuring the development of personal learning goals, quality learning environments, provision of quality resources and quality individualised instruction.

Staff supported by quality systems to develop engaging classroom practice, deliver quality learning instruction, participate in relevant professional development, engage in professional collaboration and ensure effective management processes.

Parents/Carers supported by quality systems to develop understanding and satisfaction of the schooling process.

Leaders facilitate the development of and ensure whole school community awareness of quality systems and processes, continually monitor and evaluate whole school systems and processes and engage school community in adjustments and modifications to further develop quality.

## PROCESSES

Whole school implementation of DEC Student Wellbeing Framework with an emphasis on Live Life Well At School and You Can Do It! and investigation of Positive Behaviour for Learning.

Development of a sustainable system of ensuring a whole school pedagogy incorporating Langford ideals.

Review and refine current management and organisational processes and school policies in order to maximise quality teaching and learning time.

Students experience well organised, efficient and effective learning delivered in a quality learning environment.

Principal and Instructional Leader employ Langford tools to facilitate development of quality systems and continually monitor their effectiveness in supporting student learning, seek feedback and implement changes to further enhance the quality of systems.

Evaluation plan:  
Provision for regular feedback from students, staff, parents and community to guide decisions on adjustments and changes to further enhance whole school systems and processes.

## PRODUCTS AND PRACTICES

Products:

Collaborative development, through Langford tools, and documentation of quality whole school systems and processes that guide and support the delivery of Quality Teaching and Quality Learning.

Whole school development and implementation of Wellbeing Policy, programs and practices informed by the DEC Student Wellbeing Framework and incorporating Live Life Well at School, You Can Do It and other programs.

All teachers have developed a Professional Development Plan and have negotiated professional learning goals based on the Australian Professional Standards for Teachers and the priorities in this school plan.

High levels of student wellbeing are reflected in the tracking of school practices against the DEC Student Wellbeing Framework.

Development of a whole school continuum of Langford tools.

Practices:

All Staff consistently implement whole school systems and Langford tools, in all school contexts that support quality learning for students.

Use of the Student Wellbeing Framework and the You Can Do It Program evident in the daily functioning of the school.

Quality focused Teacher Professional Learning and collaboration recognising areas of strength and need, and aligned to teacher's Professional Development Plans is embraced and implemented by all teachers.