

# Strategic Improvement Plan 2021-2025

## Gosford Public School 2049



GOSFORD PUBLIC SCHOOL

# School vision and context

## School vision statement

Gosford Public School will embody an environment of care and compassion underpinned by a culture of understanding, tolerance and inclusion. Foundations built upon strong and sustainable systems and processes will support up-to-date and innovative pedagogy. Quality practice will be evident in every learning space with all students being provided with equitable and consistent access to quality learning opportunities. Our community will interact with us on a daily basis in a variety of ways, our 'reach' will extend well beyond the school's boundaries. Learning and positive outcomes will flourish, be celebrated and be what is 'expected'. We will realise this vision through respectful interactions, with a sense of integrity and a strong understanding of (and commitment to) our shared responsibilities.

## School context

Gosford Public School is situated on a shared site with Henry Kendall High School and was re-established on the 'new' site in 2014 after providing over 60 years of continuous service on the 'old' site situated on the waterfront of Gosford. Consequently, our school community enjoys wonderful and relatively 'new' school facilities. Our school also benefits as a recipient of the 'Chapman Trust' which was established in 1963 and provides annually, a very generous financial donation which is managed and distributed by the school's P&C.

Gosford Public School with a Family Occupation and Education Index (FOEI) of 55 and a current student population of 514 students is arguably one of the most culturally diverse school communities on the Central Coast with nearly 45% of students coming from families where English is the second language. The school's EaLD program has grown in significance over the last few years and currently supports 60 students (on actual caseload). The school's 'Aboriginal Education Team' also supports and engages with 29 students and their families who have identified as indigenous. The school will continue to maintain its strong connection with the Coinda AECG, this partnership provides valuable consultation which in turn leads to positive educational outcomes for our students.

'Reflective practice', continuous self-assessment and 'evidence-based' decision making has been embedded in the school's culture since 2017. In preparing for the inevitable 'External Validation' process, Senior Leadership has provided ongoing professional learning to staff to prepare and develop a culture that embraces continuous self-assessment practice. In 2017, staff were asked to identify where they perceived the school to be against a number of generic markers, in providing their 'situational analysis' statements staff were asked "How do you know?" This leading question allowed the Principal to establish the purpose of 'evidence' in supporting a position and thus began the 'journey' of creating a culture of 'evidence-based' decision making. Following on from this initial professional learning was the establishment of the "RAPs panels" or 'Reflect, Review, Analyse, Action, Plan, Share' - a site-specific self-assessment process which allowed representatives from all stakeholder groups to have a voice in a review process around whole-school practice. Several 'RAPs' panels were established and from those respective processes findings were made and recommendations put forward. The recommendations from each panel informed the development of the 'Processes & Practices' as described in each Strategic Direction as found in the current School Plan.

The culture of continuous self-reflection and assessment has been supported via ongoing professional learning around 'evidence - Impact Vs. Process', rigorous milestone monitoring and the timely use of the 'RAPs panel' self-assessment strategy. The work done by the school in preparing the community for an external validation has allowed the formal EV panel process to be seen as nothing more than an extension of our normal practice.

### Learning

The results of this process indicated that in the School Excellence domain of Learning:

The school is 'Sustaining & Growing' in *Learning Culture, Wellbeing, Curriculum and Assessment* - the evidence submitted supports a committed school community that values

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strong and meaningful partnerships, a culture of analysis and reflection and the 'smart' use of data. 'Transitions' across the school community are planned, supported and centred on individual needs. Student attendance is closely monitored, respectful relationships are evident across the community and consequently, students are 'known' and cared for. The evidence suggests that our teachers have high expectations and consistently differentiate their delivery - as a result, most students understand and can describe 'next steps' in their learning. Teachers collaborate and share the data collected in relation to student growth, school-based systems allow for the collection of reliable data which can be evaluated effectively.

The school is 'Excelling' in *Reporting and Student performance measures* - the evidence supports that the school achieves excellent value-added results as measured against both state and statistically 'like' schools with most students achieving in the top-two bands for NAPLAN reading, writing and numeracy. The successful implementation of the 'Quality Communication' school-based policy evidences direct and regular engagement between staff and parents to provide parents a greater understanding of their child's strengths and weaknesses.

