

# Strategic Improvement Plan 2021-2025

## Gulgong Public School 2097



# School vision and context

## School vision statement

### Our Vision:

*Gulgong Public School will deliver quality education to develop the individual talents, interests and abilities of students. Our aim is to provide a vibrant and responsive public education system that produces well-educated citizens with the capability and confidence to succeed in the 21st century.*

*To provide a safe & happy community school striving for excellence in a caring environment.*

## School context

Gulgong Public School has an enrolment of around 330 students with 9% Aboriginal population and has a proud tradition of providing quality public education.

Our Strategic Improvement Plan is based on a comprehensive Situational Analysis completed by the school in late 2020 and early 2021. This included extensive consultation with the local community, businesses, staff, students and the local AECG which helped to inform areas for further development in the new strategic improvement plan.

The school has an expanding enrolment base and serves a diverse rural community. The school focuses on providing a safe, innovative and challenging curriculum, supported by a professional, highly motivated, talented and committed staff.

Teachers work collaboratively in a variety of teams to maximise quality teaching and learning, and the school is a member of the Mudgee network of schools.

The students at Gulgong Public School achieve consistent success in academic, social, sporting and cultural endeavours promoting positive self-esteem, independence, motivation and tolerance.

Both the staff and the community are dedicated to providing excellent educational opportunities for students and are equally valued in the educational partnership.

# Strategic Direction 1: Student growth and attainment

## Purpose

Student Growth and Attainment is a strategic Direction aimed at increasing the number of students at Gulgong Public School in the top two bands of NAPLAN. As well as increasing the number of students who are achieving expected or above expected growth from K-3, 3-5 and 5-7 as measured by NAPLAN data.

## Improvement measures

### PAT Expected Growth Reading

Achieve by year: 2025

30% of students achieving a result in the 75th percentile or above using PAT as a key data point.

Check-in data will also be examined.

### PAT Expected Growth Numeracy

Achieve by year: 2025

### PAT 75th Percentile Reading

Achieve by year: 2025

### PAT 75th Percentile Maths

Achieve by year: 2025

### Numeracy Growth

Achieve by year: 2025

20% of students achieving a result in the 75th percentile or above using PAT as a key data point.

Check-in data will also be examined to triangulate achievement.

### Reading growth

Achieve by year: 2023

All students in years 3 and 5 can demonstrate reading growth and achievement from Term 1 to Term 4, using PAT as a key data point.

### Numeracy growth

Achieve by year: 2023

## Initiatives

### Improved GPS Literacy

1) Implement Learning Goals into every Literacy lesson, clearly explain the success criteria and check for student understanding (*WWBiP, Explicit Teaching*)

2) Teach lessons that systematically build student understanding of skills, concepts and content knowledge (*WWBiP, Explicit Teaching*) supported by the implementation of 'InitialLit' from K-3.

3) Use a range of data from different types of assessment to plan, modify and deliver lessons to meet the learning strengths and needs of students (*WWBiP, Explicit Teaching*)

### Improved GPS Numeracy

1) Implement Learning Goals into every Numeracy lesson, clearly explain the success criteria and check for student understanding (*WWBiP, Explicit Teaching*)

2) Seek professional learning opportunities to share and gain expertise in evidence-based teaching practices (*WWBiP, Collaboration*)

3) Regularly review student learning records to inform differentiation and future direction (*WWBiP, Explicit Teaching*)

## Success criteria for this strategic direction

### LITERACY

All class Literacy programs K-6 will include challenging and achievable Learning Goals and Success Criteria.

K-3 teachers will provide explicit, consistent instruction for the teaching of phonics, incorporating a systematic, synthetic approach.

Assessment is used flexibly and responsively as an integral part of daily classroom instruction

Processes are in place to support teachers' consistent, evidence-based judgement and moderation of assessments

Regular Stage meetings where data tracking, analysis and decisions about 'where to next' are collaboratively determined.

Analyses of student progress and achievement will be monitored via pre/post and ongoing InitialLit progress monitoring assessments, screening assessments.

Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs.

### NUMERACY

Staff will understand what Visible Learning is and be able to explain how this relates to their teaching.

