

School plan 2018-2020

Gunning Public School 2111



School background 2018–2020

School vision statement

Gunning Public School strives to create resilient, future focused, global citizens.

School context

Established in 1871, Gunning Public School is a small rural school situated half way between Goulburn and Yass on the Hume Highway. The school is part of the Southern Tablelands Network of Public Schools and works closely with both the Yass Community and Goulburn Community of Schools.

Initially established as a central school GPS is set in spacious grounds and has excellent facilities with large classrooms, an assembly hall, specialist rooms for craft, cooking and music.

In 2018, there are currently 98 students from K–6 across three classes. With 5% of students identifying as Aboriginal.

The town of Gunning is currently experiencing a growth in population, resulting in an anticipated increase in enrolments in the coming years.

Community support is valued, aiming for partnerships in education between students, teachers, parents and the broader community.

School planning process

Consultation at all levels has been carried out to create this plan. Staff, parents and students have all been asked to contribute and to help shape the educational direction of the school. This consultation has been carried out through meetings, discussions and surveys.

School strategic directions 2018–2020



Purpose:

To ensure every child is known, valued and cared for through quality teaching and whole school practices.



Purpose:

Preparing students to be actively engaged in all levels of their community. Whilst building confidence in Public Education within the wider community.



Purpose:

Preparing students to be digital citizens of the future.

Strategic Direction 1: Learning

Purpose

To ensure every child is known, valued and cared for through quality teaching and whole school practices.

Improvement Measures

School-based assessment data indicates that students are achieving at or beyond expected stage standards. Measured against Literacy and Numeracy continuums. With all students experiencing growth and further development of knowledge.

Increased percentage of students in the top two NAPLAN bands by 8% by 2020

Increase the proportion of Aboriginal students in the top two NAPLAN bands for reading and numeracy by 30% by 2019

People

Staff

Capabilities will be developed by designing and implementing differentiated individualised professional learning through professional goal setting, school-wide systems and structures will be developed which support all staff in meeting the educational needs of students.

Students

Levels of achievement will be measured through the use of rubrics and self-monitoring of their own learning.

Parents/Carers

Will be engaged in a collaborative learning community by providing opportunities for parents and teachers to work together to improve the intellectual quality of educational programs in the school.

Community Partners

Local schools will collaboratively plan and pool resources including professional learning to enable a wide range of knowledge to be shared.

Engage the local pre-school and high schools in a collaborative learning community by providing opportunities to work together to improve transition to/from school programs.

Processes

Develop assessment, planning, programming and teaching models from K-6 to improve consistency for students and teachers whilst ensuring the school is adhering to state policy guidelines

Differentiate programming and pedagogy in Literacy and Numeracy using NSW continuum and Quality Teaching elements to support school-wide systems and structures to support differentiation in the classroom.

Professional learning around and opportunity to engage in improved teacher practices in alignment with the National Standards for Teaching.

Shared and active engagement of all staff in distributed leadership process to further develop leadership capacity and sustained improvements in teaching and learning.

Evaluation Plan

- Focus Group Data – All stakeholders
- Literacy and Numeracy Learning Progression data
- Student self assessment against learning goals.

Practices and Products

Practices

Teaching and learning across the school will be driven by assessment data and differentiated to meet the needs of all students.

All staff will identify and develop a professional learning plan incorporating goals to support their own professional development and to support school goals.

Products

All staff have clearly defined teaching and professional development goals as aligned against the National Standards for Teachers.

Parents have the understanding of current teaching practices and are able to support their children in learning.

Leadership is multifaceted and is shared amongst all staff.

Aboriginal students will achieve equal to or greater than expected growth against the Gunning Public School Literacy and Numeracy Assessment Schedule.

All students meet or exceed expected growth in all areas.

Strategic Direction 2: Connecting

Purpose

Preparing students to be actively engaged in all levels of their community. Whilst building confidence in Public Education within the wider community.

Improvement Measures

Connections across our Networks of schools continue to provide learning and well-being opportunities for students K-6.

Engagement in the school supports student attendance rates above 96%.

People

Staff

Empower staff to communicate with the wider community, students, leadership groups and other Department of Education staff.

Parents/Carers

Enable parents an opportunity to have a valued voice in the educational process of their child.

Community Partners

Building partnerships with the broader community to provide additional learning opportunities by sharing community expertise.

Students

Empowering students to form genuine and mutually beneficial connections with the wider community.

Processes

Create meaningful links between GPS and other DoE and local educational sites. This includes continuing working with the Binit Binit Learning Community whilst making connections with the newly formed Yass Network of Schools.

Empowering students to communicate with their local and wider communities. Students initiate connections with the wider community.

Evaluation Plan

- Focus Group Data – All Stakeholders
- Evaluation of Networks including Binit Binit and Burrinjuck Learning Communities.

Practices and Products

Practices

Intrinsic communication is carried out across all members of the school community.

Gunning Public School continues to be viewed as a quality educational setting by the wider community including other schools within our Principal Network.

Gunning Public School partners with other schools and educational settings to support the needs of students, staff and parents.

Products

Students are able to influence and direct educational and well-being directions/activities.

Strategic Direction 3: Living

Purpose

Preparing students to be digital citizens of the future.

Improvement Measures

Data collection indicates an improved use of technology K–6.

Increased growth against syllabus requirements with specific emphasis on digital texts.

Increased knowledge of digital technologies by all staff.

People

Staff

Capability to implement digital technologies into every aspect of the teaching and learning cycle.

Students

Enabling students to explore, experiment and be creative with the use of digital technologies.

Parents/Carers

Support and understanding of the importance and the need for specific digital technology education.

Processes

All staff have a Professional Learning Goal to develop knowledge and/or skill around the use of technology such as 3D printing, Coding, interactive devices and/or Robotics.

Teaching and learning programing reflects the use of technology K–6 and is linked to syllabus documents.

Students use of technology is supported through explicit teaching and integration of technology.

Evaluation Plan

- Focus Group Data – all stakeholders
- Student self assessment
- Data mapping the use of digital technologies to monitor improvements.

Practices and Products

Practices

Technology is embedded into teaching and learning.

All teaching staff are utilising a range of technologies for their teaching and learning cycles.

Students use digital texts as part of their learning. This includes the creation of a wide variety of e–literature.

Products

Students are confident and knowledgeable to use a wide range of technologies to achieve specific technology related outcomes.

Students use technology to express themselves to demonstrate an understanding of knowledge across a wide range of syllabus outcomes.