

# School plan 2015-2017

**Gunnedah South Public School 4018**



# School background 2015-2017

## School vision statement

We operate our school with integrity, accountability and a passion for academic and social excellence delivering a rigorous, relevant education for the whole child. We provide a safe, ethical, and joyful culture of learning where adults and students alike can thrive and grow.

Students are the central focus of all decisions and high expectations for their learning and achievement are paramount. Every student in our care to be actively engaged in meaningful, challenging and future-focused learning experiences to achieve and thrive as learners, leaders and responsible, productive citizens is our aim.

To sustain a culture where student learning, well-being and achievement are realised, all staff:

- Engage in systems thinking.
- Accept accountability for student learning and achievement and engage in continuous improvement.
- Share responsibility for instructional leadership.
- Reflect on and adapt the school's evidence based direction based on student learning needs.
- Contribute to a safe, accepting and inclusive learning environment.

Gunnedah South is an innovative and dynamic school where personalised learning activities put the student at the centre, providing instruction and assessment that are tailored to students' particular learning needs through a flexible curriculum delivery.

This vision is shared, supported and implemented by our school community of students, staff and parents.

## School context

Gunnedah South Public School is a Kindergarten to Year 6 dynamic school grounded in evidence based best practice and research. We are located in the New England Region of New South Wales. The school comprises of 620 students with 24% identifying as Aboriginal and Torres Strait Islander.

The school enjoys strong positive relationships with our P&C and AECG which are based on trust and mutual respect. Both organisations work alongside the school to inspire students to achieve in a rapidly changing world and to ensure student learning is engaging, relevant and valued. There is a strong shared committed approach to the pursuit of excellence and the provision of high quality educational opportunities for each child.

The Stephanie Alexander Kitchen Garden program is a unique feature of Gunnedah South Public School which is available to all students K-6. This program allows our students to revel in the hands-on experiences centred on intellectually rich and engaging learning tasks.

The kitchen and the garden provide a real life context for learning in which the theory of the classroom melds with the practices of growing, harvesting, preparing and sharing.

The **Creative Centre** provides a positive kinaesthetic learning space to address 21st century learning outcomes. The centre is utilised by students and staff during class time and breaks. The centre provides a rich opportunity for students to develop their communication, collaboration, critical thinking and creativity skill base and addresses the needs of the whole child.

## School planning process

Underpinning our 2015-2017 School Plan is continuous improvement and innovation. Its management, implementation and evaluation are a whole school responsibility. Our improvement measures are explicit, intentional and precise. These will inform monitoring and feedback for continuous improvement and future planning in relation to enhanced student learning, achievement and well-being.

The following planning processes were utilised by the school community to prepare our 2015-2017 plan:

Analysis of:

- SMART data
- Best Start Assessment data
- Student attendance data
- Suspension data
- Budgets

School based surveys targeting:

- Student focus groups
- Staff satisfaction survey
- Parents school satisfaction
- Visible Learning School matrix
- Student satisfaction survey

Interviews were conducted with members of the school community including staff, both teaching and non-teaching, and students.

Discussion with:

- P&C
- AECG

# School strategic directions 2015-2017



## Purpose:

Every student in our care will be actively engaged in meaningful, challenging and future-focused learning experiences to achieve and thrive as learners, leaders and responsible, productive citizens. We will maximise learning to ensure students achieve at least a year's worth of learning from every year of teaching.

## We will:

- Create high expectations to raise standards of achievement and reduce the gap between the highest and lowest achievers.
- Build leadership capability and continue to improve teaching quality and effectiveness.

## Purpose:

Engage all staff in professional development that is relevant, future-focused and shaped by research, evidence and feedback to build their capabilities as learners, teachers and leaders.

## We will:

- Introduce new curriculum planning, management and performance-monitoring systems to improve the way our practice is delivered and increase accountability across the system.
- Implement these changes in a cohesive, targeted manner, always keeping students and their outcomes as a priority.

## Purpose:

Build a school culture that is creative and innovative to promote achievement and foster well-being for every student.

Families, carers, students and staff will have access to the range and scale of services they need for their education, development, well-being, health and care.