All class Numeracy programs K-6 will include challenging and achievable Learning Goals and Success Criteria.

Formative and Summative Assessments will be utilised flexibly and responsively as a tool that supports learning and informs future learning Goals.

GPS will develop a common teacher understanding of the evidence informed mathematics practices that can accelerate student learning.

All teachers analyse, interpret and extrapolate data and

# Strategic Direction 1: Student growth and attainment

## Improvement measures

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All students in years 3 and 5 can demonstrate numeracy growth and achievement from Term 1 to Term 4, using PAT as a key data point.

## Success criteria for this strategic direction

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they collaboratively use this to inform planning, identify interventions and modify teaching practice

Well planned teaching is taking place, so that all students can engage in productive learning, with minimal disruption.

## Evaluation plan for this strategic direction

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InitialLit placement testing will show students tracking at stage level throughout the implementation on InitialLit from K-2.

This will be evidenced by the tracking of student achievement from BSK cohort summary to PLAN2 using the DoE Phonological Awareness Diagnostic Assessment and InitialLit progress monitoring assessments.

A higher percentage of our students reaching reading benchmark levels and achieving expected student growth in standardised tests such as PAT, DoE check-in assessments and NAPLAN.

The school will see a reduction in the number of children needing support or intervention from Year 1.. Tier 2 intervention will be in response to the data collected through ongoing monitoring of student achievement. T.

Walkthrough data will show that 100% of teachers are implementing LG and SC into their daily practice.

100% of teaching and executive staff will have completed Professional Learning specifically related to the improved teaching of Numeracy by the end of Term 3 2021.

**Ultimately the success of each of these initiatives will be assessed by our ability to reach our targets. As a school our major focus is ensuring student growth targets are met.**

**Our analysis of data obtained in relation to this Strategic Direction will lead future directions and initiatives within Student Growth and Attainment.**

## Strategic Direction 2: Evidence Based Quality Teaching

### Purpose

Quality Teaching was chosen as a Strategic Direction to allow every staff member to improve the quality of their teaching every year.

It encourages staff to strive for excellence in their teaching with a focus on Collaboration and Visible Learning (Explicit Teaching).

### Improvement measures

Achieve by year: 2023

100% of teachers display LG's and SC in 100% of Literacy and Numeracy lessons as well as in their T&L program.

100% of Teachers are effectively using feedback at the Task, Process and Self Regulation levels to improve their student learning.

Achieve by year: 2023

People Matter Survey shows that Teamwork and Collaboration elements of the survey are above 80% favourable.

Internal surveys show that Power Hours are being used effectively and are increasing time for collaboration amongst staff.

### Initiatives

#### Visible Learning

1. Provide clear and concise learning intentions and success criteria at the beginning of each lesson and unit of work to establish expectations early in the learning process (*WWBiP, High Expectations*)
2. Provide specific feedback based on the success criteria and give students opportunities to reflect on and apply the feedback to improve their work (*WWBiP, Explicit Teaching*)
3. Consider different ways of delivering feedback (*WWBiP, Effective Feedback*)

#### Collaboration

1. Actively participate in professional networks and professional learning communities that focus on continuous student improvement and share any professional learning (*WWBiP, Collaboration*)
2. Regularly participate in structured lesson observations that focus on how different teaching approaches impact on student learning (*WWBiP, Collaboration*)
3. Regularly dedicate time throughout the school year for working with colleagues to plan, develop and refine teaching and learning programs (*WWBiP, Collaboration*)

### Success criteria for this strategic direction

#### VISIBLE LEARNING

Learning Goals and Success Criteria will be succinct and all students will know that their learning goals can be realised when they work hard.

Formative and Summative Assessments will inform future Learning Goals.

Teachers routinely review learning with each student both in class and with work submitted, ensuring all students have a clear understanding of how to improve.

Teachers will learn to deliver specific, clear feedback that helps students to understand where they are right now in comparison to their learning.

Student feedback is elicited by teachers and informs their teaching.

Teachers will use a combination of feedback strategies to provide students with information that is timely and directly connected to the learning goals and success criteria.

#### COLLABORATION

Teachers collaborate with staff in other schools to share and embed good practise Teaching staff will engage in a Collaborative Leadership Development Network run by Social Ventures Australia (SVA) to improve teacher practices and student outcomes.

