

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 290 students with 8% 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. 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

Improved reading outcomes

There is a whole school focus on demonstrating growth in reading to improve the achievement levels of all students.

Achieve by year: 2024

- 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.

Improved numeracy outcomes

There is a whole school focus on demonstrating growth in numeracy to improve the achievement levels of all students.

Achieve by year: 2024

- 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.

Initiatives

Improved Gulgong Public School Literacy

- 1) Use Learning Goals and Success Criteria for feedback regarding improved student reading and writing. (*WWBiP, Explicit Teaching*)
- 2) Create opportunities for Professional Learning and collaboration to optimise learning for all students. Ensure dynamic, responsive processes and structures to support staff to collaboratively plan learning programs and teach to the new English syllabus. (*WWBiP, Collaboration*)
- 3) Implement school processes for analysing student progress, student data and reporting to parents.

Improved Gulgong Public School Numeracy

- 1) Use Learning Goals and Success Criteria for feedback regarding improved student learning. (*WWBiP, Explicit Teaching*)
- 2) Complete professional learning in evidence-based teaching practices that will align with the new K-6 Mathematics syllabus. (*WWBiP, Collaboration*)
- 3) Implement school process for utilising surface, deep and transfer tasks in the teaching of numeracy. (*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 as a basis for feedback (teacher-student, peer-peer, self, student to teacher).

K-6 teachers will provide explicit, consistent instruction for the teaching of phonics, incorporating a systematic, synthetic approach.

Explicit professional learning will be provided to staff with a specific focus on improving the quality and stamina of students writing.

Whole school structures and processes are in place to support staff to collaboratively plan and effectively teach the new K-6 English Curriculum (Power Hours/Staff Meetings)

Formative assessment is used flexibly and responsively to support feedback to students and inform future teaching.

Processes are in place to support teachers in making changes to assessment and reporting, reflecting the new English K-6 Curriculum.

Analysis of student progress and achievement will be monitored via a variety of assessments (Initialit, Dibels, PAT, Check In, NAPLAN, DoE Assessments).

NUMERACY

All class Numeracy programs K-6 will include challenging and achievable Learning Goals and Success Criteria as a basis for feedback (teacher-student, peer-peer, self, student to teacher).

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. (CT- ED).

Strategic Direction 1: Student growth and attainment

Success criteria for this strategic direction

All teachers analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice.

High quality classroom practice is reflective of pedagogical shifts evident in the new curriculum. Teacher familiarity with content and sequence of lessons reduces the need to refer to unit program.

Evaluation plan for this strategic direction

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 2023.

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

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

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.

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*)
4. Teaching Sprints will be the framework for improved teaching of writing. (*WWBiP, Explicit Teaching*)

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 are embedded practices at Gulgong Public School.

Formative and Summative Assessments will inform future Learning Goals.

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.

Visible Learning frameworks will be used as the framework to deliver Teaching Sprints focused on improving student writing.

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 e.g. use of LGs and SC; use of feedback; implementation of specific teaching practices from recent PL.

APCI's actively engage in the coaching, mentoring and development of all staff for the implementation of InitialLit and the new curriculum.

Strategic Direction 2: Evidence Based Quality Teaching

Success criteria for this strategic direction

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

Evaluation plan for this strategic direction

Walkthroughs will show that 100% of teachers are implementing feedback 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.

The evaluation plan will involve:

- regular review of the data sources to track achievement of improvement measures
- staff review/reflection discussions
- analysis of data term by term and triangulation of data sources both quantitative and qualitative, internal and external to guide future planning
- Evaluation against School Excellence Framework and 'What Works Best' documents

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

Attendance

There is a whole school focus on improving attendance to strengthen student sense of belonging, engagement and outcomes.

Achieve by year: 2027

- Achieve an increase of 1.2% in the attendance rate, from 88.8% in 2023 to 90% in 2027.

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 further improve attendance rates across the school. (*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 counselors, 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 will actively involve local communities and businesses in our attendance drive. Students will be reminded of the importance of attendance every week on our whole school assemblies. Newsletters will be used to remind parents of the critical nature of attendance on their child's learning and development.

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 actively involve Aboriginal support services to help foster attendance in our most vulnerable students.

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.

Evaluation plan for this strategic direction

Our whole school focus on attendance will result in an uplift in attendance of 1.2 % to 90% by 2027.

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.

The evaluation plan will involve:

- regular review of the data sources to track achievement of improvement measures
- staff review/reflection discussions
- analysis of data term by term and triangulation of data sources both quantitative and qualitative, internal and external to guide future planning
- Evaluation against School Excellence Framework and 'What Works Best' documents