## We will:

- Plan and better integrate National, State and Local services to ensure students' families and staff have effective access.
- Provide support by directing resources to meet the specific and identified needs of priority populations.

# Strategic Direction 1: Learning

Purpose	People	Processes	Practices and Products
<p>Every student in our care will be actively engaged in meaningful, challenging and future-focused learning experiences to achieve and thrive as learners, leaders and responsible, productive citizens. We will maximise learning to ensure students achieve at least a year's worth of learning from every year of teaching.</p> <p>We will:</p> <ul style="list-style-type: none"> <li>• Create high expectations to raise standards of achievement and reduce the gap between the highest and lowest achievers.</li> <li>• Build leadership capability and continue to improve teaching quality and effectiveness.</li> </ul>	<p><b>Students</b></p> <p>Students will use reflection on formative and summative processes and feedback from staff and students to plan learning</p> <p><b>Staff</b></p> <ul style="list-style-type: none"> <li>• Professional learning will develop staff capacity to understand, implement and analyse: Best Start/PLAN K-6 ,NAPLAN and Hattie's effect size to identify strengths and gaps in Literacy and Numeracy achievement.</li> <li>• Teachers will continue training in Accelerated Literacy. They will work closely with an AL mentor, observing and demonstrating literacy lessons and developing units of work collaboratively.</li> <li>• Staff will undertake Peer Observations each term.</li> <li>• Scope and sequences will be developed for each of the KLAs.</li> </ul> <p><b>Parents/Carers</b></p> <p>Practices will be embedded to ensure parental engagement and understanding of their child's learning progression. Parents will be supported in understanding how to support their child in their learning.</p> <p><b>Community Partners</b></p> <p>Staff will be developed through an inter school alliance which will provide opportunities to collegially develop an understanding of KLA learning continuums, A for L, work samples, Literacy and Numeracy continuums</p>	<p><b>Collaborative Practice</b></p> <p>All teaching staff are involved in regular collaborative practice within and across stage teams for pre and post assessment, planning, effective classroom practice, CTJ. and evidence based approaches.</p> <ul style="list-style-type: none"> <li>• Allocation of 6 planning days per grade.</li> <li>• Weekly stage meetings centred around ongoing monitoring, moderation and development of student work to inform instruction.</li> </ul> <p><b>Accelerated Literacy</b></p> <p>Professional learning will be grounded in evidence based best practice and research, focusing on continuous improvement of teaching and learning in Literacy.</p> <ul style="list-style-type: none"> <li>• Experienced AL. mentors provide team teaching, lesson demonstrations and AL lesson observations with quality feedback for classroom teachers.</li> <li>• Staff will collaboratively develop teaching and learning units based on authentic texts using the AL pedagogy.</li> </ul> <p><b>Data Analysis</b></p> <p>Teaching staff and school leaders engage in professional learning based around data analysis, using both qualitative and quantitative forms which will be used to triangulate to identify strengths and gaps in</p>	<p><b>Practices</b></p> <p><b>Collaborative Practice</b></p> <ul style="list-style-type: none"> <li>• Collaborative professional learning regularly timetabled and undertaken by all staff resulting in an understanding of the curriculum and refine instruction to improve student learning and achievement.</li> <li>• Teaching and learning programs demonstrate collaboratively developed evidence based learning incorporating learning goals and success criteria.</li> <li>• Conditions that promote collaborative learning cultures are established. Professional dialogue, based on research supports the use of consistent language and practice.</li> </ul> <p><b>Accelerated Literacy</b></p> <ul style="list-style-type: none"> <li>• AL mentors identified within the school with clearly defined roles and additional release to support CRT in the implementation of AL.</li> <li>• AL mentors conduct classroom observations and provide constructive feedback clearly outlining next steps.</li> <li>• AL mentors provide lesson demonstrations for teachers on a regular basis to deepen understanding of the teaching sequence. Mentors and teachers engage in professional dialogue leading to improved teaching practice.</li> </ul> <p><b>Data Analysis</b></p>
Improvement Measures			
<ul style="list-style-type: none"> <li>• To move 8% of tracked students in Year 3 Reading and Numeracy 2015 from national minimum standard to above national minimum standard in 2017.</li> <li>• To move 8% of ATSI tracked students in Year 3 Reading and Numeracy 2015 from national minimum standard to above national minimum standard in 2017.</li> <li>• Students can articulate the purpose of lessons and criteria for success as evidenced through classroom walk throughs.</li> </ul> <p><b>Premier's Target</b></p> <ul style="list-style-type: none"> <li>• Increase the proportion of students in the top two bands by 8% in Reading and Numeracy.</li> <li>• Increase the proportion of ATSI students in the top two NAPLAN bands</li> </ul>			

