

# Strategic Improvement Plan 2021-2024

## Gwynneville Public School 3826



# School vision and context

## School vision statement

A school community in which all children are treated as equals regardless of gender or cultural background.

Where:

- We value equity, inclusiveness and a holistic approach to learning, in partnership with the wider community.
- The school fosters independent learning habits through the provision of engaging and challenging pedagogy where students learn how to learn.
- Teachers are resourceful and embrace ongoing professional learning.
- Students and teachers will be: motivated, well equipped with knowledge and skills, global citizens, creative, innovative, collaborative, resilient and ethical.
- Contributions from all members of our school community are valued.
- Schooling promotes equity and excellence.
- Students become successful, confident and creative individuals.
- Staff are committed to ongoing professional learning with a focus on 21st Century learning pedagogy.
- A dynamic culture of teaching and learning exists where staff creatively utilise open, modern learning environments to ensure learning is social, open, engaging and real.

## School context

Gwynneville Public School is located in the Wollongong area and services the learning and welfare needs of 255 students. We believe in excellence, innovation, opportunity and success for our students.

We are a dynamic school community committed to delivering a broad range of quality learning experiences in a nurturing environment where all students have the opportunity to achieve their personal best. Our teachers are committed to equipping students with the knowledge and skills to become active and informed citizens of the 21st Century.

The school prides itself on providing an inclusive learning environment for students from at least 25 cultural backgrounds.

The construction of a whole new school that was completed in 2020 has provided new learning hubs and space that supports flexible learning across the school. Our spacious, tree filled grounds offer space for students to play and develop positive friendships. We have received numerous awards for our progressive environmental programs.

The school offers support to meet the individual learning needs of all students. Currently this includes support teachers for EAL/D, Teacher Librarian, School Counsellor and the School Learning Support Teacher (SLST).

Resource Allocation Model (RAM) funding is also utilised to employ extra support teachers to assist students with learning difficulties and to optimise learning outcomes for our Aboriginal students.

# Strategic Direction 1: Student growth and attainment

## Purpose

In order to improve student learning outcomes in Literacy and Numeracy we will develop and sustain whole school processes for collecting and analysing data to ensure the implementation of appropriate curriculum provision for every student. This is underpinned by evidence-informed teaching strategies and evaluative practice.

## Improvement measures

### Target year: 2022

#### Top Two Bands (System-negotiated targets)

- Uplift of 7% to meet system-negotiated lower bound target in Reading.
- Uplift of 6.4% to meet system-negotiated lower bound target in Numeracy.

### Target year: 2023

#### Expected Growth (System-negotiated targets)

- Uplift of 2% to meet system-negotiated lower bound target in Reading.
- Uplift of 3.4% to meet system-negotiated lower bound target in Numeracy.

### Target year: 2024

#### Data Skills and Use

- Maintain a level of 'Excelling' within the element of Data Skills and Use in the Teaching domain.

## Initiatives

### Personalised Learning

Personalised learning is underpinned by an expectation that all students can achieve to high standards. Students will build on their personal strengths and identify areas of learning where they can be extended or accelerated. Personalised approaches to teaching and learning may include individual, small group or whole class instruction.

Our key projects are to:

- Embed and use professional learning models to build teacher capacity and collective pedagogical practice to enable students to create, receive feedback and achieve their learning goals.
- Implementation of high quality, evidenced based instruction that caters for the diverse range of learning needs.
- Work collaboratively to identify and respond to the diverse learning needs in classrooms through the differentiation of the curriculum to ensure that all students are both supported and challenged in their learning.
- Utilise the 'What Works Best: Evidence-based practices to help improve student performance and to support teaching and learning programs.

### Data Driven Practices

Effective analysis of student data helps teachers identify areas in which students' learning needs may require additional attention and development. Routine and systematic collection, recording and analysis of data is a priority to ensure continues student growth and attainment.

Our key projects are to:

- Ensure effective strategies and processes for data analysis and reflection are used for responsive curriculum delivery.
- Develop and maintain an effective whole school data storage system to track, monitor and analyse data on student and school performance, including academic

## Success criteria for this strategic direction

- Students can articulate, understand and achieve their personal learning goals in literacy and numeracy.
- Assessment data is collected and entered into the school assessment database according to K-6 Assessment Schedule.
- Student assessment data is used responsively as an integral part of classroom instruction and school planning.
- 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, Curriculum, Excelling*).
- Teachers routinely use evidence, including a range of formative assessments to inform their teaching, adapt their practice and meet learning needs of students (*SEF, Assessment, Sustaining and Growing*).
- Teachers provide explicit, specific and timely formative feedback related to defined success criteria. Teachers' feedback supports improved student learning (*SEF, Feedback, Sustaining and Growing*).

## Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction.

- NAPLAN data
- SCOUT data
- PAT data
- Literacy and Numeracy PLAN2 data
- Sentral Assessment Data Storage
- Student Work Samples

# Strategic Direction 1: Student growth and attainment

## Initiatives

- growth, non-academic and cross-curriculum data.
- Expertly use student assessment data to reflect on teaching effectiveness and provide individualised, explicit, differentiated and responsive learning opportunities.
- Review and adapt practice to ensure reliable formative and summative assessment tasks are used to analyse student progress, evaluate growth over time and report student achievement.

## Evaluation plan for this strategic direction

- Student PLP's
- Teacher observations
- Student voice and focus groups

The evaluation plan will involve:

- Regular review of these data sources to determine whether we are on track and achieving the intended improvement measures.
- End of Semester review and triangulation of data sources.
- Regular professional discussions around student data and performance.
- All data gathered will be stored on the Sentral System.

## Strategic Direction 2: Quality Teaching and Leading

### Purpose

All current educational research indicates improving quality teaching practices through evidence-based professional development will have the largest impact on student learning outcomes. Professional learning will be targeted and involve collaboration, coaching and mentoring practices.

### Improvement measures

#### Target year: 2024

##### Quality Teaching Rounds (QTR)

- 100% of staff actively involved in QTR twice per year
- 100% of staff show improvement in lesson coding scores from Semester 1 to Semester 2.

#### Target year: 2024

##### Professional Learning

- Reach a level of 'Excelling' within the element of Learning and Development in the Teaching domain.

#### Target year: 2024

##### Leadership

- Maintain a level of 'Excelling' within the element of Educational Leadership in the Leading domain.

### Initiatives

#### Professional Learning

Effective professional learning builds the knowledge, skills and qualities of teachers to improve the learning outcomes of their students. When teachers engage in effective professional development their enhanced knowledge and skills improve their teaching and their improved teaching then enhances their students' outcomes.

Our key projects are to:

- Draw on current research to develop, implement and evaluate evidenced based professional learning in literacy and numeracy teaching practices.
- Professional learning in data concepts, analysis and use of student assessment data and related tools.
- Professional learning for all classroom teachers focusing on catering for the needs of EAL/D students within the classroom setting. This will include a focus on EAL/D scales.
- Provide multiple, structured opportunities to engage in professional discussion and collaborate with colleagues to improve teaching and learning.
- Identify expertise within staff and draw on this to further develop our professional learning community.
- Tracking teachers' ability to use data skills

#### Distributed Instructional Leadership

Distributed leadership aims to increase the leadership capacity within a school so that the school can improve and grow in an authentic manner. It provides a means to recognise, nurture and share the expertise of teaching staff to support all staff as leaders of learning in their classroom.

Our key projects are to:

- Provide targeted professional learning and leadership development for members of the school's Leadership Team and aspiring leaders at all levels. This will include a deep and working knowledge of

### Success criteria for this strategic direction

- Teachers involved in QTR and implementing feedback from colleagues.
- Staff PDP's reflect school priority in teaching reading and responses to QTR feedback.
- The school promotes and demonstrates professional learning in data concepts, analysis and use of student assessment data and related tools. Teachers use data effectively to evaluate student understanding of lesson content (*SEF, Data Literacy, Sustaining and Growing*)
- The school has a high performing teaching staff as measured against the Australian Professional Standards, whose capacities are continually built to ensure every student experiences high quality teaching. The leadership team has participated in capacity development programs and implements principles of evaluative thinking, continually monitors the impact of programs and approaches used by all teachers, and improves practice as required. (*SEF, Professional Standards, Excelling*)
- Teachers actively evaluate, share and discuss learning from targeted professional development with other staff in their school to improve whole school practice (*SEF, Professional Learning, Sustaining and Growing*)
- The leadership teams maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease. (*SEF, Educational Leadership, Excelling*).

### Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction.