The school uses classroom observation, the modelling of effective practise and the provision of specific and timely feedback between teachers.

Learning walks are timetabled each term and immediate feedback given in relation to particular focuses eg use of LGs and SC; use of feedback; implementation of specific teaching practices from recent PL.

Beginning teachers engage in a mentoring program with their AP where they receive continued support and development.

## Strategic Direction 2: Evidence Based Quality Teaching

### Success criteria for this strategic direction

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IL actively engages in the coaching, mentoring and development of all K-3 staff for the implementation of InitialLit.

The school uses embedded and explicit systems that facilitate professional dialogue and collaboration.

### Evaluation plan for this strategic direction

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Walkthroughs will show that 100% of teachers are implementing LG and SC into their classroom practice.

People Matter surveys will show that more than 65% staff have "Time to do their job well".

Internal surveys will show that Planning days are a valuable tool for planning and collaborating.

**Our analysis of data obtained in relation to this Strategic Direction will lead future directions and initiatives within Evidence Based Quality Teaching.**

# Strategic Direction 3: Highly Effective Wellbeing Practices

## Purpose

Wellbeing has been identified by the students, staff and community of Gulgong Public School as being an integral element (including attendance) in student development and social and academic success.

This Strategic Direction relates to the whole school community, including the staff, students and wider community.

## Improvement measures

Achieve by year: 2025

Students will indicate they have greater connectedness to the school uplifting by 5% as measured by TTFM surveys.

Welfare teacher and School Chaplain will see a reduction in the number of medium to serious welfare incidents that they deal with.

Suspension rates will decrease by 12% (Baseline 2019) over 4 years and there will be less class disruptions due to behaviour in classrooms.

Achieve by year: 2025

To increase parent participation in school learning and wellbeing activities by 10% as indicated by TTFM parent surveys.

Increase community involvement in learning and use the skills and expertise of the community.

### Attendance (>90%)

Achieve by year: 2023

Increase the percentage of students attending school more than 90% of the time by 3% or more.

### Wellbeing

Achieve by year: 2023

Tell Them From Me positive wellbeing data (advocacy, belonging, expectations) improves to be at or above the

## Initiatives

### Wellbeing: Student and Staff

1. Select and develop strategies to proactively teach healthy coping strategies, resilience and self-regulation (*WWBiP, Wellbeing*)
2. Initiate strategies to build a positive learning environment in the classroom (*WWBiP, Wellbeing*)

### Wellbeing: Community

1. Use collaborative strategies and share with the school community and other agencies to support the wellbeing of students (*WWBiP, Wellbeing*)
2. Partner with non-teaching staff, such as school counsellors, to identify student needs and improve learning outcomes (*WWBiP, Collaboration*)

## Success criteria for this strategic direction

### Staff and Student

The school has implemented highly effective wellbeing practices resulting in measurable improvements in wellbeing and engagement to support learning.

Programs such as 'Seasons For Growth' and 'Second Step Social and Emotional Wellbeing Program' are implemented that target the wellbeing needs of our students.

The school is organised so that all students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfil their potential .

The school will employ a dedicated off class welfare teacher and School Chaplain to support the wellbeing and social needs of students at GPS.

Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school .

### COMMUNITY

The school engages in strong collaboration between parents, students and the community.

The school will have a presence and actively participate in community events.

Partnerships with external agencies will be formed for strategic purposes, including, Speech and Occupational Therapists, Benovelent, CAMHS and Mudgee Psychology.

The staff will make deliberate and strategic use of community partnerships to access activities and resources for the purpose of enriching school life and improving student outcomes.

# Strategic Direction 3: Highly Effective Wellbeing Practices

## Improvement measures

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## Evaluation plan for this strategic direction

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Attendance data will show uplift in student attendance by 3%.

Wellbeing and a sense of connectedness to the school will uplift by 5% as measured by TTFM student surveys.

People matter surveys will show that staffs ability "to keep stress at an acceptable level" will increase to above 60%.

**Our analysis of data obtained in relation to this Strategic Direction will lead future directions and initiatives within Highly Effective Wellbeing Practices.**