# Strategic Direction 1: Learning

## Improvement Measures

by 30% in Reading and Numeracy.

## People

### Leaders

- School executive will analyse internal and external data to monitor, track and report on students, stage and whole school performance.
- Senior executive capacity will be enhanced to deliver feedback to staff on their performance and development through walk throughs, learning walks and instructional rounds.

## Processes

student achievement.

- Whole school meetings to train staff on using PLAN software, developing a time frame for importing data.
- Hattie's effect size calculator used to determine student growth in English and Maths.

## Evaluation Plan

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

## Practices and Products

- Kindergarten teachers conduct Best Start Assessment to determine future focuses in teaching and learning and provide feedback through early learning plans to parents.
- All teachers K-6 regularly update PLAN data to monitor the effectiveness of their teaching and identify gaps in learning..
- PLAN data accurate for all students K-6 with evidence that data analysis leads to more accurate teaching and learning. As a result students at risk of under performance are receiving tailored support to meet their needs.
- Teachers provide timely, ongoing descriptive feedback about student progress based on learning goals and success criteria, which are used to determine to what extent learning has been achieved.

## Products

### Collaborative Practice

- All staff use KLA scope and sequences and assessment tasks, embedding evidence based practices to plan, implement and evaluate teaching and learning programs evidenced in program feedback from supervisors and student work samples.
- Teaching and learning programs demonstrate evidence of differentiated curriculum delivery responding to the individual needs of students evidenced in program feedback from supervisors and student work samples.

# Strategic Direction 1: Learning

## Improvement Measures

## People

## Processes

## Practices and Products

### Accelerated Literacy

- All teaching and learning programs show evidence of the AL teaching sequence in Literacy with evidence of increased student achievement demonstrated in a greater percentage of year 5 students 2015 in the top 2 bands in NAPLAN Reading.
- Teaching and learning text units are collaboratively developed using the AL pedagogy., incorporating Visible Learning and Thinking.
- Learning Walks indicate that AL is implemented in all classrooms effectively and students are supported through a culture of high expectations.
- Staff developed an 'AL scope and sequence' aligned to English syllabus of AL texts to ensure consistency across grades.

### Data Analysis

- Pre and post student assessment of student learning demonstrates an effect size greater than 0.4.
- Both internal and external data is triangulated to analyse and report on student progress as evidenced in semester student reports using the A-E scale.
- Teaching and learning programs demonstrate evidence of differentiated curriculum delivery responding to the individual needs of students as evidenced in program feedback.

