

# Strategic Improvement Plan 2021-2025

## Gunnedah Public School 2109

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# School vision and context

## School vision statement

Gunnedah Public School strives to provide an environment whereby students, staff and community work collegially to produce successful self-directed and goal-oriented learners. Through a continuous cycle of quality teaching, community partnerships and high expectations, Gunnedah Public students will flourish.

## School context

Gunnedah Public School is a small, rural primary school with a current enrolment of 172 students. 61% of our students identify as Aboriginal. The school is a Connected Communities School, following the Connected Communities Strategy's key deliverables, and has a strong partnership with the Gunnedah community, fostering the education of the whole child. Gunnedah Public School runs unique programs such as Positive Behaviour for Learning (PBL), garden to restaurant, Equine Therapy, and interschool student-led sports. We promote Responsible, Respectful and Safe learners.

The school has a wonderful mix of young and experienced staff who are well-supported by a learning and support teacher and a number of school learning support officers. The staff are very supportive of each other and are keen to build on their knowledge through tailored professional learning. Aboriginal culture is well-represented and fostered by an Aboriginal Education Officer, an Aboriginal Cultural Officer and a Senior Leader, Community Engagement.

The school has completed a situational analysis and after consultation with the community, including Parents and Citizens Association(P&C) and the Aboriginal Education Consultative Group(AECG), the following three areas have been identified as the focus areas for this Strategic Improvement Plan.

### 1. Student growth and attainment

Although there were improvements in years 3 and 5 reading and numeracy, these will continue to be focus areas for the Strategic Improvement Plan. The school will continue with initiatives that targets literacy and numeracy K-3.

When analysis was conducted against the student outcome measures, it was evident that expected growth in both reading and numeracy would be an area for explicit focus in the new school plan. This is also evidenced in our School Excellence Framework (SEF-SAS) in the area of student performance measures.

Reading and numeracy will continue to be our combined focus across K-6 and data indicates that, although the school is well below average, growth has been steadily occurring throughout the last 2 years. The focus in the new plan will be around intervention to "bump up" the middle cohort of students throughout literacy and numeracy.

### 2. Engagement

Our PBL data shows a decrease in specific behaviour issues, so the school will be shifting the focus from negative behaviour data to positive behaviour data. Suspension data has indicated a decrease in both the number of students and length of time. The priority in this area will be to ensure we continue to improve our use of alternative strategies such as in-school withdrawals and external well-being initiatives (Equine Therapy).

As parents have embraced the use of the school mobile phones and social media, the new school plan will introduce GoalHub as a platform to increase the engagement of families

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## School vision statement

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with their students' learning. As parents are becoming more engaged, the school will offer learning opportunities in areas identified by the school community.

Due to our current low percentage of students attending 90% of the time, and having a high percentage of students below 85%, our new school plan focus will be on improving these figures. (4 year target is 55% >90% attendance, 4 year target of less than 20% of students at <85% attendance). The school will introduce incentives for students and parents to encourage excellent attendance.

### 3. Quality Teaching Practices

A combination of the What Works Best document (WWB) teacher reflection survey and the 2019 SEF-SAS provided us with a strong need for our professional direction to focus on Assessment, Feedback, Data Skills and Use, and Learning and Development. This shows a need to strengthen our processes and practices in these areas. The new school plan will focus on teacher feedback, explicit teaching and checking for understanding throughout lessons, working together with department support staff, demonstrated through explicit programming proformas. Reviewing and strengthening our collegial analysis of assessment data, such as NAPLAN, PAT, formative and summative data will strengthen programming processes and practices across the school, enabling clear direction for student academic growth across the whole school setting.

# Strategic Direction 1: Student growth and attainment

## Purpose

Our purpose is to refine and embed quality learning programs and practices, with a focus on evidence-based literacy and numeracy strategies.

## Improvement measures

### Reading growth

Achieve by year: 2023

An increase in Check-in Assessment scaled score for reading in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.

### Numeracy growth

Achieve by year: 2023

An increase in Check-in Assessment scaled score for numeracy in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.

### Reading growth

Achieve by year: 2023

Increase in percentage of students achieving the system negotiated target of growth in reading.

### Numeracy growth

Achieve by year: 2023

Increase in percentage of students achieving the system negotiated target of growth in numeracy.

