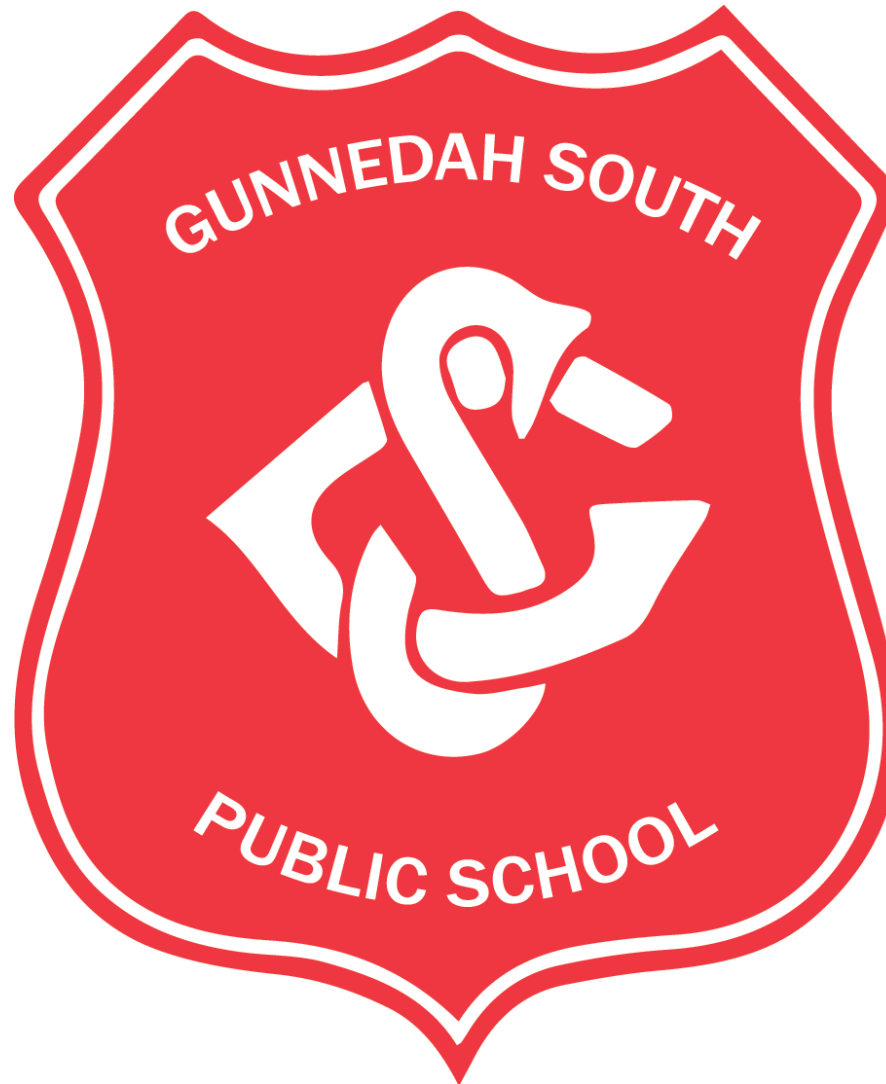


# Strategic Improvement Plan 2021-2025

## Gunnedah South Public School 4018



# School vision and context

## School vision statement

Gunnedah South Public School has high expectations of every student, staff member, and stakeholder. Our school is innovative and inclusive with a strong focus on empowering each student to continually grow as a learner, experience achievement, and reach their full potential.

We actively support every student to become life-long learners who confidently participate and contribute to the wider community. Our students aspire to reach the high standards set for them and consistently practice the core values of our school; being safe, being respectful, and being learners.

Gunnedah South Public School strives for excellence in learning and teaching with a steadfast commitment to professionalism and collaboration. This is the foundation of our school's strong learning culture, which is underpinned by trust, transparency, and integrity.

## School context

Gunnedah South Public School is located in regional NSW, serving a diverse student population. There are currently 577 students, with 237 identifying as Aboriginal or Torres Strait Islander and 23 students have a language other than English spoken at home. There are 26 mainstream classes and 1 multi-categorical class.

Our school is committed to providing quality teaching and learning that aims to improve individual student literacy and numeracy results. The school is student-focused and is committed to providing the best possible learning opportunities through embedding Aboriginal education, quality teaching, visible learning, and Positive Behaviour for Learning into teaching and learning programs. Incursions by visiting authors, artists, and poets and our partnership with Aurora College, provide a variety of opportunities for students with high potential. Our school staff are continually updating their knowledge and skills through the most up-to-date professional learning, with collaboration and reflection of self and others being at the forefront.