### Teaching

The results of this process indicated that in the School Excellence domain of Teaching:

The school is 'Sustaining & Growing' across all elements - the evidence submitted supports a culture of explicit teaching where teachers routinely collaborate, exchange and reflect on data. A school-wide approach to effective and positive classroom behaviour is evident. Student achievement data is collected and analysed and is used to inform future practice. This culture is supported by an effective, consistent and compliant approach to Teacher Professional Development and accreditation. Teachers are proficient in their teaching with evidence to support a self-directed approach to seeking higher accreditation.

### Leading

The results of this process indicated that in the School Excellence domain of Leading:

The school is 'Delivering' in *Educational Leadership* - whilst there is a strong commitment to developing 'leadership capacity' across the school through formal programs of coaching and mentoring the evidence submitted reflects a culture of meeting system requirements (only) particularly in relation to performance development and management processes.

The school is 'Sustaining & Growing' in *School planning, implementation and reporting, School resources and Management practices and processes* - the evidence submitted supports that school-based leadership actively supports change for improvement, has been able to embed clear processes which support (and link to) the school plan and in doing, has enabled staff to engage in the school plan so that there is an understanding of its purpose and direction. In relation to Resources - the evidence presented demonstrates the presence of strong and innovative systems which are transparent, compliant and provide for the

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equitable and strategic distribution of resources - time & money. There are clear links between the school plan and its strategic financial management processes and evidence which supports that the school avails its physical resources with the broader community. These systems are flexible in delivery, responsive to need, appropriate to the local context, monitored by the school 's leadership team and evaluated in terms of community satisfaction.

This Strategic Improvement Plan (SIP) was informed by a thorough and rigorous situational analysis.

# Strategic Direction 1: Student growth and attainment

## Purpose

A strong commitment to ensuring the implementation of evidence-based literacy and numeracy pedagogies with an emphasis on collecting and analysing data to drive student growth and attainment.

## Improvement measures

### Reading growth

Achieve by year: 2023

An increase in the percentage of questions answered correctly in Year 5 & 6 Check-in Assessment, compared to 2021, Year 3 & 4 cohort data.

### Numeracy growth

Achieve by year: 2023

An increase in the percentage of questions answered correctly in Year 5 & 6 Check-in Assessment, compared to 2021, Year 3 & 4 cohort data

### Effective Classroom Practice

Achieve by year: 2025

School self-assessment of the SEF Domain: Effective Classroom Practice is at Excelling

### Learning and Development

Achieve by year: 2025

School self assessment of the SEF Domain Learning & Development is at Excelling

## Initiatives

### Literacy

We will embed sustainable, whole-school processes for collecting and analysing data. The evaluation of this data will be regularly used to inform:

- the selection of explicit teaching strategies in relation to student learning needs,
- the impact of the implemented strategies on student learning, and
- teacher professional learning and school resourcing

### Numeracy

We will embed sustainable, whole-school processes for collecting and analysing data. The evaluation of this data will be regularly used to inform:

- the selection of explicit teaching strategies in relation to student learning needs,
- the impact of the implemented strategies on student learning, and
- teacher professional learning and school resourcing

### High Potential and Gifted Education

Develop and implement whole-school processes and practices that will cater for high potential and gifted students in all domains. This will be achieved by:

- teacher professional learning,
- strategic and equitable resourcing,
- differentiated practice, and
- rigorous assessment and evaluation practices

## Success criteria for this strategic direction

All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement in all subject areas with success that can be measured by improved student progress and achievement data (SeF - Literacy & Numeracy)

Staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning. Teachers collaborate with staff in other schools to share and embed quality practice (SeF - Professional Learning)

Student assessment data is regularly used school-wide to identify student achievement and progress, in order to reflect on teaching effectiveness and inform future school directions ( SeF - data skills and use)

## Evaluation plan for this strategic direction

Our success will be measured through the analysis of the following data sources:

The evaluation of this data will be regularly used to inform the school's initiatives.

### External Systems data

- NAPLAN
- PAT data
- SCOUT

### Internal Data sources

- whole-school data spreadsheet
- Student ILPs
- Student work-samples
- PLAN 2
- TPL Learning log
- Student Reports
- Teaching and Learning Programs

# Strategic Direction 2: Connecting, Succeeding and Thriving

## Purpose

To provide every student the opportunity to thrive, connect and succeed in a learning environment that is supportive, compassionate and culturally sensitive.

## Improvement measures

Achieve by year: 2025

From the identified baseline in 2019/2020 the school will demonstrate a reduction of major negative incidents by a minimum of 20%.

Achieve by year: 2025

From the identified baseline, students completing the TTFM survey in the category of 'Sense of Belonging' will demonstrate a minimum uplift of 30%.

