

School plan 2018-2020

Gwynneville Public School 3826



School background 2018–2020

School vision statement

A school community in which all children are treated as equals regardless of gender or cultural background.

Where:

- We value equity, inclusiveness and a holistic approach to learning, in partnership with the wider community.
- The school fosters independent learning habits through provision of engaging and challenging pedagogy where students learn how to learn.
- Teachers are resourceful and embrace ongoing professional learning.
- Students and teachers will be: motivated, well equipped with knowledge and skills, global citizens, creative, innovative, collaborative, resilient and ethical.
- Contributions from all members of our school community are valued.
- Schooling promotes equity and excellence.
- Students become successful, confident and creative individuals.
- Staff are committed to ongoing professional learning with a focus on 21st Century learning pedagogy.
- A dynamic culture of teaching and learning exists where staff creatively utilise open, modern learning environments to ensure learning is social, open, engaging and real.

School context

Throughout 2018–2020 Gwynneville Public school will undergo a re–build of all core facilities. It is envisaged that Gwynneville Public School will become a Lighthouse school for the Illawarra. The project design is based on 21st Century learning pedagogy with open and flexible learning spaces and outdoor learning areas.

Our teachers are futures focused and understand the needs and talents of their students. Our students collaborate and use critical and creative thinking to solve problems and become mindful citizens.

Gwynneville Public School is located in the Wollongong area and services the learning and welfare needs of 249 students. Student enrolments continue to increase each year.

The school prides itself on providing an inclusive learning environment for students from at least 25 cultural backgrounds.

Our spacious, tree filled grounds offer space for students to play and develop positive friendships. We have received numerous awards for our progressive environmental programs.

The school offers support to meet the individual learning needs of all students. Currently this includes support teachers for EAL/D, Teacher Librarian, School Counsellor and the School Learning Support Teacher (SLST).

Resource Allocation Model (RAM) funding is also utilised to employ extra support teachers to assist students with learning difficulties and to improve learning outcomes for our Aboriginal students.

Our school encourages parents to be active participants in their child's learning. All community members are warmly welcomed to school assemblies and special events that occur throughout the year. The P&C meets on the third Wednesday of each month.

School planning process

Our planning process has drawn on a range of current research and NSW DoE reforms to inform our planning. The following processes will be in place:

- The leadership team, consisting of the Principal, Executive and 2 teachers have developed and refined our Strategic Directions in consultation with all staff and parents.
- A planning committee consisting of staff and parents will be formed to carry out a school evaluation and needs analysis.
- Analysis of NAPLAN and school based assessment data.
- Establishment of Parent Focus Groups.
- Student Representative Council will be established.
- Staff analysis of research into effective teaching and what really makes a difference to improving student learning outcomes (How2Learn program). This research focuses on the work of John Hattie, Carol Dweck and others at the forefront of 21st Century learning pedagogical research.
- Measuring our school against the School Excellence Framework and setting future directions.
- Dedicated time for consultation and discussion around Strategic Directions and review of improvement Milestones will be undertaken at Team Meetings, Staff Meetings and P&C Meetings.
- Our partnership with the University of Wollongong will see the development and implementation of a digital technologies scope and sequence.
- Staff will visit local and virtual schools that utilise flexible learning spaces to support their professional learning about effective and efficient use of open plan spaces. This will support a smooth and effective transition to our new facilities.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1 Learning

Purpose:

- To ensure that students are provided with opportunities to develop the skills, capabilities and knowledge that are necessary to be successful in a globalized and highly digital society.
- To ensure that students are engaged, reflective learners who are able to access the curriculum through planned explicit and systematic learning activities.
- To ensure learners are provided with opportunities to be engaged through teaching that develops higher order thinking skills, deep knowledge and understanding resulting in self-regulated learners.
- To focus on student mental health and well-being.
- To provide a whole school approach to the delivery of quality learning experiences that are focussed and differentiated thereby enabling students to develop strong identities as self-directed learners.

STRATEGIC DIRECTION 2 Quality Teaching

Purpose:

- To ensure teachers are equipped with the knowledge and skills to teach 21st Century skills and capabilities.
- To ensure students are at the centre of what we do as learners and as people. An integrated approach to quality teaching, curriculum planning and delivery and assessment, promotes learning excellence and responsiveness in meeting the learning needs of all students.
- To ensure consistent school-wide practices for assessment and reporting across the curriculum are used to monitor, plan and report on student learning.
- To ensure a culture of collaborative practice where teachers value and participate in professional learning activities based on current pedagogical research to develop learners for the 21st Century.