- Professional Learning Survey/Evaluation Responses

## Strategic Direction 2: Quality Teaching and Leading

### Initiatives

- current education reforms and school DoE policies, along with the development of leadership skills and capabilities.
- Build aspiring leaders' capability to lead curriculum innovation and sustain excellence.
- Engage in joint networks to build leadership capacity.
- Develop organisational practices through targeted professional learning programs, coaching skills and succession planning opportunities.
- Support aspiring teachers to achieve proficiency at higher levels (Highly Accomplished/Lead)

### Evaluation plan for this strategic direction

- QTR Observation Feedback
- QTR Lesson Coding Scores
- NAPLAN data
- SCOUT data
- PAT data
- Literacy and Numeracy PLAN2 data
- Sentral Assessment Data Storage
- Student Work Samples
- Teacher anecdotal notes

The evaluation plan will involve:

- Regular review of these data sources to determine whether we are on track and achieving the intended improvement measures.
- End of Semester review and triangulation of data sources
- Regular professional discussions around student data and performance.
- Formal and timely surveys for teachers about effectiveness of QTR to drive teacher improvement.
- All data gathered will be stored on the Sentral System
- Mid year and annual PDP reflection discussions with Supervisors

## Strategic Direction 3: Wellbeing and Engagement

### Purpose

Wellbeing and engagement is a fundamental component of the school experience and is just as important as academic learning. We will build upon and maintain whole-school policies and practices to enhance the wellbeing of students, families and staff and encourage high levels of engagement.

### Improvement measures

#### Target year: 2022

##### Student Wellbeing

- Uplift of 5.73% to meet system-negotiated lower bound target in student wellbeing.

#### Target year: 2022

##### Student Attendance

- Uplift of 5.7% to meet system-negotiated lower bound target in student attendance.

### Initiatives

#### Student Wellbeing and Engagement

Evidence shows that higher levels of wellbeing are linked to higher academic achievement, school completion, better overall mental health and a more pro-social and responsible lifestyle. Wellbeing is supported by practices that foster students' sense of belonging, and which value student voice and promote engagement in learning.

Our key projects are to:

- Implement a whole school integrated approach to student well-being in which students can connect, succeed and thrive at each stage of their schooling (Smiling Minds, Second Steps, Got it! and Zones of Regulation);
- Establish and maintain quality resources to cater for all students, including those with high needs (sensory room, visuals, individual learning goals);
- Deliver quality, student centred and self-regulated learning experiences which enable students to understand how they learn and how to set and achieve individual learning goals.
- Ensure all teachers utilise effective classroom management to minimise disruptions, maximise instruction time, and encourage all students to engage in learning.

### Success criteria for this strategic direction

- Evidence of Smiling Minds Program occurring in all classrooms including regular mindfulness sessions.
- Low level counsellor referrals
- Students demonstrate resilience when challenges arise. Minimal disruption to learning and optimal time on task.
- Attendance data is regularly analysed and is used to inform planning. Whole of school and personalised attendance approaches are improving regular attendance rates for all students, including those at risk (*SEF, Attendance, Sustaining and Growing*).
- Partnerships with parents and students support clear improvement aims and planning for learning. (*SEF, Learning Culture, Sustaining and Growing*).
- 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, Behaviour, Excelling*)
- The school engages in strong collaborations between parents, students and the community that inform and support continuity of learning for all students at transition points, including highly mobile students and students with atypical enrolment (*SEF, Transition, Excelling*).

### Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction.

- School Attendance Data
- School Behaviour/Suspension Data
- TTFM survey Data (Student and Parent)
- Got It! team data
- Teacher observations and anecdotal notes
- Student voice and focus groups

## Strategic Direction 3: Wellbeing and Engagement

### Evaluation plan for this strategic direction

---

- 'People Matters' Survey Data

The evaluation plan will involve:

- Regular review of these data sources to determine whether we are on track and achieving the intended improvement measures.
- Regular monitoring of student attendance and behaviour data
- Continually providing opportunities for consultation with parents and the greater school community in the development and evaluation of the strategic directions of the school.
- Providing opportunities for review of current communication systems ensuring that necessary school information is efficiently and effectively accessed by all school community stakeholders.
- Surveying parents on the effectiveness of the "Got It!" program as well as conduct focus group discussions.
- Identifying areas in the SEF for improvement