

Strategic Improvement Plan 2021-2025

Gundaroo Public School 2104



Gundaroo Public School

School vision and context

School vision statement

Gundaroo Public School facilitates a positive learning culture that promotes connection, wellbeing, and success for all. Students are empowered to collaborate and become empathetic, self-regulated problem solvers who are making real social change in a complex world.

School context

We acknowledge and respect the traditional owners of the land on which we learn, and are committed to building connections to learn more about the Country we live and learn on.

Gundaroo Public School is a small, semi-rural school close to the ACT border. Rich in history, the school has been providing quality education to the local community, since 1865. We have current enrolments of 130 students and have seen steady growth, over the past five years. Continued growth is expected, with new housing developments being built within the village.

At the heart of our community-based school, is our vision to facilitate a positive learning culture that promotes connection, well-being, and success for all. Students are empowered to collaborate and become empathetic, self-regulated problem solvers who are making real social change in a complex world.

Students are educated in a positive, caring, and engaging environment, with strong support and high expectations. Strong foundation skills in literacy and numeracy are explicitly taught to support students as they move through their years of schooling. Early identification and intervention are key elements of our teaching practice. Across the school, quality instruction is ensured through consistent, evidence-based teaching. These practices are embedded by a hardworking and highly collaborative staff, who have a willingness to share, reflect and grow together. All decisions are made with the students, and their needs, at the core.

An evidence-based approach to mental health and wellbeing is implemented across the school. Students are explicitly taught the attitudes, values, and social-emotional skills needed for maximising success, maintaining positive relationships, and strengthening wellbeing. Expected behaviours are explicitly taught, and clear consistent boundaries are established, through a school-wide Positive Behaviour for Learning (PBL) framework. This framework is based on our school's core values of respect, responsibility, empathy, and resilience. The staff takes a proactive, preventative approach to ensure all students are successful at school.

We offer a variety of extracurricular and cocurricular activities to enrich student learning. These activities include sports, public speaking, performing arts, music, robotics, STEM, and more.

Strong positive connections between the school and the community are nurtured and encouraged. We enjoy high community engagement and benefit from a supportive parent body. Our passionate and dedicated P&C is committed to helping us create new places to play, learn, create, build connections to Country, and bring the community together.

Adventure, imagination and curiosity are fostered in learning experiences, and our vast school grounds provide the perfect space for these qualities to thrive. Students have access to a range of learning facilities, including a hall, tennis court, Cockatoo Room (learning support space), Multi-Purpose Room (art, cooking, science, etc), and a well-stocked and continually updated library. Our learning spaces are not limited to four walls. Flexible learning environments mean every area in our school is a learning space. Students learn in

School vision and context

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School context

the vegetable garden, the bushes, under the shade of the trees, and in the outdoor classrooms that we are continuing to establish.

Our Situational Analysis has highlighted some key areas for further improvement in this Strategic Improvement Plan. These key areas are:

- Student growth and attainment
- Quality teaching for quality learning
- Wellbeing

Strategic Direction 1: Student growth and attainment

Purpose

To improve student learning outcomes in literacy and numeracy through effective collaboration and whole school processes for collecting, analysing and using data to inform practice.

Improvement measures

NAPLAN top 2 bands - Numeracy

Achieve by year: 2022

Increase the proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN numeracy from baseline data towards the system-negotiated target.

NAPLAN top 2 bands - Reading

Achieve by year: 2022

Increase the proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN reading from baseline data towards the system-negotiated target.

NAPLAN expected growth - Numeracy

Achieve by year: 2023

Increase the proportion of Year 5 students achieving expected growth in NAPLAN numeracy from baseline data towards the system-negotiated target.

NAPLAN expected growth - Reading

Achieve by year: 2023

Increase the proportion of Year 5 students achieving expected growth in NAPLAN reading from baseline data towards the system-negotiated target.

Initiatives

Use of data to inform practice

Use school-wide, targeted student assessment data to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions. This is achieved through;

- Building teacher capacity through high-impact professional learning in data analysis and use, including the opportunity to work with professional learning communities.
- Teachers developing and applying a range of assessment strategies to determine teaching directions, monitor and assess student progress and reflect on teaching effectiveness.
- Embedding data use, within a whole-school framework, to inform teaching and learning needs on an individual, class and whole-school level. This is enabled by a school-wide plan to collect consistent evidence of student learning. This data is used to target teaching and track student progress over time.
- Dedicating time to routinely and systematically collect data, putting systems and structures in place to record and analyse data, and engaging in regular collaborative analysis of data with colleagues.
- Using internal and external data to inform learning goals, with progress monitored regularly.