STRATEGIC DIRECTION 3 Leadership

Purpose:

- To ensure staff build their capacity through focused professional learning and development. This will create a culture where every staff member is engaged in and responsible for, ongoing, relevant and evidence-based learning and practice at an individual and collective level.
- To provide strategic and effective leadership as the cornerstone of school excellence. Excellent leaders have a commitment to fostering a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success.
- To have processes in place that ensure succession planning for the future.

Strategic Direction 1: Learning

Purpose

- To ensure that students are provided with opportunities to develop the skills, capabilities and knowledge that are necessary to be successful in a globalized and highly digital society.
- To ensure that students are engaged, reflective learners who are able to access the curriculum through planned explicit and systematic learning activities.
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- To provide a whole school approach to the delivery of quality learning experiences that are focussed and differentiated thereby enabling students to develop strong identities as self-directed learners.

Improvement Measures

Increase the proportion of students achieving proficiency in line with the Premier's Priorities of an increase of 8% of students in the top two NAPLAN bands..

Students will achieve their year appropriate expected growth in Literacy and Numeracy increasing each year over the three year period.

People

Students

- Will be at the centre of their learning and contribute to the direction of their learning.
- Articulate how they learn and why they learn and develop their critical thinking, problem solving, collaborative and communication skills to achieve their learning goals.
- Develop flexible mindsets.
- Take responsibility for their own learning and are intrinsically motivated.

Staff

- Personalise learning to extend low performing students as well as middle and high performing students.
- Give timely feedback to students using a variety of visible learning strategies.
- Support students to set and achieve their learning goals.

Parents/Carers

- Collaboratively develop Aboriginal students' learning goals with their child and their teacher to support learning at school and at home.
- Are encouraged to engage with and communicate with their child's teacher.

Community Partners

- Partnerships with University of Wollongong include: professional learning in digital technologies as well as our school mentoring pre-service teachers.
- Community of schools groups work

Processes

Curriculum and Learning

- Deliver quality student centred and self-regulated learning experiences which enable students to understand how they learn and to set and achieve their learning goals.
- 21st Century learning tools will be utilised to engage and inspire motivated students (How2Learn).
- School development of explicit processes to collect, analyse and report internal and external student and school performance data.

Student Wellbeing

- Implement a whole school integrated approach to student well-being in which students can connect, succeed and thrive at each stage of their schooling (Kids Matter).

Personalised Learning

- Ensure learning is data driven and based on formative assessment practices and learning progressions. Timely, targeted intervention and feedback for all students reflects best practice and students access tailored support, extension, or enrichment to maximise outcomes.

Evaluation Plan

All data will be analysed collaboratively:

- Student TTFM surveys (Tm 1 and 3)
- Focus groups and internal surveys
- Wellbeing Self-Assessment Tool

Practices and Products

Practices

- Students and staff are involved in the continuous use of assessment data to monitor achievements and gaps in student learning. This data is used to inform planning for quality and pertinent learning experiences.
- Relationships between all stakeholders are both valued and nurtured to ensure continuity of quality student learning.
- 21st Century learning tools and flexible learning spaces are used by all teachers to meet the needs of today's learners so they can interact effectively in modern society.
- Teachers make learning intentions and success criteria clear, have high but appropriate expectations and provide continuous feedback.
- A culture of collaborative lesson preparation, observation and feedback is expected, structured and planned to ensure consistent teacher judgement.

Products

- A student centred learning environment exists where all students are supported, challenged and are receiving timely and meaningful feedback on their learning, to inform future directions.
- Project-based learning is evident in every classroom.
- Positive and respectful relationships across the school community underpin a productive and aspirational learning environment.
- Flexible and adaptable learning spaces are evident throughout the school and

Strategic Direction 1: Learning

People

collaboratively to support curriculum development.

Leaders

- Establish structures and processes to identify, address and monitor student learning needs.
- Will be prepared and supported to drive the implementation of new programs and provide or facilitate professional learning for staff.

Processes

- Personalised Learning data (e.g. SMART Goals)
- Ongoing review of NAPLAN and PLAN data
- Internal student performance data
- Classroom Observations (student engagement)
- SEF data reports (value added)
- Regular reporting against Milestones
- Student surveys
- Monitoring and tracking attendance of Aboriginal students
- Monitoring NAPLAN results and internal data for Aboriginal Students
- Improved levels of student wellbeing and engagement as measured on the Leuven Scale of Active Engagement and Tell Them From Me Surveys.

Practices and Products

- increase student engagement, encourage collaboration and blend technology into learning.
- All students requiring support have an effective individual or group learning plan.

