

School plan 2018-2020

Gundaroo Public School 2104



Gundaroo Public School

School background 2018–2020

School vision statement

Gundaroo Public School is a small school where the individual child is valued and nurtured. Through the skills, love and passion of the staff, children are inspired to be resilient, positive and reflective lifelong learners.

As our School motto states, we are *'Working Together'* to achieve this through:

- Explicit and systematic teaching through an innovative curriculum
- Modelling and sharing our passion to enrich the learning environment
- Providing opportunities for the path to be set by the learner
- Communicating high expectations through opportunities and challenges which support the individual learner
- Modelling the learning process through transparent interactions

Our School's core values require our students to do their best by being

KIND, RESPECTFUL and RESPONSIBLE

School context

Gundaroo Public School is a small, but growing, country school with a long and proud history. The school is committed to providing quality educational opportunities and experiences for all students.

Students are educated in a positive, caring and safe environment. There are currently five classrooms.

We actively promote a culture of learning where individual needs are met and each student is responsible for his or her own learning.

The school is a community-based school with high educational expectations. The school values the involvement and participation of the community in supporting the students and school programs.

Our commitment to customer service is based on a collaborative community approach, a culture of mutual respect with open and honest communication, and is underpinned by our school's core values, which are fully endorsed by our school community.

School planning process

During 2017, a consultation process was held to review current practices and collect evidence from staff, students and parents to support the school improvement process. This included School Consultation Surveys, Information Nights, Question and Answer Sessions and Tell Them From Me data. The School Excellence Framework and ACER's National School Improvement Tool were also closely referenced in the planning process.

Our three Strategic Directions reflect the progress the school made during the previous planning cycle, and the priorities for the following three years.

The draft School Plan & Strategic Directions (including improvement measures) were discussed at staff meetings, before being presented to the P&C and wider community for comment and amendments

School strategic directions 2018–2020



Purpose:

To develop the capacity of the staff and students to ensure high quality teaching, learning and leadership practices, which foster student engagement and improve learning outcomes.

Purpose:

To improve student wellbeing and engagement in an environment where children are inspired to be resilient, positive and reflective lifelong learners.

To build and strengthen effective partnerships with parents, families and the wider community to foster engagement and inclusion and meet the needs of all students.

Purpose:

To ensure the school's resources and facilities are flexible and adaptive to meet the educational needs of students in a 21st Century learning environment.

Strategic Direction 1: Quality Teaching, Learning & Leadership

Purpose

To develop the capacity of the staff and students to ensure high quality teaching, learning and leadership practices, which foster student engagement and improve learning outcomes.

Improvement Measures

- Student assessment data tracked, monitored and analysed, with improvement in Literacy & Numeracy across all cohorts
- Learning support is targeted to identified student need through formal assessment, and student achievement is assessed and monitored regularly
- Teaching staff achieve and/or maintain Proficient accreditation status, with some staff aiming for higher levels of accreditation

People

Students

- Work and think reflectively, independently and collaboratively and set and achieve learning goals
- Seek opportunities to build leadership skills and capabilities

Staff

- Design innovative and engaging teaching and learning opportunities that cater to the diverse needs of the individual child
- Plan and implement professional development plans and take greater responsibility for own professional learning needs
- Demonstrate leadership within the classroom and in the wider school environment through whole-school programs and initiatives
- Adopt systematic, collaborative high quality teaching practices

Parents/Carers

- Actively engage with their child's education and seek to be informed of teaching and learning
- Support high quality practices within the school

Leaders

- Monitor whole-school planning, assessment and achievement, and set targets for future improvement.
- Lead and support the development of, and ensure high quality teaching and learning practices at all levels.

Processes

Evidence-based Teaching & Learning Practices

Plan and implement evidence-based, quality teaching and learning across the curriculum, consistent with the NSW Syllabus documents, student learning needs and the Quality Teaching Framework.

Maximise Learning Outcomes

Rigorous assessment and monitoring of student achievement, with clear pathways for continuous learning set at all levels, e.g. learning support, Gifted & Talented.

Leadership Development

Foster opportunities for leadership development across the spectrum from students to teachers and leaders.

Evaluation Plan

All data will be analysed collaboratively, and will include, but is not limited to:

- Whole-school assessment data (every semester)
- NAPLAN data (term 3)
- Lesson observations; triads and instructional rounds (multiple times per term)
- TTFM & school-based data (annually)
- School Excellence Framework Self-Assessment survey (annually)
- Curiosity & Powerful Learning School Improvement Pathway (once per semester)

Practices and Products

Practices

- Differentiated programs meet the needs of all students
- Teachers regularly assess, monitor and track student achievement, and set clear pathways for future achievement
- Teachers work in partnership with parents to improve student learning outcomes

Products

- Assessment processes aligned with the curriculum and designed to clarify learning intentions, establish individual and whole-school student achievement and monitor learning progress across K-6
- Planning for learning is consistent across K-6 and aligned with NSW Syllabus and School Scope & Sequences.
- Learning support increased and targeted to identified student need
- Individual learning plans developed and communicated to all relevant staff members
- Staff professional learning closely aligned with identified need and the Performance and Development Framework
- Highly-developed leadership capabilities at all levels

Strategic Direction 2: Student Wellbeing and Engagement

Purpose

To improve student wellbeing and engagement in an environment where children are inspired to be resilient, positive and reflective lifelong learners.