Collaboration

Embed explicit systems that facilitate staff collaboration and drive ongoing, schoolwide improvement. This is achieved through:

- Utilising the school's shared vision to guide collaborative practice.
- Maintaining a strong collaborative culture, where teachers feel comfortable giving and receiving honest and constructive feedback.
- Embedding collaborative practices in everyday school life so that teachers are supported, and support one another, to continuously develop their skills and knowledge.

Success criteria for this strategic direction

- Data collection is a routine and regular part of teaching practice. Teaching and learning are directly informed by data through monitoring and reflecting on the progress of every student.
- Connections are made between different data sets to build up a rounded picture of each student, and student data across years or classes is analysed to identify wider trends.
- Staff work collaboratively to analyse, interpret and extrapolate data to inform planning, identify interventions and modify teaching practices.
- There is consistent, school-wide, teacher judgment that is in line with syllabus requirements. There is also consistent and reliable methods for tracking student achievement and growth.
- Collaboratively developed teaching and learning programs are clear and easy to follow. They are responsive to student progress and contain evidence of data and feedback to inform teaching practice and direct learners.

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and can demonstrate productive collaborative practices and effective data collection, analysis and use?

Data:

Which data will be collected for evaluation?

- NAPLAN
- School based data (aligned to assessment schedule)
- School Excellence Framework Self Assessment
- Teaching and learning programs
- PLAN2
- Individual student plans
- Observations of teaching practice

Strategic Direction 1: Student growth and attainment

Initiatives

- Staff regularly open their classrooms to other teachers in order to analyse each other's strengths and identify areas for development (from the perspective of student learning and achievement).
- Staff working within, and across schools, in order to reflect on and improve practice.

Evaluation plan for this strategic direction

- Surveys of staff, students and parents

Analysis:

When and how will the data be analysed?

Analysis will be embedded through progress and implementation monitoring. Annually, the school will review progress towards the improvement measures.

Implications:

The findings of the analysis will inform future actions. What are the implications for our work? Are our initiatives having impact? What are our next steps?

Strategic Direction 2: Quality teaching for quality learning

Purpose

To improve student learning outcomes in reading and numeracy through the development of responsive, evidence-informed practices that empower students as learners.

Improvement measures

NAPLAN expected growth - Numeracy

Achieve by year: 2023

Increase the proportion of Year 5 students achieving expected growth in NAPLAN numeracy from baseline data towards the system-negotiated target.

NAPLAN expected growth - Reading

Achieve by year: 2023

Increase the proportion of Year 5 students achieving expected growth in NAPLAN reading from baseline data towards the system-negotiated target.

Initiatives

Evidence informed practice

A whole-school, systematic and evidence-based approach to literacy and numeracy achievement, driven by expert data collection, analysis and use. This is achieved through:

- Engaging staff in high-impact professional learning to support their professional development and strengthen their teaching practices.
- Evaluating the impact of professional learning on student outcomes, with a focus on student growth. Staff identify and systematically promote the most effective strategies to improve teaching and learning.
- Employing systematic, evidence-based teaching practices in Literacy and Numeracy, across the school. These practices include the eight What Works Best themes: high expectations, explicit teaching, effective feedback, use of data to inform practice, assessment, classroom management, wellbeing, and collaboration.
- Developing teaching and learning programs that are adaptive, and responsive to student progress, and contain evidence of revisions based on feedback and assessment.
- Staff regularly reviewing, assessing, and adapting their teaching practices to ensure every student experiences high quality teaching.

Empowering students as learners

Embed a high expectations culture that empowers students to have voice, choice and influence in their learning. This is achieved through:

- Developing and implementing systematic use of explicit, timely and effective feedback to help students know where they are at, where they need to go next, and how to get there.
- A whole-school approach to making learning visible to students through the implementation of evidence-informed practices (as outlined in the eight What

Success criteria for this strategic direction

- Staff engage in high-impact professional learning to support their professional development, and deepen teaching practices, for ongoing growth in student progress and achievement.
- Explicit, evidence-based teaching practices are consistently employed in the programming and implementation of literacy and numeracy. The What Works Best reflection toolkit indicates best practices, across all eight themes.
- Teaching and learning programs are adaptive and responsive to the needs of individual learners, showing evidence of revisions based on feedback and assessment.
- Staff regularly review, assess, and adapt their practice, based on data, to drive improvement in teaching and learning practices.
- There is ongoing evidence of student-led changes within the school and the local community.

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and can demonstrate evidence-informed practices that empower students as learners?

Data:

Which data will be collected for evaluation?

