

Strategic Improvement Plan 2021-2024

Gunning Public School 2111



School vision and context

School vision statement

Gunning Public School prepares students to be resilient, future focused, global citizens. We provide engaging learning experiences in an inclusive and supportive environment based on individual needs. Gunning Public School partners with students, parents and community to ensure continual academic growth, ensuring that every student is known, valued and cared for.

School context

Established in 1871, Gunning Public School is a rural school situated half way between Goulburn and Yass on the Hume Highway. The school is part of the Yass Network of Public Schools and works closely with both the Yass and Goulburn Community of Schools.

Initially established as a central school Gunning Public School is set in spacious grounds and has excellent facilities with large classrooms, an assembly hall, specialist rooms for craft, cooking and music.

In 2021, there are currently 129 students from K-6 across six classes. With 8% of students identifying as Aboriginal.

The town of Gunning is currently experiencing a growth in population, resulting in an anticipated increase in enrolments in the coming years.

Community support is valued, aiming for partnerships in education between students, teachers, parents and the broader community.

As part of our situational analysis our school identified target areas in Reading and Numeracy have been identified using the NAPLAN gap analysis and will be a focus for professional learning and in class support in this Strategic Improvement Plan. Number and Algebra and Measurement were identified through Gap analysis as areas to target in numeracy and Inferential comprehension identified through gap analysis as a target area in reading.

In consideration of this analysis it is evident there must be a strong focus on improving effective classroom practice to meet these needs, with a particular focus on revisiting Additive Strategies, quality teaching practice and high impact teaching for improved results in numeracy and reading. A planned approach to improving numeracy results will involve continued work with the LANSAs in Additive Strategies and across school development to develop consistent teacher judgement through a PLC with Gundaroo and Sutton Public Schools.

Teaching practice in additive strategies and effective teaching of reading will be a focus of this PLC with the goal to embed: formative and summative assessment practices, linking to the progressions, quality consistent teacher judgement practices, quality teaching observations and walkthroughs and case management meetings. In doing so utilising CESE (What Works Best) framework and AITSL learning around effective feedback.

A focus on effective data and assessment practice to ensure fluid and flexible programming and planning will be a priority. New scope and sequences will be developed to ensure a greater understanding of stage outcomes and requirements to set explicit learning intentions, success criteria and individual learning goals to ensure all student learning is targeted and appropriately challenged.

When conducting the analysis of the Tell Them from Me survey results it was evident that student sense of belonging is an area of ongoing focus. This will be a focus of the new

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school plan, using PBL and the How2Learn framework to develop school culture. Another priority around wellbeing is to develop our consultative decision making processes to ensure all community stakeholders have a voice and a holistic approach is created across or school to ensure our students; connect, succeed and thrive. A focus on behaviour will continue to ensure our students are respectful, responsible learners this will be aligned with the new behaviour strategy.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in reading and numeracy and to build self-directed future-focus learners, we will further develop and refine, point of need, differentiated evidence-based teaching practice driven by data collection, analysis and reflection.

Improvement measures

Target year: 2023

At or above expected growth in Year 3 and 5 NAPLAN to increase from 28.57% to 60% in Reading and Numeracy by 2023.

Target year: 2022

To increase percentage of students in Year 3 and 5 achieving in the top two bands in NAPLAN for Numeracy by 23.2% (Uplift with a target of 34.7%).

Target year: 2022

To increase percentage of students in Year 3 and 5 achieving in the top two bands in NAPLAN for Reading by 18.9% (Uplift with a target of 57.4%).

Initiatives

Quality Teaching Practice

Build quality teaching capabilities and create processes to ensure data collection is used to differentiate curriculum, inform teaching and provide feedback to students.

- Whole school analysis and use of Literacy and Numeracy Progressions to personalise learning and differentiate teaching for all students, as well as track progress and growth.
- Individualised targeted use of Authentic Self-Assessment processes to embed reflective practice for all students in reading, writing and numeracy.
- Ongoing practices and processes embedded into teaching programming and daily practice to ensure student assessment data is collected and analysed every five weeks.
- Ongoing professional learning and research on current best practice to ensure ongoing professional growth and development of quality teaching.

Success criteria for this strategic direction

There is school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers. (SEF)

Learning Intentions, Success Criteria, and Feedback are an embedded practice in all learning spaces across the school.

Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement. (SEF)

A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth. (SEF)

All teaching and learning programs are responsive to the needs of all learners, showing evidence of revisions based on feedback on teaching practices, student assessment and continuous tracking of student progress and achievement.

Evaluation plan for this strategic direction

Whole school processes will be used regularly to analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions, data to be collected and analysed:

Q- What has been the impact of teaching on Numeracy and Reading results?

D-

- NAPLAN data

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

- Scout - Value added data
- Student work samples
- Literacy and numeracy PLAN2 data
- Student ILPs
- PAT data
- Internal data measures

A- Five weekly learning meetings will be used to evaluate progress and track targets.

