School plan 2015 – 2017

Gerogery Public School
School vision statement

Our school strives to deliver equity and excellence in education giving our students every chance to become successful learners, confident and creative individuals and active and informed citizens.

As an important sector of the community we strive to:
- inspire students
- develop students and the wider school community to have a passion for learning
- support students to achieve personal success in all their endeavours and
- enable them to become engaged citizens who act with integrity.

School context

Gerogery Public School in partnership with the local community, aims to provide a learning environment based on care, opportunities and quality to equip our students for the future.

Gerogery Public School is a one teacher school located 30km north of Albury next to the Olympic Highway. The school was established in 1884 and has an extensive history with the local communities.

Today, the school continues to serve families from Gerogery, Gerogery West and surrounding district. The community is extremely supportive, and everyone involved with the school is committed to providing quality educational opportunities for all students. There are 11 families with a total of 14 students enrolled for 2015.

The school structure consists of one multi-grade class with one full time teaching principal, one Temporary Teacher (3 days per week), School Administration Manager, 2 School Learning Support Officers and a General Assistant.

The school reflects student centred learning and emphasises programs based on the students’ individual needs and the development of the whole child.

The school is well resourced and has a beautiful, family atmosphere. With committed neighbourhood spirit, the school works closely, professionally and strategically in partnership with two other nearby small primary schools in the Gerogery, Mullengandra & Table Top Network (GMTT), and the larger Morgan Country Learning Community Network (MCLC), to ensure outstanding academic and social curricula for all students.

School planning process

Our school planning process has sought the input from key stakeholders, especially the P&C, students and staff.

In 2014 and early 2015, processes were undertaken across the school to review current practices and collect evidence, including student results, attendance, behaviour and participation, along with survey data from staff, students and parents. This evidence was used to inform, priorities for the 2015-2017 plan. This process included a review of the strengths, opportunities and areas for development across the schools. As a result, three key strategic directions were identified as a basis for a shared commitment to future developments across the schools.

The plan sets out the school’s improvement and development efforts for the three years, together with the other partner schools and in partnership with parents and community. Each strategic direction provides details of the purpose (Why), people and processes (How), and products and practices (What) that are to be realised through the implementation of the plan.
Purpose:
To provide students learning experiences which are engaging and meaningful. Through these experiences students will have the capacity to be active, informed, resilient and creative citizens who foster a lifelong love of learning.

Purpose:
In a safe and positive learning environment, students, staff and the community will share and uphold a value of respect, trust and an understanding of all. It will promote well-being, and the resilience required to develop as quality citizens, in line with the Melbourne Declaration.

Purpose:
To engage excellent well informed teachers who develop quality learning environments which are relevant to the outcomes for each student.
### Strategic Direction 1: Student Learning and Engagement

#### Purpose
To provide students learning experiences which are engaging and meaningful. Through these experiences students will have the capacity to be active, informed, resilient and creative citizens who foster a life-long love of learning.

#### People
How do we develop the capabilities of our people to bring about transformation?

**Students:**
- K-6 students contributing towards the direction of their learning to ensure focused experiences and individualized learning
- Students develop skills to identify what they are learning and why they are learning it.

**Staff:**
- Develop capabilities for teaching staff in the area of differentiated learning. This will include planning for skill development for staff to design and implement appropriate program and lesson design.
- Teaches engage in Professional Learning, Staff Meetings and Network Meetings to assist in the understanding of teaching strategies for the 21st Century

**Parents/Carers/Community:**
- To encourage all stakeholders to work in a collaborative partnership to learn about the teaching and learning opportunities available to students in the school.

#### Processes
How do we do it and how will we know?
- Best Start, PLAN, and SENA Continuum processes to track and analyse students’ progress and needs.
- Personalised Learning Plans (PLPs) and/or Individual Education Plans (IEPs) created in consultation with parent/s.
- Differentiation for student needs is evident in teacher programs and students learning
- Provide classroom environments to where students feel safe and supported, allowing them to develop the skills of self-confidence, independence, and build on the learning and social skills needed to become self-managed, successful learners.
- Teachers employ a variety of techniques and strategies across the curriculum, especially in the Creative and Performing Arts and PDHPE, to ensure students are engaged in the learning process.
- Departmental and commercially produced online resources to enhance learning experiences

#### Products and Practices
What is achieved and how do we measure?

**Product:**
- 80% of students show expected growth in literacy and numeracy.

**Practice:**
- Teaching programs, lessons and classrooms align with the new Syllabuses and Continuums.

**Product:**
- 80% students are willingly and actively involved in their learning.

**Practice:**
- Learning environments demonstrate the shift from content based learning to process and inquiry based learning.