- NAPLAN
- School based data (aligned to assessment schedule)
- School Excellence Framework Self Assessment
- Teaching and learning programs
- PLAN2
- Individual student plans
- Observations of teaching practice
- Surveys of staff, students and parents

Strategic Direction 2: Quality teaching for quality learning

Initiatives

- Works Best themes).
- Offering high-quality, student-centered learning experiences, which enable students to build knowledge and skills across multiple disciplines.
 - Valuing the perspectives and opinions of students and providing them with opportunities to shape learning and decision-making at the school.
 - Enabling and empowering students to connect with, and actively contribute to, the local community.
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Evaluation plan for this strategic direction

Analysis:

When and how will the data be analysed?

Analysis will be embedded through progress and implementation monitoring. Annually, the school will review progress towards the improvement measures.

Implications:

The findings of the analysis will inform future actions. What are the implications for our work? Are our initiatives having impact? What are our next steps?

Strategic Direction 3: Wellbeing

Purpose

To create a school community with a strong and clear sense of self, built through connection to community and country, and based on our core values of respect, empathy, responsibility, and resilience.

Improvement measures

Attendance (>90%)

Achieve by year: 2023

Increase the proportion of students attending school 90% of the time or more by 2.5% from baseline data towards the system-negotiated target.

Wellbeing

Achieve by year: 2023

Increase the proportion of students reporting a positive sense of wellbeing (Expectations for Success, Advocacy, and Sense of Belonging at School) by 2.7% from baseline data towards the system-negotiated target.

Initiatives

Planned and strategic approach to wellbeing

Support all students to be healthy, happy, successful and productive individuals who are active and positive contributors to the school and society in which they live. A planned and strategic approach to wellbeing is achieved through:

- Focusing on building individual and collective wellbeing through a climate of care and positivity. Nurturing relationships with students which are safe, respectful and supportive, and which help students to reach their full potential.
- A holistic approach aimed at strengthening the students' cognitive, physical, social, emotional and spiritual wellbeing domains of development.
- Building strong, positive connections to community and country through active participation, and collaborative partnerships, in the broader school community. Enabling and empowering students to make decisions, and take sustainable actions, that contribute to caring for country.
- Implementing an evidence-based whole school approach to mental health and wellbeing that explicitly teaches the attitudes, values and social-emotional skills needed for maximising success, maintaining positive relationships and strengthening wellbeing.
- Maintaining transparent procedures for rewarding positive behaviours, and responding to negative behaviours, that is underpinned by high expectations, both academically and behaviourally.

Early intervention for positive wellbeing

Build and embed sustainable, positive wellbeing practices across the school to ensure every student is known, valued and cared for. A systematic, multi-tiered approach to intervention is achieved through:

- Establishing a school-wide preventative system of academic and behaviour supports that provides all students with an equal opportunity to succeed (Tier

Success criteria for this strategic direction

- School-wide, collective responsibility for student wellbeing, learning and success, which is shared by parents and students.
- Positive, respectful relationships are evident among students, staff and the wider community. These relationships promote student wellbeing, and ensure optimum conditions for student learning, across the school.
- Strong, positive connections to community and country are evident among students. Students feel empowered to actively participate and create positive change.
- School-wide implementation of evidence-based practices and processes, resulting in measurable improvements in wellbeing and engagement, to support student learning.
- School-wide, preventative and multi-tiered processes are embedded, resulting in early identification and support of students with academic and/or behaviour needs.

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose and can demonstrate a planned and strategic approach, and early intervention, for positive wellbeing?

Data:

Which data will be collected for evaluation?

- Attendance
- Tell Them From Me Survey
- Wellbeing Framework Self-Assessment
- School Excellence Framework (Wellbeing, School Resources)
- Surveys of staff, students and parents

Strategic Direction 3: Wellbeing

Initiatives

- 1).
- Building systematic processes to monitor, analyse and evaluate student wellbeing including behaviour, attendance, learning and engagement.
- Utilising universal screening and diagnostic assessments to identify students who are not demonstrating mastery of essential academic and social behaviour standards.
- Providing additional reteaching and supports to students who are not achieving mastery of essential academic and social behaviour standards (Tier 2). Providing frequent, intensive and individualised support to those who are not responding to Tier 1 or Tier 2 interventions.
- Maintaining school-wide, collective responsibility for student learning and success, which is shared by parents and students.

Evaluation plan for this strategic direction

Analysis:

When and how will the data be analysed?

Analysis will be embedded through progress and implementation monitoring. Annually, the school will review progress towards the improvement measures.

- Attendance (annually)
- Tell Them From Me (annually)
- Wellbeing Framework Self-Assessment (twice per year)
- School Excellence Framework (annually)
- Surveys of staff, students and parents

Implications:

The findings of the analysis will inform future actions. What are the implications for our work? Are our initiatives having impact? What are our next steps?