Strategic Direction 2: Quality Teaching

Purpose

- To ensure teachers are equipped with the knowledge and skills to teach 21st Century skills and capabilities.
- To ensure students are at the centre of what we do as learners and as people. An integrated approach to quality teaching, curriculum planning and delivery and assessment, promotes learning excellence and responsiveness in meeting the learning needs of all students.
- To ensure consistent school-wide practices for assessment and reporting across the curriculum are used to monitor, plan and report on student learning.
- To ensure a culture of collaborative practice where teachers value and participate in professional learning activities based on current pedagogical research to develop learners for the 21st Century.

Improvement Measures

A high performing teaching staff as measured against the Australian Professional Standards.

Increased use of evidence-informed pedagogy by all teachers including formative assessment strategies.

Tell Them From Me survey indicates continued social/emotional growth.

All teachers maintaining current or accreditation standards with Executive teachers aligning to Principal Standards. Lesson observations are linked to the standards.

People

Students

- Will experience a differentiated curriculum designed to meet individual needs. Targeted programs and strategies will be employed to meet these needs.
- Will be provided with opportunities to give and receive quality feedback about learning.

Staff

- Maintain accurate records, documentation and assessment data in order to evaluate and adjust their teaching strategies, to maximise impact on student learning.
- Work collaboratively to ensure that their pedagogy aligns with practices that are shown through research to have a high probability of success.
- Are committed to continuous improvement.
- Engage in deep reflection on their professional practice to ensure alignment to the professional standards.
- Professional learning plans will demonstrate a deliberate effort to engage in professional learning and growth leading to continuous improvement.

Parents/Carers

- Are regularly and authentically consulted and provided with opportunities to provide feedback on school performance.

Processes

Research Informed Pedagogy– Literacy

- Draw on solid research to develop and implement high quality professional learning in literacy teaching practices including L3 and 7 Steps for Writing Success.

Collaborative and Evaluative Practice

- Develop and implement collaborative processes for consistency in teacher judgement in the literacy and numeracy progressions as well as internal assessments.
- Strengthen evaluative culture and practice by establishing regular 'pause points' throughout the year and providing professional learning on the use of quality sources of data to inform future teaching and learning.

Science and Technology K–6 Syllabus Familiarisation and Planning

- Familiarisation and Planning for implementation of the Science and Technology K–6 Syllabus (2017) with a focus on technologies.
- Develop and trial a whole school technology scope and sequence plan with continued support from the UOW Technologies Partnership.
- Implementation of STEM activities across K–6.

Research Informed Pedagogy– Numeracy

- Draw on solid research to develop and implement high quality professional

Practices and Products

Practices

- Continuous collaboration and learning results in an explicit teaching approach to literacy and numeracy, which is research informed.
- The capacity of every teacher and leader is continually built to ensure that every student experiences high quality teaching.
- The use of data collection and collaborative evaluation is an embedded practice to inform decisions, interventions and initiatives in literacy and numeracy.

Products

- Embedded and explicit systems are in place to facilitate professional dialogue and enable opportunities to collaboratively plan, reflect, improve and deliver evidence informed pedagogy.
- All K–2 teachers are using L3 pedagogy in their classrooms and differentiated teaching and learning practices are evident from K–6.
- Systems are embedded where teachers make informed and consistent judgements about students progress based on deep knowledge and understanding of the literacy and numeracy progressions.
- Passionate and skilled teachers inspire lifelong learning.
- Teachers create and maintain a stimulating and engaging learning environment.
- A collaborative culture exists that

Strategic Direction 2: Quality Teaching

People

- Will be informed about professional learning with feedback and demonstrations provided at P&C meetings.

Leaders

- Establish and improve processes which build the capacity of teachers to use data and engage in evidence-based conversations about school improvement (particularly relating to teaching practices).

Processes

learning in numeracy teaching practices including iMaths and TEN.

Evaluation Plan

All data will be analysed collaboratively:

- What Works Best Reflection Guide survey (Tm 1)
- PLAN data (every 5 weeks)
- Teacher, parent and student TTFM surveys (Tm 1– 3)
- Internal surveys
- NAPLAN data (Tm 3)
- Meeting minutes
- Lesson plans/teaching programs (each Term)
- Classroom observation data (each semester minimum)

Practices and Products

develops skills and high performing teachers. Within this, we are particularly focused on the teaching of Literacy and Numeracy skills across all learning areas.

Strategic Direction 3: Leadership

Purpose

- To ensure staff build their capacity through focused professional learning and development. This will create a culture where every staff member is engaged in and responsible for, ongoing, relevant and evidence-based learning and practice at an individual and collective level.
- To provide strategic and effective leadership as the cornerstone of school excellence. Excellent leaders have a commitment to fostering a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success.
- To have processes in place that ensure succession planning for the future.