# Strategic Direction 2: Leading

Purpose	People	Processes	Practices and Products
<p>Engage all staff in professional development that is relevant, future-focused and shaped by research, evidence and feedback to build their capabilities as learners, teachers and leaders.</p> <p>We will:</p> <ul style="list-style-type: none"><li>• Introduce new curriculum planning, management and performance-monitoring systems to improve the way our practice is delivered and increase accountability across the system.</li><li>• Implement these changes in a cohesive, targeted manner, always keeping students and their outcomes as a priority.</li></ul>	<p><b>Students</b></p> <ul style="list-style-type: none"><li>• Feedback on school performance will be solicited and addressed annually.</li><li>• Opportunities to advocate for conditions that support their learning will be developed.</li></ul> <p><b>Staff</b></p> <ul style="list-style-type: none"><li>• DEC resources will be accessed to support and deepen understanding and implementation of the new NSW curriculum ~ English, Maths &amp; Science</li><li>• Professional Learning opportunities to support the growth of a wide repertoire of evidence based instructional strategies and their appropriate use will be actioned.</li><li>• Feedback on school performance will be solicited and addressed annually.</li></ul> <p><b>Parents/Carers</b></p> <ul style="list-style-type: none"><li>• Collaboration with the school in the development of the school vision, strategic directions and annual plans evidenced.</li><li>• Collaboratively work with the school to build resources for the purpose of enriching the school standing within the community and improving student outcomes</li><li>• Feedback on school performance will be solicited and addressed annually.</li></ul> <p><b>Community Partners</b></p> <ul style="list-style-type: none"><li>• Other schools, businesses, industry and community organisations will</li></ul>	<p>All staff will be supported to develop Professional Learning goals and collate evidence of their achievement through the P &amp; D F.</p> <ul style="list-style-type: none"><li>• School executive will undertake training in the P &amp; D F and deliver training to school staff.</li><li>• Appropriate DEC and ATSIL staff and resources will be engaged to support staff in the implementation of the Australian Professional Standards for Teachers for proficiency and Highly Accomplished Teacher.</li><li>• Whole staff develop peer observation protocols and procedures.</li></ul>	<p><b>Performance and Development Plans</b></p> <p><b>Practices</b></p> <p><b>Performance and Development Plans</b></p> <ul style="list-style-type: none"><li>• Timetabling is strategic and facilitates peer observations to occur every term resulting in organisational structures which are flexible and responsive to individual teacher need.</li><li>• Teachers willingly share their expertise with colleagues through lesson demonstrations and peer observations.</li><li>• PDP annual time frame embedded ensuring teachers set professional learning goals, linked to school plan and teaching standards.</li><li>• High levels of support and encouragement offered to teachers to pursue higher levels of accreditation through assigned mentors and tailored professional learning.</li><li>• Beginning and early career teachers receive an induction package and targeted support in areas of identified need.</li></ul>
Improvement Measures	Students	Performance and Development Plans	Practices
<ul style="list-style-type: none"><li>• Performance and Development Framework processes will be embedded with all staff completing a PDP. Staff achievement of goals will be analysed and evaluated annually to inform future professional learning and resourcing.</li><li>• Teachers will understand and implement the Australian Professional Standards for Teachers procedures and practices to adhere to accreditation and maintenance requirements.</li><li>• Highly Accomplished Teacher accreditation will be sought by highly skilled staff members.</li><li>• Teachers will seek internal and external leadership opportunities.</li></ul>			
		<p><b>Capacity Building.</b></p> <p>A range of professional learning and research that supports school improvement, with a focus on Hattie research and building growth mindset, will be strategically implemented. School leadership team developing instructional leadership practices.</p> <ul style="list-style-type: none"><li>• Principal School Leadership (PSL) expertise used to build executive Instructional Leadership capacity and related systems and process development.</li><li>• Regular stage and planning days provide opportunities for staff to collaboratively develop leadership roles based on professional expertise.</li><li>• All staff will have been trained in Assessment For Learning (A4L)</li></ul>	<p><b>Capacity Building</b></p> <ul style="list-style-type: none"><li>• Professional learning has built collaborative instructional leadership skills which informs instructional practice and contributes to a culture of learning.</li><li>• Executive staff actively co-learn with staff modelling a commitment to continuous improvement and a collective focus on student learning for all.</li><li>• Professional learning priorities are based on evidenced based best</li></ul>

