

# School plan 2018-2020

## Gwandalan Public School 4320



# School background 2018–2020

## School vision statement

Gwandalan Public School is committed to supporting the holistic wellbeing of students through innovative, dynamic and inclusive education. Students will be responsible, resilient, confident and creative citizens in a global community.

***‘Students will have success for today and be prepared for tomorrow.’***

## School context

Gwandalan Public School is situated at the northern end of the Central Coast and is located on a peninsula on Lake Macquarie. It services the growing communities of Gwandalan and Summerland Point where a number of land developments are currently being finalised. The school currently has an enrolment of 386 students (52% boys and 48% girls) across 16 classrooms of which 12% are of Aboriginal or Torres Strait Islander descent.

The school's motto, **Striving for Success** has been strengthened by a whole school approach to Positive Behaviour for Learning (PBL). At Gwandalan PS **we are S.T.A.R.S.** We display Safety, encourage Teamwork, Aim High, show Respect to ourselves/others and the environment so that we can Succeed. These components underpin the quality education and flexible opportunities that the school offers within a high–expectation learning environment.

Gwandalan PS services a diverse community and is supported by equity funding, school contributions and community links. The school offers an innovative range of academic, creative, cultural and sporting opportunities that focuses on building the strengths and talents of students so that they can succeed. Gwandalan PS is committed towards maximising the potential of all students through a genuine connection to current educational research to drive classroom learning environments and processes. A holistic focus on student wellbeing and student engagement will continue to be key frameworks across the school.

Gwandalan Public School works collaboratively with Murui Bulbi AECG, our local Lion's Club, our P&C members, our student /parents /community leaders and our local management group ( Lake Munmorah HS & PS and Mannering Park PS) to ensure a shared commitment to strengthen the community around us. Teachers, support staff, learning support interventionists and clerical staff are all integrated in delivering quality educational experiences for our students, so that they can have success today and be prepared for tomorrow.

## School planning process

School planning has been undertaken with the input of staff, parents and students through a thorough situational analysis that was the framework to identify directions for the development of a high performing public school.

Aspects of the analysis included Educational research, Premier and the Department's priorities, external and school–based qualitative and quantitative data, staff, parent and student feedback and Tell Them from Me surveys. The school also went through an extensive external validation process that matched evidence to the School Excellence Framework. Strategic directions were established through consultation with staff, community, student representatives, and the school P&C.

The plan is aligned to our school's professional learning strategy, financial budgets and educational improvement priorities.

Transparency in the strategic leadership, financial management and progression of the strategic directions and annual milestones will be a continued focus of collaboration with our students, staff and parent community.

# School strategic directions 2018–2020

## STRATEGIC DIRECTION 1 Connect

### **Purpose:**

To promote a positive school culture that fosters authentic partnerships with all key stakeholders to empower all students to achieve excellence.

Major SEFV2 links (not limited to this SD):

Learning – Student Performance Measures, Wellbeing, Reporting

Teaching – Learning & Development

Leading – Educational Leadership, School Resources, Practices and Processes

## STRATEGIC DIRECTION 2 Lead

### **Purpose:**

To promote and implement professional learning by creating a culture for teachers, students and school leaders to learn in collaboration with each other or continual growth.

Major SEFV2 links (not limited to this SD):

Learning – Wellbeing, Curriculum

Teaching – Effective Classroom Practice, Professional Standards

Leading – Educational Leadership, Management Practices and Processes

## STRATEGIC DIRECTION 3 Succeed

### **Purpose:**

To provide every student with quality, innovative and dynamic learning experiences through QT programs, assessment and data driven best practices, ensuring that learning is individualised so that every student achieves success.

Major SEFV2 links (not limited to this SD):

Learning – Learning Culture, Curriculum, Assessment, Reporting Student Performance Measures

Teaching – Data Skills and Use

Leading – School Planning, Implementation and Reporting, School Resources

# Strategic Direction 1: Connect

## Purpose

To promote a positive school culture that fosters authentic partnerships with all key stakeholders to empower all students to achieve excellence.

Major SEFV2 links (not limited to this SD):

Learning – Student Performance Measures, Wellbeing, Reporting

Teaching – Learning & Development

Leading – Educational Leadership, School Resources, Practices and Processes

## Improvement Measures

Tell Them From Me Parent Survey data to continue exceed the NSW Government Norm in 'School Supports Learning' (2017 baseline state 7.3 and school 7.4) and 'Parents are informed' (2017 baseline state 6.6 and school 6.9).