To build and strengthen effective partnerships with parents, families and the wider community to foster engagement and inclusion and meet the needs of all students.

Improvement Measures

- Tell Them From Me and other school data indicates increased numbers of students feel a sense of belonging and student wellbeing is improved
- Authentic school–community partnerships which enhance student wellbeing and engagement are developed and strengthened
- Tell Them From Me and other school data indicates increased levels of community participation and engagement in children’s learning and wellbeing

People

Students

- Build capacity to manage their own behaviour, in line with school values, including respecting individual differences and cultural diversity within the school community
- Develop understanding and awareness of mental health and wellbeing, and are empowered to seek assistance to support their own wellbeing.

Staff

- Promote a school culture of respect, kindness and inclusivity through interactions with students, other staff members, parents and the wider school community.
- Work in partnership with students, parents and the wider community (including community groups) to provide learning opportunities which foster engagement, wellbeing and a sense of belonging

Leaders

- Lead the school in the development of a positive, respectful and inclusive school culture which supports student wellbeing and engagement

Parents/Carers

- Participate in forums, meetings, and work to build strong partnerships within the school
- Understand the behaviours, attitudes and expectations which enhance wellbeing and engagement, and lead to improved student learning outcomes

Processes

High quality programs which support student wellbeing and engagement

Evaluate existing school programs, and develop and implement new programs which aim to promote positive, respectful relationships and create a school culture where students feel safe and included.

Building authentic partnerships

Work with the Gundaroo and wider community, including the AECG, to strengthen and build sustainable, authentic partnerships which enhance student learning outcomes, wellbeing and engagement.

Evaluation Plan

All data will be analysed collaboratively, and will include, but is not limited to:

- TTFM & school–based data (annually)
- School Excellence Framework Self–Assessment survey (annually)
- Evaluations of school–community partnerships (where relevant)
- Behaviour Data (each term)
- Transition to school programs evaluation (annually)
- Staff meetings

Practices and Products

Practices

- School staff, students and community members work in partnership to achieve shared outcomes
- Students engage fully in the learning process and actively reflect and respond to their own learning needs
- School staff are flexible and adaptive and respond to individual learning and social needs

Products

- Increased student engagement & wellbeing resulting in improved learning outcomes
- Strong school–community partnerships showing an increase in student participation and engagement
- Transition to school and transition to high school programs formalised and implemented

Strategic Direction 3: Future–Focused Learning Environments

Purpose

To ensure the school’s resources and facilities are flexible and adaptive to meet the educational needs of students in a 21st Century learning environment.

Improvement Measures

- Classroom improvements are made to ensure flexibility and adaptability, in order to meet the educational needs of students
- Improvements are made to GOSH Facilities, Toilet Facilities, IT, Classrooms and other physical learning environments
- Plans in place for sustainable, future growth of the school

People

Students

- Put forward plans and ideas for improving resources and facilities within the school
- Student leaders develop ownership and take responsibility for the care of the school’s resources and facilities, and drive improvements in their chosen areas

Staff

- Work collaboratively to identify school resourcing needs and facilities upgrades which benefit the learning outcomes of all students
- Work collaboratively to deliver upon improving school resources and facilities and achieving milestones set out in the school plan.

Leaders

- Allocate school funding and resources appropriately and equitably to ensure planning milestones are prioritised and met
- Actively seek the support of parents and the wider community in improving the school and achieving milestones set out in the school plan

Parents/Carers

- Support the school in the procurement and maintenance of the school’s resources and facilities
- Put forward plans and ideas for improving resources and facilities within the school

Processes

Planning for the future

Short–, medium– and long–term plans are developed and implemented to cater to the demands of a growing school and the changing needs of a 21st Century learning environment.

Systems and plans are in place to ensure effective use of the school’s physical environment, and school and community funds are allocated equitably and appropriately to ensure optimal impact on improving student–learning outcomes.

Improving School Facilities

Improvements to the physical school environment, including buildings and the playground are made, increasing learning opportunities and promoting inclusion and student wellbeing.

The School as a hub of the community

Plan and promote School facilities for mutually beneficial use by community groups, fostering greater engagement with the community

Evaluation Plan

All data will be analysed collaboratively, and will include, but is not limited to:

- TTFM & school–based data, students, staff and community (annually)

Practices and Products

Practices

- Future development of school resources and facilities is planned carefully and accordingly to best meet the educational needs of students and the physical learning space
- School resources are distributed equitably and appropriately to meet the needs of all school users

Products

- Improved physical environment which is flexible, adaptive and responsive to changing student and staff needs
- A physical school environment which promotes enjoyment, wellbeing and a sense of belonging and inclusiveness for all
- A school which promotes wider community engagement through mutually beneficial use of school facilities