I- Where do we go next? What does new research say?
What does the data say?

Strategic Direction 2: High Expectations

Purpose

To ensure our students are known, valued and cared for and thrive in a supportive environment, our whole school wellbeing processes and practices will be embedded to support high levels of wellbeing and develop a strong learning culture.

Improvement measures

Target year: 2022

Increase student attending >90% of the time by 9.3% (uplift) to 90.9% of students.

Target year: 2024

Increase students who feel a positive sense of belonging on the TTFM surveys from 84% to 90%.

Initiatives

Learning culture and well-being

Embed procedures and practices that facilitate a culture of whole-school and individual student well-being and engagement where all students are known, valued and cared for. This will be achieved through:

- Reviewing current wellbeing processes and their levels of alignment with the data from the Wellbeing Framework Self-assessment findings to establish focus areas around whole-school wellbeing reform.
- Embedding the Wellbeing Framework into school culture through ongoing staff professional learning in effective wellbeing strategies whilst undertaking a lesson study approach used to adjust and improve practice.
- Continuing to embed and enrich our whole-school Positive Behaviour for Learning framework and continue to monitor, analyse and evaluate data.
- Embedding of differentiated support for wellbeing and engagement into daily practice, including; interventions, teacher programming, How2Learn, Mindfulness, emotional regulation check ins- collecting and analysing data, ensuring monitoring and tailoring of practice.
- Developing a learning culture where all students, parents and teachers share responsibility for student achievement and wellbeing, learning is seen and valued as a shared responsibility across the school community.
- Develop systematic processes that ensure student absences do not impact on learning outcomes.

Success criteria for this strategic direction

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)

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

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. (SEF)

There is school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers. (SEF)

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence.

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

Evaluation plan for this strategic direction

Q. Do students and families have an increase sense of belonging as part of the school community? What processes and practices have been successful in promoting learning culture and student wellbeing?

D.

- Wellbeing Framework Self assessment
- Surveys
- Professional Development Plans.
- Attendance data

Strategic Direction 2: High Expectations

Evaluation plan for this strategic direction

- Incident reports
- Suspension data
- Extra-curricular group data
- TTFM - Student wellbeing
- TTFM- family satisfaction.

A. Analyse wellbeing data to determine the growth of students and families sense of belonging and overall wellbeing at Gunning Public School

I: What are the implications for our work? Future directions and next steps.

Strategic Direction 3: Educational leadership

Purpose

In order to maximise student learning outcomes and build on strong foundations for academic success our whole school practices ensure collaboration and effective classroom strategies are responsive to student need within our school setting and across the professional learning community.

Improvement measures

Target year: 2024

- TTFM parent surveys indicate an increase in 'Parents are informed' from a school mean of 7.7 to 9.0
- TTFM parent surveys indicate an increase in 'Parents support learning at home' from a school mean of 7.4 to 8.5

Target year: 2024

School assessment in the School Excellence Framework (SEF) shows improvement from 'Sustaining and growing' to 'Excelling' in the following themes:

- o Collaborative practice and feedback
- o Professional learning
- o Instructional leadership

Initiatives

Collaborative Practice

Embed, explicit systems that facilitate professional dialogue, collaboration, classroom observation, team teaching, the modelling of effective practice and the evaluation of practice. Collaborative practice of teachers with: students, parents, community, colleagues and other schools is utilised to drive ongoing school improvement.

- Teachers engage in collaborative professional learning focusing on pedagogy.
- All teachers develop strong connections with colleagues through collaboration in professional learning communities (PLC)
- Teachers analyse their own and others' teaching through Quality Teaching Rounds, walk-through's and observations. Teachers are provided with specific feedback about their lessons.
- Teachers work collaboratively in a team teaching environment to ensure their pedagogy aligns with current best practice, demonstrated through research, to improve student outcomes.
- High Impact Professional Learning processes are embedded
- Three way partnerships with teachers, students and parents drive decision making on individual learning needs
- Teachers collaborate with community experts to create meaningful curricula experiences for students.
- Students collaborate with one another, engaging in inquiry based learning experiences to develop critical thinking and reasoning skills, communication and collaboration skills and investigative and reporting skills.
- School leaders establish a professional learning community which is focused on continuous improvement of teaching and learning.

Success criteria for this strategic direction

The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning. (SEF)

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)

The 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 good practice. (SEF)

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)

Evaluation plan for this strategic direction

Q- How has collaborative practice been embedded into everyday processes? How has collaborative practice developed quality teaching?

D-

- PDPs
- Scout -
- Teacher observations
- Meeting minutes
- Surveys
- Record of time spent collaborating

A. Whole school processes will be used regularly to analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future

Evaluation plan for this strategic direction

directions, data to be collected and analysed.

I: What are the implications for our work? Future directions and next steps.