100% of families using the Family Referral Service report a high level of satisfaction with support offered through a school-based survey to gather baseline data (2018).

100% of staff feel supported, and report adjusting teaching as a result of participating in Professional Learning opportunities provided by the school (baseline data 2018).

## People

### Students

Feel supported and valued through all stages of their schooling, including transition, and have the confidence to engage in supportive structures both at home and school.

### Staff

Value the opportunity to work with colleagues within the school and across professional networks and have the skills to effectively communicate with all key stakeholders.

### Leaders

Have the capacity to develop effective structures and systems to support the sharing of knowledge and expertise providing opportunities for all key stakeholders to support students and families throughout their schooling.

### Parents/Carers

Value the support processes provided by the learning community, appreciate the need for effective communication and feel confident to share information to support the success of their children at school.

### Community Partners

Understand the contribution they make when working with all key stakeholders to learning and wellbeing and feel valued as a respected partner in the education process.

## Processes

Implement and embed professional learning networks that build strong, collaborative and collegial partnerships within and beyond the school.

Increase and improve communication and consultative practices with all key stakeholders building strong connections with the community and supporting agencies to enhance student outcomes.

## Evaluation Plan

PDP's

Tell Them From Me school survey

Annual Report

P and C meeting minutes

Parent/carers attendance data for school interviews, reporting sessions, transition programs and celebration events.

Learning and Support Team meetings

Family Referral Service referrals

Professional Development session minutes

## Practices and Products

### Practices

Collaborative partnerships and professional networks across the learning community are strengthened and active with many varied opportunities to work together to best support all students.

All key stakeholders are accessed to provide advice, assistance and resources to support learning and wellbeing and help students fulfil their potential.

### Products

Staff share skills and expertise within and beyond the school and increase their capacity as quality educators as part of their ongoing involvement in professional learning networks.

Students and families are connected with the school, support services and external agencies that provide assistance at a school and home level.

# Strategic Direction 2: Lead

Purpose	People	Processes	Practices and Products
<p>To promote and implement professional learning by creating a culture for teachers, students and school leaders to learn in collaboration with each other or continual growth.</p> <p>Major SEFV2 links (not limited to this SD):</p> <p>Learning – Wellbeing, Curriculum</p> <p>Teaching – Effective Classroom Practice, Professional Standards</p> <p>Leading – Educational Leadership, Management Practices and Processes</p>	<p><b>Students</b></p> <p>Understand the benefits of actively engaging in challenging learning experiences and have the capacity to successfully work with teachers and fellow students as S.T.A.R.S.</p> <p><b>Staff</b></p> <p>Value the impact of engaging in new practices, being consistent with wellbeing and behaviour processes and sharing expertise at a classroom and leadership level.</p> <p><b>Leaders</b></p> <p>Have the capacity and confidence to drive whole school wellbeing and collaborative practices and have the skills to support and develop staff in building their leadership capacity.</p> <p><b>Parents/Carers</b></p> <p>Feel welcome and value and understand the positive outcomes associated with supporting teaching and learning, wellbeing and positive behaviour practices.</p> <p><b>Community Partners</b></p> <p>Feel valued and understand the positive outcomes associated with creating strong links with the school and wider community.</p>	<p>Implement a whole school approach to build a safe and respectful environment with consistent and supportive wellbeing practices.</p> <p>Design and implement a sustainable culture of instructional and distributive leadership where staff and students are empowered to achieve aspirations.</p> <p>Implement quality, future focussed programs and practices that incorporate high order, creative and critical thinking and problem solving learning experiences.</p> <p><b>Evaluation Plan</b></p> <p>Analysis of NAPLAN and school based data</p> <p>Lesson plans and teaching programs</p> <p>PDP's</p> <p>Tell Them From Me survey results</p> <p>Student Attendance Data</p> <p>Professional Learning and meeting minutes</p>	<p><b>Practices</b></p> <p>Teachers effectively utilise curriculum to develop learning experiences which involve students in: problem solving; thinking deeply, creatively and critically; and challenging, cooperative and collaborative learning experiences.</p> <p>Wellbeing practices focus on the needs of every student, celebrates positive behaviour and provides support for playground and classroom management and is consistently implemented.</p> <p>Teachers use professional standards and PDPs to monitor specific areas for development and continual improvement.</p> <p>Students engage in student leadership opportunities that build upon their strengths and goals.</p> <p><b>Products</b></p> <p>Planned learning experiences motivate and engage students to do their best and incorporate many varied opportunities for future focused learning and leadership.</p> <p>Collaborative, coaching and mentoring relationships are evident with staff developing and initiating leadership roles and responsibilities and sharing expertise.</p> <p>Measured improvement in wellbeing and engagement through well-managed classrooms and a consistent school wide approach.</p>
Improvement Measures			
<p>Increase the percentage of students achieving above minimum standard in NAPLAN in reading, writing and numeracy (Year 3 : 78% to 85%, 86% to 90%, 73% to 80% respectively and Year 5: 78% to 85% 73% to 80%, 80% to 85% respectively and Year 7: 77% to 80%, 55% to 60% and 74% to 80% respectively) NAPLAN SMART/SCOUT. Baseline data averaged from 2015 to 2017.</p> <p>Tell Them From Me—drivers of student engagement aspect from the student survey shows an increase to meet, or exceed, the state norm (baseline 2017 state and school).</p>			