Improvement Measures

School self-evaluation data reflects an increase of higher satisfaction rate with school leadership and management each year.

All teachers clearly demonstrate alignment to the Professional Teaching Standards with school leaders aligning to Highly Accomplished and Lead levels.

PDP's clearly aligned to Professional Teaching Standards and the school plan with school leaders aligning to Highly Accomplished and Lead levels.

High percentage of staff involved in curriculum leadership roles and relieving in higher duties when opportunities arise.

People

Staff

- Demonstrate personal responsibility for developing their professional learning plan using the professional standards.
- Build upon their strengths and identify their development in professional learning by using the standards. All teacher professional learning plans drive the delivery of quality educational programs.
- Engage in targeted professional development programs to develop aspiring leaders' capabilities in school leadership, management and school excellence.
- Engage in professional learning that is relevant, futures focussed and shaped by research.

Students

- Are provided with opportunities and training to develop leadership and are provided with forums to contribute to the continuous improvement and direction of the school.
- SRC meets twice per term with recommendations and ideas for school improvement.

Community Partners

- Facilitate forums for parent feedback on school leadership practices and provide opportunities for parents to contribute to school leadership and development.
- Maintain close alignment and collaboration between the school and

Processes

Quality Professional Development

- Professional learning is linked to the school plan and professional standards and its impact on the quality of teaching and student learning is evaluated.
- Strategic formal and informal professional learning, mainly on site, builds teacher knowledge and understanding through sharing practices, reflection, observation, discussion, mentoring, coaching and collaboration.
- Targeted professional learning, mentoring and coaching practices will be facilitated for school leaders and aspiring leaders.

Performance Development Framework

- Professional Learning Plans for school leaders will be aligned to the higher levels of the Professional Standards for Teachers (Highly Accomplished and Lead). Leaders working towards the principalship will be supported to align their practice to the Professional Standard for Principals. The Leadership Team will drive school management and leadership development.
- All staff involved in mentoring and coaching roles through lesson observations and follow up discussions as part of the Professional Development framework process.

Distributed Leadership across all levels

- Leaders at all levels will be involved in the school self-evaluation and planning process.

Practices and Products

Practices

- The school facilitates and supports quality leadership development and opportunities at all levels.
- Leadership succession planning at all levels is established to sustain school implementation of the school plan.
- Teachers engage in a cyclic process of development and evaluation of their leadership skills and practice.
- The SRC is active in the life of the school and upholds the school values.
- Staff are involved in productive and collaborative partnerships and learning alliances within the school as well as with external organisations. (UOW, COS)

Products

- School self-evaluation data reflects 80% or higher satisfaction rate with school leadership and management.
- 100% of school leaders use evidence, research and professional tools. These tools include the teaching standards, Principal's standards, the leadership framework and reflection tool and the School Excellence Framework. They are used to design, reflect and report on the achievement and impact of their PDP's.
- All teachers clearly demonstrate alignment to the Professional Teaching Standards with school leaders aligning to Highly Accomplished and Lead levels.
- Embedded and explicit systems that

Strategic Direction 3: Leadership

People

the P&C to ensure that all efforts contribute to the school's shared vision.

Leaders

- Provide targeted professional learning and leadership development for members of the school's Leadership Team and aspiring leaders at all levels. This will include a deep and working knowledge of current education reforms and school DEC policies, along with the development of leadership skills and capabilities.
- Build aspiring leaders' capability to lead curriculum innovation and sustain excellence.
- Engage in joint networks to build leadership capacity.
- Develop organisational practices through targeted professional learning programs, coaching skills and succession planning opportunities.
- Actively support their teams and individual staff through mentoring and coaching to facilitate development of Professional Learning Plans.

Processes

- Effective school curriculum teams and lead facilitators will provide ongoing professional learning, maximise differentiated learning for all students and promote high standard practices.
- Build the leadership capacity of students through the Student Representative Council.

Evaluation Plan

- Implementation of the Performance and Development Framework with a focus on how this contributes to school leadership development.
- Actively seek feedback on school leadership and management.
- Analysis of school based and external (AITSL, 360 Degree Survey and Self-Reflection Tool) data on school performance and growth.
- Regular reporting against milestones.
- School surveys.
- Staff use performance data gained from the AITSL reflection tool and 360 survey to inform PDP's planning and reflections.
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Practices and Products

- facilitate professional dialogue, collaboration, classroom observations, the modelling of effective practise and the provision of specific and timely feedback between teachers.
- SRC meets regularly to initiate, problem solve and lead initiatives across the school.