

School plan 2015-2017

Gulargambone Central School 2094



School background 2015–2017

School vision statement

Gulargambone Central School is an inclusive school where all students are made to feel welcome, cared for and supported to learn to their potential.

As a school community, we are committed to ensuring that all students focus on achievement, respect and responsibility. Our positive approach ensures that students are rewarded for displaying these attributes.

School context

We have approximately 80 students from K–12. 75% of students identify as Aboriginal.

Our staff are a healthy balance of established members of the Gulargambone community mixed with some newer teachers from other regions of NSW. Together they work earnestly at ensuring that the basic needs of all of our students are catered for and that a cohesive and cooperative atmosphere exists between staff and students.

Our local community is small and lacks employment opportunities for our graduates; however it is proactive and supportive of the school. We have productive working relationships with families and have two students currently undergoing traineeships at a local voluntary organisation and coffee shop.

As a PBL school we instil our values of Achievement, Respect & Responsibility in all that we do. Our PBL rewards are intertwined with our wellbeing system to ensure we are acknowledging the great efforts of all our students.

School planning process

Our school plan is currently being developed in consultation with staff and the wider community of Gulargambone. A private firm was hired to survey constituents to gain valuable information on the future needs of the school. Internal and external Data was analysed regarding student achievement and participation.

The Whole school community has been involved in planning meetings and have proactively engaged in the process to develop the school vision, strategic directions and the improvement measures.

Whilst the staff were the driving force behind writing the School plan, members of the school community were consulted for input. This included The P&C association, the local Lands Council, the AECG and the SRC.

School strategic directions 2015–2017



STRATEGIC DIRECTION 1 Successful Students

Purpose:

Our school strives for all of its students to be successful in all aspects of school life, both academic and non-academic. Not only to use as the foundation for future academic endeavours but to boost individual confidence and develop skills for life.



STRATEGIC DIRECTION 2 Excellence in Teaching

Purpose:

Successful learners require excellence in teaching. Commitment by teachers and the school to improve practice will be lead and supported by the commitment of leaders in the school to provide example and learning opportunities.



STRATEGIC DIRECTION 3 Community Partnerships

Purpose:

To build stronger, positive relationships as an educational institution, inspiring collaboration and confidence between our community and the school.

Strategic Direction 1: Successful Students

Purpose

Our school strives for all of its students to be successful in all aspects of school life, both academic and non-academic. Not only to use as the foundation for future academic endeavours but to boost individual confidence and develop skills for life.

Improvement Measures

Students attending school from 89 % in 2014 to 92% in 2017.

An increase in the number of students achieving positive levels in the school's welfare system as measured by internal and external data sources.

All students achieving age appropriate growth on the numeracy and literacy continuums from K-10.

All students identified by the school as experiencing well being issues are supported with expert counselling services.

People

Students

Understand the importance of regular attendance.

Students

Understand how to act in a way to achieve positive levels on PBL.

Students

Students: Understand the numeracy and literacy continuums and are able to critique themselves on each.

Staff

Capacity to use PLAN and Sentral as tools to record student achievement in numeracy & literacy is fully understood and demonstrated. AND to use this information to plan for future teaching and learning and differentiated curriculum.

Understand and demonstrate their role in relation to the attendance policy.

Parents/Carers

Understand and demonstrate their role in relation to the attendance policy.

Processes

Early Action for Success

Staff attended all L3 training and implemented into the classroom.

Healthy Lunch program

All students receiving a nutritious diet whilst at school.

Adequate Counselling support for students.

All students identified accessing expert counsellor support.

Evaluation Plan

School improvement will use the milestone planning tool to review progress each 5 weeks and evaluate achievement annually.

Practices and Products

Practices

Staff and community to develop an attendance policy with clear role descriptions.

Refresh and refine all PBL practices.

Embedding of numeracy and literacy continuums into the curriculum.

School leadership to identify students in need of counselling and utilise DEC & non DEC support.

Products

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Strategic Direction 2: Excellence in Teaching

Purpose

Successful learners require excellence in teaching. Commitment by teachers and the school to improve practice will be lead and supported by the commitment of leaders in the school to provide example and learning opportunities.

Improvement Measures

Students are plotted on the numeracy literacy continuums twice a term.

The use of technology is embedded into teaching programs and learning activities.

Staff identify individual leaning goals focusing on technology in their respective curriculum.

People

Staff

Capacity to use technology as a tool in the learning process is fully understood and demonstrated.

Parents/Carers

Participate in awareness raising opportunities on technology as a learning tool.

Leaders

Provide feedback to staff on the use of technology as a learning tool.

Processes

Continuum Plotting of students.

All students are plotted against the continuums, plotting is recorded on Sentral& programs reflect planned growth on continuum

Professional Development Plans

All staff have successfully achieved each element of their selected professional learning goals.

Evaluation Plan

School improvement will use the milestone planning tool to review processes each 5 weeks and evaluate achievement annually.

Practices and Products

Practices

Staff use continuum data in forward planning.

Products

Students are plotted on the numeracy & literacy continuums twice a term.

Staff identified individual leaning goals accomplished.

Strategic Direction 3: Community Partnerships

Purpose

To build stronger, positive relationships as an educational institution, inspiring collaboration and confidence between our community and the school.

Improvement Measures

The school community have a clear and accurate understanding of school operations and support all aspects.

Improved community perception of the school & staff.

People

Students

Students involved in inviting parents and community members to assemblies and school community events

Staff

Staff prepare and coordinate the display of student work and achievements in the community.

Parents/Carers

Parents & Citizens association involved in surveying parents.

Community Partners

5 Star, 2828 and Rural Transaction Centre all willing to display school and student achievements.

Leaders

Facilitate and coordinate school community events and the promotion of community involvement.

Processes

School communication

The school community have a clear and accurate understanding of school operations and support all aspects

School image

Improved community perception of the school and staff.

Evaluation Plan

School improvement will use the milestone planning tool to review progress each 5 weeks and evaluate achievement annually.

Practices and Products

Practices

School processes will regularly provide the school community with clear information.