#### Improvement Measures
- 80% of students show expected growth in literacy and numeracy.
- 80% students are willingly and actively involved in their learning.
- Students from low socio-economic background and rural remote region to be supported to achieve similar success as those students from higher socio-economic areas.
- Students on individualised learning plans to achieve goals created in collaboration with parents/carers.

#### Evaluation Plan
Best Start, PLAN, SENA, CMIT Data and Continuum movement.
Strategic Direction 2: Wellbeing, Culture and Values

<table>
<thead>
<tr>
<th>Purpose</th>
<th>People</th>
<th>Processes</th>
<th>Products and Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why do we need this particular strategic direction and why is it important?</td>
<td>How do we develop the capabilities of our people to bring about transformation?</td>
<td>How do we do it and how will we know?</td>
<td>What is achieved and how do we measure?</td>
</tr>
</tbody>
</table>
| In a safe and positive learning environment, students, staff and the community will share and uphold a value of respect, trust and an understanding of all. It will promote well-being, and the resilience required to develop as quality citizens, in line with the Melbourne Declaration. | Students:  
- Demonstrate a clear understanding of the school’s values of respect, responsibility and empathy through actively modelling positive relationships and school, community and global citizenship. | Enhance student leadership opportunities through the Student Representative Council and the Year Five and Six student leader program. | Product:  
- At least 90% of students demonstrate resilience, respect, responsibility and positive behaviour techniques in the classroom and the playground as indicated by positive school welfare data. |
| Staff:  
- Model the school’s values and the belief in high expectations for all students. Engage in professional learning and practises that will enhance the delivery of these goals. | Utilise the student wellbeing initiatives of Peer Support, the Classroom Buddy system and other school welfare policies to develop positive relationships based on respect, responsibility and empathy. | What are our newly embedded practices and how are they integrated and in sync with our purpose? |
| Parents/Carers/Community:  
- Develop an understanding of and support for the school's strategic directions and priorities and have input into ongoing evaluations. | Monitor current positive behaviour programs and make adjustments as needed, ensuring consistency across the school. | Practice:  
- Student voice is valued and their contribution shapes the school. They are aware of their opportunities and responsibilities within the school community and beyond. |

### Improvement Measures
- At least 90% of students demonstrate resilience and positive behaviour techniques in the classroom and the playground each term as indicated by our rewards records.

### Evaluation Plan
- Student welfare school data, and Suspension and Expulsion records.
# Strategic Direction 3: Teacher Quality Learning and leadership capacity

## Purpose

Why do we need this particular strategic direction and why is it important?

To engage excellence teachers who develop quality learning environments which are relevant to the outcomes of students.

## People

How do we develop the capabilities of our people to bring about transformation?

**Staff:**
- Engage all staff in personalised professional development through a range of strategies that focus on feedback, self-evaluation and sharing of professional practice.
- Develop teacher capabilities for authentic engagement of students in their own learning (How 2 Learn strategies).

**Parents/Carers/Community:**
- Parents, Carers and the community are aware of the need for professional learning for staff.
- Parents, Carers and the community are supportive of staff and the school when teachers are off class to attend professional learning.

## Processes

How do we do it and how will we know?

- Continue to build the school network partnership through professional development target areas.
- Upskilling staff in the use of departmental applications, such as My@PL.
- Awareness and training of National Standards, Performance and Development Framework and other mandatory requirements, such as Code of Conduct, Child Protection and Anaphylaxis.
- Staff to provide feedback and lead in-school training on their professional courses and learning and present to staff in the Gerogery, Mullengandra & Table Top (GMTT) Network.

## Products and Practices

What is achieved and how do we measure?

**Product:**
- 100% of teachers are involved in professional learning, focusing on attainment of professional goals and professional standards.

**Practice:**
- Each staff member has the responsibility to maintain their own National Standards, Performance and Development Framework records and complete set goals, reflecting the National Standards and the values of Public Education.

**Product:**
- 100% staff are involved in professional learning around differentiation and the implementation of the new syllabuses.

**Practice:**
- Increase opportunities for professional development and enhancement of pedagogical knowledge.
- Collaborate and work with the GMTT and MCCLC network schools to develop strong, collegial networks and enhance professional learning opportunities for all staff members through the sharing of resources, strategies and training and development opportunities.

## Improvement Measures

- All teachers are involved in professional learning focusing on attainment of professional goals and professional standards.
- All staff are involved in professional learning, around differentiation and the implementation of the new syllabuses.

## Evaluation Plan

Professional Learning Plans, and Differentiation Programmed/Records.