

Strategic Improvement Plan 2021-2025

Gol Gol Public School 2027



School vision and context

School vision statement

Gol Gol School community strives to ensure that our students receive an excellent education in a respectful, kind and safe environment through well-balanced curriculum opportunities. The school's motto, "Nothing Without Labour" reflects the school community ethic of working hard to achieve excellent outcomes.

Enquiry based learning and explicit teaching strategies will build strong foundations in reading and numeracy underpinned by every student and teacher continuing to learn and improve every year.

Our school community strives to engage, challenge and improve, in every way, every day.

School context

Gol Gol Public School is a rural school, located adjacent to the Murray River approximately 6 kilometres from Mildura with an enrolment of 180 students. Gol Gol Public School is part of the Sunraysia cluster of schools and has close connections with other local school communities, as well as those in the broader Far West Group of Schools. The Gol Gol School has formed several strong partnerships with metropolitan and rural schools aimed at strengthening opportunities for improved student outcomes. The school enjoys strong community support.

Through our in depth situational analysis we have identified a need in the new planning phase 2021-2024 to focus on whole school data analysis to inform teaching and effective strategies for assessment of student learning needs and understandings. Gol Gol Public School is committed to improvement in student reading and numeracy levels for all students and will continue to maximise available resources to achieve this. The school will maximise human resourcing levels to support literacy and numeracy learning.

The school values the all round development of each child and strives to provide opportunities for all students to achieve success. The school has well maintained grounds and continues to work with the school community to improve play opportunities for all students to enjoy. Students participate in a wide range of learning experiences in the pursuit of academic improvement and excellence leading to enhanced student outcomes.

The school's staffing entitlement in 2023 was 14.16 including teaching and non-teaching staff. Staff turnover is very minimal. The school also employs additional staff to support students through the learning support team to address the individual and differentiated learning needs of our students. Staff are committed to professional development and working as a team in providing high quality teaching and learning opportunities and programs for all students in assisting them to become independent, resourceful and flexible learners.

The school has a strong commitment to extra curricula activities including environmental education, music, band, Sporting Schools, Stephanie Alexander Kitchen Garden, healthy living, sporting activities, chess club, student welfare and values education. These programs are supported through strong parental and community partnerships which focus on mutual respect, kindness and safety. These opportunities enable our students to excel in a range of different settings and activities.

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student learning outcomes in literacy and numeracy for academic success, we will implement whole school approaches to literacy and numeracy that will develop and refine data driven practices and use effective assessment processes to inform teaching and learning to ensure we are responsive in meeting the differentiated learning needs of students.

Improvement measures

Improved reading outcomes

There is a whole school focus on demonstrating growth in reading to improve the achievement levels of all students.

Achieve by year: 2027

An increased proportion of Year 2 and 3 students demonstrating proficient reading fluency and achievement using 2022 as a baseline. (Year 1 in 2022 baseline and Year 2 in 2022 baseline)

Improved numeracy outcomes

There is a whole school focus on demonstrating growth in numeracy to improve the achievement levels of all students.

Achieve by year: 2027

An increase in Check-in Assessment mean scaled score for numeracy in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.

Initiatives

Whole School Systems for Literacy and Numeracy

To collaboratively develop and implement a whole school, consistent approach to teaching literacy and numeracy. Student data will be reflected on regularly to evaluate teaching effectiveness and to support a personalised learning approach so that each student achieves expected growth. This will be supported by a culture of high expectations across the school community.

Whole school approach to student assessment

A whole school approach to assessment will be developed through high impact professional learning, which will review and adapt current practices to ensure consistent and reliable formative and summative assessment of student achievement. Whole school systems will be embedded to monitor and analyse student progress, and this will be used to inform planning in the use of evidence based, explicit teaching practices to support individual student growth.

Success criteria for this strategic direction

There will be an integrated approach to quality teaching, curriculum, planning and delivery. Assessment practices will promote learning excellence and a deep staff understanding of all student learning needs.