# Strategic Direction 3: Succeed

## Purpose

To provide every student with quality, innovative and dynamic learning experiences through QT programs, assessment and data driven best practices, ensuring that learning is individualised so that every student achieves success.

Major SEFV2 links (not limited to this SD):

Learning – Learning Culture, Curriculum, Assessment, Reporting Student Performance Measures

Teaching – Data Skills and Use

Leading – School Planning, Implementation and Reporting, School Resources

## Improvement Measures

Increase the percentage of students in the top two bands in reading: Year 3– 34% to 42%, Year 5 – 23% to 31%, Year 7– 20% to 28% and in numeracy: Year 3 – 22% to 34%, Year 5 – 17% to 29%, Year 7 – 14% to 26%. Baseline data averaged from 2015–2017.

By 2020, the percentage of Aboriginal students in the top two bands increases in Reading: Year 3 – 5% to 30%, Year 5 – 25% to 30%. Baseline data averaged from 2015–2017.

The percentage of students achieving expected growth increases in reading in Year 5 from 58.5% to 65% and Year 7 from 70% to 73%, in numeracy in Year 5 from 39% to 45% and in Year 7 from 57.7% to 60% with a combined value-add moving from Sustaining and Growing to Excelling.

## People

### Students

Understand the importance of personalised learning through feedback and have the skills to develop goals that reflect their own learning needs.

### Staff

Have the skills, knowledge and confidence to personalise learning and have a deep understanding of syllabus documents to collaboratively deliver dynamic learning experiences.

### Leaders

Have the capacity to target and evaluate professional learning and understand the value of creating systems that support teachers to plan, assess and respond to student needs.

### Parents/Carers

Value learning and have the confidence to engage with the school and teaching staff. Understand the important contribution they make to their children's learning.

### Community Partners

Value their contribution and the sharing of skills and expertise with the school.

## Processes

Implement and embed high quality, research-based, individualised literacy teaching practises.

Implement and embed high quality, research-based, individualised numeracy teaching practises.

Review and design consistent, reliable and flexible assessment tasks to ensure all students have many opportunities to show their knowledge and are supported with targeted learning experience to optimise future learning experiences.

## Evaluation Plan

Individualised Learning Plans

Personalised Learning Pathways

PBL Data

Learning Support Team referrals, stage and executive meeting minutes

SENTRAL tracking data

Professional Learning meeting minutes

NAPLAN data

## Practices and Products

### Practices

All staff confidently analyse school and external assessment data to provide individual adjustments and design quality differentiated learning experiences targeting student need.

Teachers utilise curriculum and syllabus documents to develop future focused, innovative and dynamic learning experiences.

Teachers develop, action, review and monitor personalised learning plans for Aboriginal students.

### Products

Teaching and learning experiences across the school link to assessment data, student feedback and goal achievement ensuring all students are challenged and all adjustments lead to improved outcomes.

The school's curriculum provision supports high expectations and engagement for every student.