We promote equity, excellence, and opportunities for all in an environment where students are known, valued, and cared for. This is the foundation of the school's strong learning culture which is underpinned by trust, transparency, and integrity. Our school's well-being initiatives are data-driven and are embedded through our Positive Behaviour for Learning programs as well as our whole school reward systems. The school has a high-functioning Learning and Support team which ensures the cognitive, social, emotional, and physical learning needs of all students are met and there are strong partnerships with parents and caregivers as decisions are made around their child's developmental needs.

The school enjoys active partnerships with the Gunnedah community and has strong connections with the local AECG, P&C, preschools and other community organisations. We actively support every student in becoming life-long learners who confidently participate and contribute to the wider community. This is further supported by our school band, sporting teams, Stephanie Alexander Kitchen Garden, as well as extensive Environmental Education and STEM programs.

# Strategic Direction 1: Student growth and attainment

## Purpose

In order to maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success, we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students.

## Improvement measures

### Numeracy growth

Achieve by year: 2023

- A minimum of 58.1% of students achieve expected growth in numeracy.

### Reading growth

Achieve by year: 2023

- A minimum of 55% of students achieve expected growth in reading.

Achieve by year: 2025

### PLAN2

- At least 90% of students will have achieved grade appropriate learning indicators within the place value sub-element of the Numeracy Progressions.

Achieve by year: 2025

### PLAN2

- At least 90% of students completing Kindergarten will have achieved within Level 5 of the sub-element of the phonological awareness.

Achieve by year: 2025

### PLAN 2

- At least 90% of students will have achieved grade appropriate learning indicators within the fluency sub-element of the Literacy Progressions.

### Reading growth

Achieve by year: 2023

## Initiatives

### Improvement in Literacy and Numeracy

#### Learning and Support

Strengthening the LaST role and practice in improving student's educational outcomes.

Collaborative design of effective LaST practice and procedures. Implementing a holistic and inclusive approach to learning support where teachers act as case managers for individual students.

Enhanced monitoring and tracking systems to measure student growth and any intervention and support for each individual student.

Enhanced personalised learning approach - including whole school consistent approach to Individualised Learning Plans, student reports and personalised learning pathways.

Developing teacher understanding of the High Potential and Gifted Education Policy. Strengthening procedures in the school that promote engagement and challenge for every student across the intellectual, creative, social-emotional and physical domain.

#### Key Components:

- Assistant Principal Learning and Support (1.0)
- Speech Therapist (0.6)
- Community Liaison Officer (0.3)
- School Learning Support Officers
- DCO position

A tiered intervention approach will be developed supports student learning.

- Tier 1: Strengthening our intervention model by an interventionist in S1, S2 and S3.
- Tier 2: Small group focus in reading and numeracy based on student assessment data by specialised teachers in ES1, S1 and S2.

## Success criteria for this strategic direction

### LEARNING DOMAIN

#### Curriculum

- Individualised student learning through the development of quality teaching and learning programs that are developed through guided collaborative programming sessions led by the schools AP, C&I and executive.
- Differentiation of curriculum ensures all students are challenged and all adjustments lead to improved learning.
- All teachers will have uptake of professional learning and the use of Smart Notebook to provide interactive lessons to enhance student engagement.

#### Assessment

- Student progress and achievement is analysed through the triangulation of data and a range of other contextual information, such as PLAN 3.
- Students reflect on their own and others' learning by opportunities to provide and receive written and verbal feedback in all classrooms.
- Teachers tailor their teaching and learning programs in response to trends in student achievement in individual, group and whole school levels.

### LEADING DOMAIN

#### Educational Leadership

- Distributed instructional leadership is evident to sustain a culture of effective evidence based teaching and ongoing improvement so that every student makes progress every year.
- Best practice is guided by the curriculum team and learning and support team to cater for a vast range of equity components within the school.
- Every student is known valued and cared and provided with the best possible learning experiences to meet their needs.

# Strategic Direction 1: Student growth and attainment

## Improvement measures

- A minimum of 35% of Year 3 and 5 students are progressing at the expected level using internal school and DoE assessments.

### Numeracy growth

Achieve by year: 2023

- A minimum of 35% of Year 3 and 5 students are progressing at the expected level using internal school and DoE assessments.

## Initiatives

- Tier 3: Whole class instruction to use rich tasks that allow quality differentiation to target individual student needs.

### Professional Learning

Professional development to strengthen teacher skills and knowledge to implement effective strategies and processes for the collection of and analysis of data.