### Attendance (>90%)

Achieve by year: 2023

From the identified baseline, students will demonstrate an uplift of 2.81% in relation to attending school 90% of the time or more.

Achieve by year: 2025

From the identified baseline, the school will increase significant student leadership opportunities by 60%.

### Reading growth

Achieve by year: 2023

Aboriginal students: An increase in the percentage of questions answered correctly in Year 5 & 6 Check-in Assessment, compared to 2021, Year 3 & 4 cohort data.

### Numeracy growth

Achieve by year: 2023

Aboriginal students: An increase in the percentage of questions answered correctly in Year 5 & 6 Check-in Assessment, compared to 2021, Year 3 & 4 cohort data.

## Wellbeing

## Initiatives

### Student Support Services/Personalised Learning

The school will provide and maintain effective, personalised and timely student support learning services through:

- The learning and support team, led by school funded assistant principal learning and support.
- The maintenance and support of Individual Learning Plans.
- Strategic resourcing and staffing of the Aboriginal education and English as an Additional Language or Dialect program.

### Wellbeing/Welfare

In Welfare/Wellbeing, the school will introduce and implement a range of contextualised initiatives and activities that will be embedded in the complex multidimensional fabric of our school. These will include:

- Whole school welfare resourcing to support clear, consistent and concise behavioural expectations in line with our welfare policy and associated practices.
- Explicit teaching of key skills K-6 to reinforce positive student behaviour.
- The implementation of a mindfulness program K-6, which is evidence based and provides a whole school approach to support student mental health and wellbeing.

### Student Voice

To ensure students are meaningfully engaged in decision-making at school that enhances their educational experiences, the school will:

- provide student leaders with increased opportunity to engage in a range of regular and innovative strategies involving the broader community.
- build the capacity of student leaders through the delivery of a range of welfare initiatives.

## Success criteria for this strategic direction

The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning. (SEF - A planned approach to wellbeing)

Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers. (SEF - Individual learning needs)

Whole of school and personalised attendance approaches are improving regular attendance rates for all students, including those at risk. (SEF - Attendance)

Expectations of behaviour are codeveloped with students, staff and the community and are designed to ensure effective conditions for learning. They are explicitly, consistently and supportively applied across the school. (SEF - Behaviour)

## Evaluation plan for this strategic direction

Our success will be measured through the analysis of the following data sources:

The evaluation of this data will be regularly used to inform the school's initiatives.

### External Systems data

- TTFM
- SCOUT

### Internal Data sources

- Student ILPs
- Sentral
- Counsellor
- WHS notifications & response
- Learning and Support

# Strategic Direction 2: Connecting, Succeeding and Thriving

## Improvement measures

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Achieve by year: 2025

School self-assessment of the SEF element Wellbeing is at Excelling.

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## Initiatives

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- enhance the level of involvement of student leadership body through the Student Representative Council (SRC).
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# Strategic Direction 3: Positive, Productive Partnerships

## Purpose

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To provide opportunities for our stakeholders to see important people in their lives working well together so they learn how important it is to build healthy relationships.

## Improvement measures

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Achieve by year: 2025

From the identified baseline of 43%, students will demonstrate an uplift of 25% participating in or engaging with extra-curricular activities.

Achieve by year: 2025

The school will have achieved with its learning community partners:

- 4 existing and sustained cross-campus initiatives

## Initiatives

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### Community Connections

The school will foster external partnerships to provide increased opportunities for staff and students to participate in extra-curricular and external activities through:

- A new community partnership with the school band provider
- Local higher education institutions, government, sport and business

### Learning Communities

The school will lead and facilitate positive partnerships through the learning community by:

- Initiating projects that promote and deliver innovative pedagogy.
- Strengthening transition initiatives and extra-curricular opportunities

## Success criteria for this strategic direction

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The school engages in strong collaborations between parents, students and the community that inform and support continuity of learning for all students (SEF - Transitions and continuity of learning)

Teaching staff demonstrate and share their expertise within their school and with other schools. All teachers have expert contemporary content knowledge and deploy effective teaching strategies. The school trials innovative practices and has processes in place to evaluate, refine and scale success. (SEF - Learning and development)

The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school. (SEF - Community engagement)

## Evaluation plan for this strategic direction

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Our success will be measured through the analysis of the following data sources.

The evaluation of this data will be regularly used to inform: the school's initiatives.

### External Systems data

- TTFM
- SCOUT

### Internal Data sources

- School based surveys
- Learning community surveys