# Strategic Direction 2: Leading

Improvement Measures	People	Processes	Practices and Products
	<p>support the school to improve educational opportunities for students.</p> <p><b>Leaders</b></p> <ul style="list-style-type: none"><li>• Collaborative instructional leadership will build student, staff and parent capacity to strengthen and enhance teaching and learning.</li><li>• School leaders are engaged in professional learning with staff.</li><li>• Ensure school policies and procedures are current and compliant.</li></ul>	<p>practises evidenced in classrooms, programs and peer observation feedback.</p>	<p>practice, data analysis, school and DoE priorities.</p> <ul style="list-style-type: none"><li>• Timetabling is strategic and facilitates learning for all students and the appropriate allocation of human and other resources which is responsive to student need.</li></ul>
		<p><b>Evaluation Plan</b></p> <p>School improvement will use the milestone planning tool to review progress each 5 weeks and evaluate achievement annually.</p>	<p><b>Products</b></p> <p><b>Performance Development Plans</b></p> <ul style="list-style-type: none"><li>• All staff have produced a Performance Development Plan which is aligned to the School Plan, Departments strategic directions and personal goals.</li><li>• Staff evidence gathered against PDP and aligned to teaching standards.</li><li>• A school wide PDP process and timeline developed and implemented evidenced in annual reviews.</li><li>• Beginning and early career teacher induction package utilised, as evidenced in PDP's and teacher mentor reflections.</li><li>• All teachers demonstrate high level competency at the proficient level in the teaching standards evidenced in accreditation and maintenance reports, PDP's, and classroom observation feedback.</li></ul>
			<p><b>Capacity Building</b></p> <ul style="list-style-type: none"><li>• Leaders have a commitment to fostering a school wide culture of high expectations and achievement as evidenced in PDP's, executive</li></ul>

## Strategic Direction 2: Leading

Improvement Measures	People	Processes	Practices and Products
			<p>feedback, stage meeting minutes and planning day feedback.</p> <ul style="list-style-type: none"><li>• Executive staff applying for and achieving external leadership positions.</li><li>• Staff applying for and gaining internal leadership opportunities.</li><li>• All executive engaging in whole school and stage analysis of evidence based best practice as evidenced in walk-throughs, PLAN, SMART data.</li></ul>

# Strategic Direction 3: Linking

## Purpose

Build a school culture that is creative and innovative to promote achievement and foster well-being for every student.

Families, carers, students and staff will have access to the range and scale of services they need for their education, development, well-being, health and care.

### We will:

- Plan and better integrate National, State and Local services to ensure students' families and staff have effective access.
- Provide support by directing resources to meet the specific and identified needs of priority populations.

## Improvement Measures

- 5% increase in student engagement and well being as evidenced in Tell Them From Me student survey.
- 5% increase in Quality Feedback as evidenced in Tell them From Me teacher survey.
- 5% increase in parent satisfaction and effectiveness of school strategies as evidenced in Tell Them From Me parent survey.
- 10% reduction in the number of short suspensions.

## People

### Students

- Demonstrate a positive and productive disposition to learning
- Demonstrate skills of metacognition.
- Demonstrate resilience and persistence when faced with challenges.
- Work effectively and respectfully with diverse teams.

### Staff

- Actions will ensure school climate, curriculum and instruction reflect both high expectations and an understanding of child and adolescent growth and development.
- Collaboratively and inclusively support the cognitive, emotional and social well being of students through consistent best practice through use of PBL.
- LST will support teachers to meet students individual needs and maximise outcomes.

### Parents/Carers

- Attend PLPs and collaborate with the school and community to promote the health and well being of each student.
- Model and provide opportunities for students to practice social and emotional skills, including effect listening, conflict resolution, problem solving, personal reflection, responsibility and ethical decision making.

## Processes

### Positive Behaviour for Learning 2016 & 2017

- PBL lead committee formed with representation from school staff, P&C, AECG.
- PBL coach in consultation with PBL team develop a review of current school practices.
- Analysis of behaviour data to identify common themes and areas.
- Staff complete a self assessment of current PBL practices being used within the school.

### Learning and Support Team

- Full overhaul of all aspects of LST using data and research to inform best practice in the delivery of teaching and learning programs that support students identified at risk to access the curriculum.
- Gaps in achievement will be identified for specific students through disaggregated data and targets will be set to close the achievement gap.
- Staff will be aware of the diverse community supports involved in assisting students and can facilitate appropriate access to those services.

### Personalised Learning Pathway

- Student learning and well being are intentionally supported through meaningful involvement of parents, teachers and interagency.

## Practices and Products

### Practices

#### Positive Behaviour for Learning

- All staff demonstrate an understanding of PBL philosophy and have indicated a commitment to undertaking continued professional learning as evidence in their 2017 PDP.
- Regular review of behaviour data (from Sentral) to identify areas and behaviours which need addressing through school wide strategies.
- Behaviour skills are explicitly taught by all, and are linked to KLA content and student well being as evident in teaching programs.