## Initiatives

### Reading

Collaborative data analysis of PLAN and other school based data sources to:

- drive whole school planning and future directions;
- inform individualised student instruction;
- drive data use to inform teaching K-6;
- embed PL and feedback processes.

Focus on the middle band of students through targeted programs and intervention focused on language, comprehension and word recognition by:

- whole school focus on phonics and phonemic awareness;
- providing explicit, differentiated and responsive learning opportunities.

Tracking of all students in reading, utilising summative and formative data (internal and external measures) to:

- develop and evaluate appropriate teaching and learning sequences;
- compare growth and achievement over time;
- measure effectiveness of programs against student outcomes.

Engagement of an IL to:

- promote quality teaching of phonological awareness of all students K-2;
- deliver quality reading PL to staff K-6;
- run intervention programs where needed in conjunction with learning and support and PLPs.

All teachers will negotiate reading goals with every student, every 5 weeks or when goal is achieved.

### Numeracy

Collaborative data analysis of PLAN and other school based data sources will drive:

## Success criteria for this strategic direction

**Aboriginal students are increasingly achieving at or above national minimum standards and overall levels of literacy and numeracy achievement are improving. (Connected Community Key Deliverables)**

Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve (School Excellence Framework - Learning Culture).

The school's value-add\* trend is positive (SEF - Student Performance Measures).

Students are aware of - and most are showing - expected growth on internal school progress and achievement data (SEF - Student Performance Measures).

School data shows that student progress and achievement on external measures is consistent with progress and achievement on internal assessments (SEF - Student Performance Measures).

A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities (SEF - Effective Classroom Practice).

Teachers routinely review learning with each student both in class and on work submitted, ensuring all students have a clear understanding of how to improve (SEF - Effective Classroom Practice).

The learning goals for students are informed by analysis of internal and external student progress and achievement data (SEF - Data Skills and Use).

## Evaluation plan for this strategic direction

Question:

To what extent have we refined and embedded quality learning programs and practices, with a focus on evidence-based literacy and numeracy strategies?

# Strategic Direction 1: Student growth and attainment

## Initiatives

- whole school approach to additive strategies and quantifying numbers;
- tracking of student progress through extensive data collection and analysis.

Focus on the middle band of students through targeted programs and intervention, focused on additive strategies and quantifying numbers will:

- demonstrate measurable student growth;
- develop deep knowledge of outcomes for both students and staff;
- support differentiated teaching and learning strategies.

Working directly with LANSA through strategic support to develop focus areas in all classrooms.

Data collected every 5 weeks and will be analysed collaboratively to inform future teaching and learning.

## Evaluation plan for this strategic direction

Data:

- NAPLAN data
- Scout data
- Student work samples
- Literacy and numeracy PLAN2 data
- Student PLPs
- Student focus groups
- SEF SaS
- Lesson observations
- Internal assessment measures
- Learning and Support Team minutes.

Analysis:

- Deep analysis of the data will guide future school planning.

Implications:

- The analysis will drive planning and the future directions to maximise student growth and attainment.

## Strategic Direction 2: Engagement

### Purpose

We will develop a stronger culture that is focused on high expectations of student learning through regular engagement with parents, strengthening community and school relationships.

### Improvement measures

Achieve by year: 2023

- By 2023, there will be an uplift of 50% of parents actively engaged in Goalhub with their children.

Achieve by year: 2023

- By 2022, minor non-compliance incidents will continue to decrease at a rate of 5% over the year.

### Attendance (>90%)

Achieve by year: 2023

Increase students attending  $\geq 90\%$  of the time to be above the system negotiated baseline target, moving towards the lower bound system negotiated target.

Achieve by year: 2025

- By 2024, there will be a total growth of 34% in the advocacy expectations of Belonging.

### Initiatives

#### Strong Partnerships

The school will develop strong partnerships with students, families and staff through:

- Improving our use of alternative strategies for behaviour, such as In-School Withdrawals and external wellbeing initiatives (Equine Therapy) employment of Student Support Officer
- Offering learning opportunities in areas identified by the school community;
- The employment of LAST Support to work closely with families in need of outside services;
- Introducing GoalHub as a platform to increase the engagement of families with their students' learning;
- Incentives for parents to engage in Goalhub with their children;
- Fully utilising all areas of Goalhub, ensuring data is analysed and changes made accordingly.