Continuous development of teachers to deliver quality teaching and learning to meet the needs of all students:

- Collaborative planning days
- School development days
- Professional learning schedule
- Digital Classroom Advisor to improve digital literacy of students.

### Data & Whole School Assessment

Review and adapt practice to ensure quality formative and summative assessment tasks are used to analyse student progress, evaluate growth overtime and report student achievement.

- whole school assessment schedule
- CTJ
- DoE/NESA assessment data
- Plan 3
- Check-in Assessment
- Literacy and Numeracy Progressions

## Evaluation plan for this strategic direction

Regular review of data to check school progress towards achieving intended improvement measures:

- Regular professional discussion around the School Excellence Framework elements and themes
- Teaching and learning programs
- Internal Assessment (PLAN 3 / PAT)
- Workplans from AP, C&Is are reviewed
- External Assessment (Check-ins)
- CTJ (Consistent Teacher Judgement Sessions)
- Intervention focus groups
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- Learning and Support documentation

## Strategic Direction 2: Quality teaching, data and assessment

### Purpose

Student success is evident through quality teaching, collaborative practice, refinement of content knowledge and high expectations. Increasing student intellectual quality and establishing high quality learning environments.

### Improvement measures

Achieve by year: 2025

- 100% of classroom teachers collaboratively program literacy and numeracy units and have actively engaged with curriculum reforms.

Achieve by year: 2025

- Assessment and data underpins all teaching and learning programs and is evident in all Key Learning Areas.

### Initiatives

#### Teacher Improvement

#### Collaborative Curriculum Development

Curriculum development is facilitated through teacher collaboration, by whole school professional learning, and a future focused curriculum team led by Deputy Principal Curriculum.

- Deputy Principal - Curriculum
- Assistant Principal Curriculum and Instruction
- Instructional leadership development and improvement to effectively build teacher capacity
- Data analysis and student tracking
- Ongoing review of assessment procedures and schedules
- Supporting teachers in curriculum reform being carried out by AP, C&Is as well as other executives in roles of instructional leaders
- Collaborative programming sessions and professional learning tailored to the needs of staff and students
- Continued implementation of Visible Learning strategies in classrooms
- Primary Mathematics Specialist Teaching Initiative

#### Reading Improvement

The school will have a K-6 focus on improving and valuing all aspects of reading across the curriculum. The students will be supported through:

- High impact quality teaching strategies (supported by instructional leadership)
- Quality assessment and tracking assessment data through PLAN 3 to ensure the progression of student learning pathways is evident.
- Professional learning focused on evidenced based reading strategies
- Utilising departmental personnel and resources

### Success criteria for this strategic direction

#### TEACHING DOMAIN

##### Effective Classroom Practice

- Teachers routinely monitor individual student performance, ensuring all students have a clear understanding on the next steps for personal improvement and progression.
- Teachers employee evidence based teaching strategies and reflect on their teaching practice and plan for future improvement.
- Differentiation is embedded throughout every classroom by the development of quality teaching and learning programs created in collaborative programming sessions led by the school's DP Curriculum and executive team.
- Differentiation of curriculum ensures all students are challenged and all adjustments lead to improved learning.

##### Data Skills and Use

- The learning goals for students are informed by analysis of external and internal student progress
- Teachers clearly understand, develop and apply a full range of assessment strategies to determine future teaching directions and to track student progress and achievement
- Teachers respond to trends in student achievement in individual, group and whole school levels

#### LEADING DOMAIN

##### Educational Leadership

- Distributed instructional leadership (members of executive) is evident 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.
- Teachers demonstrate a high performance culture with a focus on student progress and achievement and high quality delivery of lessons.

## Strategic Direction 2: Quality teaching, data and assessment

### Initiatives

- QDAI sessions, data conversations and collaborative programming led by Deputy Principal Curriculum and AP,C&I will support consistency and excellence in these areas.

### Numeracy

The school will have a K-6 focus on improving and valuing all aspects of numeracy across the curriculum. The students will be supported through:

- Building teachers expertise and confidence in teaching numeracy
- Developing and improve teacher capacity and knowledge around all domains of numeracy
- Professional learning - focusing on student representations, mathematical language and place value
- School involvement in the innovative PMSTI program
- Quality assessment and tracking assessment data through PLAN 3 to ensure the progression of students' learning pathways evident.
- High impact quality teaching strategies (supported by instructional leadership)
- Utilising departmental personnel and resources (quality mathematics resources in classrooms)
- QDAI sessions, data conversations and collaborative programming led by Deputy Principal Curriculum will support consistency and excellence in these areas