#### Learning and Support Team

- All staff have a clear understanding of the role of the LST within the school to identify, plan, monitor and track student curriculum delivery and to meet the well being needs of individual students.
- Weekly LST meetings scheduled with key personnel to identify, plan and monitor identified students and to determine timely and tiered interventions responsive to individual learning needs and well being.
- Professional learning targeted for specific whole school areas of need focusing on student engagement and well being.
- LST staff attend regular LST network meetings.

#### Personalised Learning Pathways

# Strategic Direction 3: Linking

Improvement Measures	People	Processes	Practices and Products
	<p><b>Community Partners</b></p> <ul style="list-style-type: none"><li>• Alliance partners will support staff by building effectiveness and capacity in the delivery of curriculum, instruction and assessment</li><li>• Ongoing collaborations with AECG with a commitment to collaborative decision making.</li><li>• Collaborates with the school through the delivery of specialist services to promote the health and well being of each and every student.</li></ul> <p><b>Leaders</b></p> <ul style="list-style-type: none"><li>• Foster a school wide culture of high expectations and a shared responsibility of student engagement, learning, development and success</li><li>• Establish PBL within the school culture and procedures.</li></ul>	<p><b>Processes</b></p> <ul style="list-style-type: none"><li>• Multiple opportunity will be provided for parents and students to actively participate in ongoing review and update of PLP's.</li><li>• School teams will meet on a regular basis to review academic, social and emotional progress of students.</li></ul> <p><b>Evaluation Plan</b></p> <p>School improvement will use the milestone planning tool to review progress each 5 weeks and evaluate achievement annually.</p>	<ul style="list-style-type: none"><li>• PLP meetings are scheduled every Term involving teachers, students and parents to support students in their learning. Individual learning goals are set for Literacy and Numeracy with high expectations.</li><li>• Students, teachers and parents build a common understanding of what students are learning by identifying, sharing and clarifying the learning goals and success criteria.</li><li>• Students participate in the development of their learning goals and use success criteria to monitor their own progress.</li><li>• Regular and ongoing communication about student learning, achievement and progress is in place to allow students, teachers and parents to monitor and support student learning.</li></ul>
			<p><b>Products</b></p> <p><b>Positive Behaviour for Learning</b></p> <ul style="list-style-type: none"><li>• Revised school welfare plan incorporating whole school expectations for staff and students.</li><li>• Classroom/playground behaviour management plans reflect PBL philosophy.</li><li>• A documented system for rewarding students is in place school wide. This is a continuum of positive reinforces including free and frequent rewards "gotchas" used to reward expected behaviours regularly.</li><li>• Clearly defined minor, major and severe behaviours in shared spaces</li></ul>

# Strategic Direction 3: Linking

Improvement Measures	People	Processes	Practices and Products
			<ul style="list-style-type: none"><li>with agreed roles and responsibility of staff.</li><li>Behaviour expectations are displayed, positively worded and clearly visible to students, staff and community.</li><li>PBL teaching plans are developed and embedded into professional learning sessions and are directly related to school data and matrix as demonstrated in exit slips, student work samples, teacher program feedback.</li></ul>
			<b>Learning Support Team</b> <ul style="list-style-type: none"><li>Clearly defined goals, roles and responsibilities for LST as evidenced in staff and school referrals.</li><li>Increased staff capacity in supporting students with specific needs as evidenced in staff completing online training in autism and understanding and supporting behaviour.</li><li>Individual students learning and well being needs met as evidenced in student case meeting documentation and feedback from inter-agency.</li></ul>
			<b>Personalised Learning Pathways</b> <ul style="list-style-type: none"><li>All ATSI students have a documented PLP which is developed in consultation with parents, teachers and student.</li><li>PLP process and documentation revised and updated each Term, as evidence of, student progress.</li><li>Students accurately self assess their progress towards goals as evidenced in student PLP plans and reflections.</li></ul>

# Strategic Direction 3: Linking

## Improvement Measures

## People

## Processes

## Practices and Products

- Teaching and learning programs show evidence of ILP's as demonstrated in teacher program feedback.