There will be consistent school wide assessment practices used to monitor, plan and report on student learning across the curriculum. Formative assessment will be apparent in every classroom, confirming that students learn what is taught.

Student assessment data will be regularly and consistently applied school-wide to identify student achievement and progress to reflect teaching effectiveness and inform future learning.

Evaluation plan for this strategic direction

The evaluation plan will involve;

Regular review of these data sources will provide clarity around whether we are on track towards achieving the intended improvement measures. Regular professional discussion around the School Excellence Framework elements and themes. Executive and teaching staff will work towards excelling in the analysis of data and it's usage. We will analyse student gap areas and improvement utilising the following data sources;

Formative and summative assessment, Best Start data, K-2 Benchmarking, NAPLAN Testing, Check In Assessment, Whole school assessment data, SCOUT Value added data, Plan 2 data, Observations and work samples, Phonetic testing methods, Teaching program review, Professional Learning Plans, Other Quantitative and Qualitative assessment

Strategic Direction 2: Connecting, Collaborating, Learning

Purpose

To strengthen the focus on the use of explicit teaching strategies that support the implementation of differentiated strategies which support the individualised learning needs of each student. This will include a focus on the collaborative connections between teachers in a range of locations to build quality teaching practices that will have a strategic focus on the achievement of learning outcomes.

Improvement measures

Attendance

There is a whole school focus on improving attendance to strengthen student sense of belonging, engagement and outcomes.

Achieve by year: 2027

Improve the attendance rate of students in the school

Initiatives

Strengthening Explicit Teaching through Collaboration and Connections

Quality teaching practices will be strengthened through staff engagement in high impact professional learning opportunities with teaching staff from schools covering a range of different contexts. This will be developed and implemented through a range of diverse teaching strategies through the development of varied experiences for students that cater for individual learning.

Expanding Engagement In Learning

Teachers will participate in targeted professional learning to develop quality teaching practices that enable students to be engaged in all facets of learning with a focus on the development of cultural knowledge, skills and attitudes. Rich learning opportunities will be provided to support students in the development of critical thinking and leadership skills.

Success criteria for this strategic direction

Professional learning will be aligned to the school plan and its impact on the quality of teaching and student learning outcomes evaluated. There will be detailed explicit systems for collaboration and feedback to sustain quality teaching practice.

There will be an integrated, collaborative approach to quality teaching, curriculum planning and delivery and assessment, promoting learning excellence and responsiveness in meeting the needs of all students.

The school-culture will be strongly focused on learning, the building of educational aspiration and on-going performance improvement throughout the school community and wider community.

Resources will be strategically used to achieve improved student outcomes and high quality service delivery.

Teachers will be committed to identifying, understanding and implementing the most explicit teaching methods, with the highest priority given to evidence-based teaching strategies.

Instructional Leadership will be evident and modeled in supporting a culture of high expectations and community engagement, resulting in sustained and measureable whole school improvement.

The Go! Go! Environmental and Cultural Learning Site will be fully operational including the Monitoring and reporting on the number of students and schools involved in curriculum engagement, shared learning and projects supported by a specialist teacher.

Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. The analysis will guide the school's future directions;

Strategic Direction 2: Connecting, Collaborating, Learning

Evaluation plan for this strategic direction

NAPLAN data, Scout data, Check-In Assessment data, Student work samples, Literacy and Numeracy PLAN 2 data, Student PLPs, Student focus groups, SEF SaS (see annotation 9), Student attendance data, Student participation data, involvement with the Environmental and Cultural Immersion Centre, School wellbeing data, Teacher PDP's, Teaching programs.

Greater Cultural understanding - Longitudinal study of schools involved in the City Country Alliance to measure student and staff attitudinal change over time.

Availability of staged curriculum units matching the syllabus Surveys - Effectiveness measures of the City Country Alliance and Mungo Youth Project.

The evaluation plan will involve;

Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.

Regular professional discussion on the School Excellence Framework elements and themes. Executive team and whole staff reflective sessions.