### Success criteria for this strategic direction

- A professional learning community which is focused on mathematics is led by the Deputy Principal Curriculum.
- High quality literacy and numeracy programs are data driven and differentiated to meet the needs of the individual students
- Learning goals and success criteria demonstrate improved teacher knowledge of content and progressions of learning
- Targeted professional learning shows a direct impact on effective classroom practice
- Collaborative programming sessions with teachers demonstrate an improved understanding of curriculum reforms and new syllabus

### Evaluation plan for this strategic direction

Regular review of these data sources will provide clarity around the achievement of the intended improvement measures through:

- Continuous professional discussion around the School Excellence Framework elements and themes
- Teaching programs
- School based assessment
- DoE based assessment (PLAN 3)
- CTJ (Consistent Teacher Judgement Sessions)
- PMSTI school planning documentation

## Strategic Direction 3: Empowering partnerships focused on positive school culture

### Purpose

To ensure that all of our students are able to connect, succeed, learn and thrive, there will be a planned approach focused on whole school wellbeing.

### Improvement measures

#### Attendance (>90%)

Achieve by year: 2023

#### Attendance

- Increase the percentage of students attending > 90% of the time to be at or above the lower bound system negotiated target of 82.6%

#### Wellbeing

Achieve by year: 2023

#### Wellbeing

- TTFM wellbeing data (advocacy, belonging and expectation) increases to be at or above the lower bound system negotiated target of 91.2%

### Initiatives

#### Connections with Students, Parents and Community

#### Attendance, Wellbeing and Engagement

Embed a whole school approach to student well-being and engagement where there is a collective responsibility for student learning and success. This will be achieved through:

- Review and update the whole school approach to wellbeing processes to ensure monitoring, analysis, and evaluation of student behaviour, attendance, wellbeing, learning, and engagement.
- Establish conversation and focus group sessions for students to collect data concerning their engagement and connectedness to the school.
- Parent and community engagement is re-established and increased confidence is reflected in TTFM data and parent focus groups.
- Review and update Health and Safety practices and procedures involving school safety and staff and student wellbeing.

#### Leadership in Aboriginal Education

Aboriginal Education will be incorporated across all areas of schooling, allowing students and teachers access to authentic experiences through Aboriginal culture, histories and language.

- Consistent improvement in literacy and numeracy for Aboriginal and Torres Strait Islander students.
- 100% of staff engage in professional learning around Aboriginal Education that values local Gamilaraay language, cultures and history across all learning domains.
- The Aboriginal Education Team creates and fosters a sense of belonging and empowers cultural identity in students and parents.
- Support staff to embrace Aboriginal connections and strengthen community partnerships.

### Success criteria for this strategic direction

#### Learning Domain

#### Wellbeing

- The school is organised so that students have regular opportunities to meet staff members who can provide advice, support, and assistance for students to fill their potential.
- Whole school practices are updated and communicated resulting in measurable improvements in wellbeing, attendance, and engagement.
- Students are actively connected to their learning and experience a sense of belonging through personalised learning experiences, resulting in improved attendance, standards of behaviour, and increased social and emotional intelligence.
- Students maintain positive relationships and follow school's expectations of behaviour to a high level
- Staff and student wellbeing is built through a climate of care, positivity, and connectedness.

#### Aboriginal Education

- An active Aboriginal Education team that regularly reviews teaching programs, student data, and the implementation of Aboriginal perspectives school-wide.
- Deputy Principal Aboriginal Students leads the whole school in the review of targets and the progress of Aboriginal students in literacy and numeracy and strategies required to continue student growth.
- Use of "Check-in Tool" by Deputy Principal Aboriginal students in classrooms specifically designed with Aboriginal perspectives in mind ensuring they are embedded in classrooms, programs and lesson delivery.
- A higher level of engagement with parents and carers of Aboriginal students and the local AECG to continue to foster local language and cultures.

## Strategic Direction 3: Empowering partnerships focused on positive school culture

### Initiatives

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- Create equal educational opportunities for Aboriginal students whilst maintaining their cultural identity.
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### Evaluation plan for this strategic direction

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Regular review of these data sources will provide clarity around the achievement of the intended improvement measures through:

- Student assessment data
- Continuous professional discussion around the School Excellence Framework elements and themes
- Data from TTFM, as well as student and parent focus groups
- Attendance Data
- Staff PDPs
- People matters survey
- Student PLP reflection and goal setting
- P and C engagement
- AECG engagement
- School event data
- PBL Data analysis - school driven
- Teaching and learning programs
- Data from classroom check-ins