#### Attendance

School attendance will be monitored and improved through:

- Introducing incentives for students, parents and carers to encourage excellent attendance;
- Continually highlighting the need for good attendance using various media platforms such as newsletters and Facebook;
- Strategic partnerships with parents and carers;
- Learning and support team monitoring of student attendance;
- Strong systems and process supporting non-attendance;
- Contacting parents and carers daily for non-attendeess.

### Success criteria for this strategic direction

**Aboriginal children are increasingly developmentally ready to benefit from schooling - in their physical health, social competence, emotional maturity, language and cognitive skills and communication. (Connected Communities, Key Deliverables - CC,KD)**

**Attendance rates for Aboriginal students are equal to the state average. (CC,KD)**

**Aboriginal parents and carers report that service delivery from the school site is flexible and responsive to their needs. (CC,KD)**

**Aboriginal students and communities report that the school values their identity, culture, goals and aspirations. (CC,KD)**

There is demonstrated commitment within the school community that all students make learning progress (School Excellence Framework - Learning Culture).

Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve (SEF - Learning Culture).

Measurable improvements in wellbeing and engagement to support learning (SEF - Learning Culture).

All students are able to articulate, understand and achieve their literacy and numeracy learning goals.

### Evaluation plan for this strategic direction

Question:

To what extent have we developed a stronger culture that is focused on high expectations of student learning through regular engagement with parents, strengthening community and school relationships?

Data:

- Scout data

## Strategic Direction 2: Engagement

### Evaluation plan for this strategic direction

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- Student work samples
- Tell Them From Me surveys
- Student PLPs
- Student focus groups
- SEF SaS
- Attendance data
- Learning and Support Team minutes.

#### Analysis:

- Deep analysis of the data will guide future school planning.

#### Implications:

- The analysis will drive planning and the future directions to maximise engagement by all.

## Strategic Direction 3: Quality Teaching Practice

### Purpose

All teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies.

### Improvement measures

Achieve by year: 2025

- By 2024, in accordance with the School Excellence Framework, the school will be excelling in four domains: Effective Classroom Practice, Data Skills and Use, Professional Standards, and Learning and Development using the School Excellence Framework.

Achieve by year: 2022

- By 2022, all staff will have implemented and analysed Check-In and Phonological Awareness assessments.

### Initiatives

#### Effective classroom practice

Our teachers are committed to identifying and implementing the most effective explicit teaching strategies by engaging in:

- High impact professional learning drawing on What Works Best and High Impact Teaching Strategies to enhance effective classroom practice;
- Observations, feedback, coaching and mentoring of staff by trusted leaders;
- Professional Learning(PL) for school leaders (both staff and student) in further developing leadership skills and aspirations;
- PDP development for all teaching and non-teaching staff linked to the teaching standards and professional goals;
- PL and collaborative discussions in the use of student data to drive evidence based teaching

#### Consistent school wide practices for assessment and data use in teaching

The school will be consistent in embedding school wide practices for assessment utilising:

- PL in data use and analysis of external and internal data sets;
- PL in effectively differentiating to meet the needs of all students;
- Whole school data management is lead by identified staff;
- Assessment schedule is developed to allow for the strategic collection and analysis of student data K-6.

### Success criteria for this strategic direction

**Staff report that professional learning opportunities build their capacity to personalise their teaching to meet the learning needs of all students in their class. (CC,KD)**

**Staff report that professional learning opportunities build their cultural understandings and connections with the community. (CC,KD)**

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers (School Excellence Framework (SEF) - Effective Classroom Practice).

Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning (SEF - Curriculum).

Ongoing, school-wide improvement in teaching practice and student results. Assessments are developed and used regularly across the whole school to help promote consistent and comparable judgement of student learning, monitor student learning progress, and identify skill gaps for improvement and areas for extension (SEF - Data Skills and Use).

### Evaluation plan for this strategic direction

Question:

To what extent are all teachers committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies?

Data:

- Scout data
- Student work samples



## Strategic Direction 3: Quality Teaching Practice

### Evaluation plan for this strategic direction

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- Tell Them From Me surveys/Teacher reflections and surveys
- Teachers Performance and Development Plans
- Lesson observations and feedback
- School Excellence Framework
- Whole school data sets
- Evaluation of high impact professional learning

#### Analysis:

- Deep analysis of the data will guide future school planning.

#### Implications:

- The analysis will drive planning and the future directions to maximise quality teaching practice.