

Strategic Improvement Plan 2021-2024

Gwandalan Public School 4320



School vision and context

School vision statement

Gwandalan Public School is a supportive, inclusive environment where all are valued and aspire to become respectful and resilient learners.

School context

Gwandalan Public School is situated at the northern end of the Central Coast and is located on a peninsula on Lake Macquarie. It services the growing communities of Gwandalan and Summerland Point where a number of land developments are currently being finalised. The school currently has an enrolment of 407 students across 17 classrooms of which 12% are of Aboriginal or Torres Strait Islander descent.

Gwandalan Public School services a diverse community and is supported by equity funding, school contributions and community links. The school offers an innovative range of academic, creative, cultural and sporting opportunities that focuses on building the strengths and talents of students so that they can succeed. Gwandalan PS is committed towards maximising the potential of all students through a genuine connection to current educational research to drive classroom learning environments and processes.

Through our situational analysis, we have identified a need to use data driven practice and quality assessment to ensure that all students have access to stage appropriate learning. Further work will need to occur around how teachers can successfully plan and deliver differentiated instruction to students with additional needs including those identified as high performing. Work will take place on developing quality assessments, as well as developing greater teacher confidence in analysis and interpretation of data to drive success.

A whole school approach to Positive Behaviour for Learning (PBL) is embedded in the school culture. At Gwandalan PS **we are S.T.A.R.S.** We display Safety, encourage Teamwork, Aim High, show Respect to ourselves/others and the environment so that we can Succeed. These components underpin the quality education and flexible opportunities that the school offers within a high-expectation learning environment.

Gwandalan P.S.Public School works collaboratively with Murui Bulbi AECG, our local Lion's Club, our P&C members, our student /parents /community leaders and our local management group (Lake Munmorah HS & PS and Mannering Park PS) to ensure a shared commitment to strengthen the community around us. Teachers, support staff, learning support interventionists and clerical staff are all integrated in delivering quality educational experiences for our students, so that they can continue to thrive and grow.

Strategic Direction 1: Student growth and attainment

Purpose

To provide evidence based teaching practices that are planned, explicit and sequential to allow all students to reach or exceed their potential. All staff will use data to differentiate the learning needs of individual students in order to maximise student learning outcomes.

Improvement measures

Target year: 2022

Increase the proportion of students in Year 3 and year 5 achieving in the top two bands in NAPLAN Reading by 7.7% above baseline.

Target year: 2023

Increase the proportion of year 5 students achieving expected growth in NAPLAN Reading further by 5.21% from baseline.

Target year: 2022

Increase the proportion of students in Year 3 and year 5 achieving in the top two bands in NAPLAN Numeracy by 8.04% above baseline.

Target year: 2023

Increase the proportion of year 5 students achieving expected growth in NAPLAN Numeracy further by 10.63% above baseline.

Target year: 2024

School self-assessment of the School Excellence Framework (SEF) element of "Assessment" indicates improvement from Delivering to Excelling.

Target year: 2024

School self-assessment of the School Excellence Framework (SEF) element of "Data Skills and Use" indicates improvement from Delivering to Excelling.

Initiatives

Assessment

It is only through effective assessment that teachers know learning is taking place. We will;

- Build teacher capacity through targeted professional learning to use a variety of methods to evaluate, measure and document the academic readiness, learning progress, skill acquisition or educational needs of students.
- Review and adopt practice to ensure reliable formative and summative assessment tasks are used to analyse student progress, evaluate growth over time and report student achievement.
- Embed the use of assessment as an ongoing opportunity to provide feedback to support each student at their point of challenge. Feedback will be specific and forward focused, with an emphasis on how students can improve their learning.

Explicit Teaching

Explicit teaching practices drawing on research about how students effectively take in and retain information, and how they then use that knowledge and understanding to solve problems, pose questions, and synthesise and justify their reasoning. We will;

- Ensure teachers prepare for explicit teaching by planning the scope and sequence of lessons from the syllabus.
- Embed explicit systems and observation, ensure all teachers will provide visual lesson outlines, including the learning intentions, the activities or key instructions and the success criteria for the lesson.
- Embed processes across the school to ensure teachers provide opportunities for guided, and then independent, practice as students gain proficiency and understanding of concepts and skills and progress towards mastery.

Use of Data to Inform Practice

Success criteria for this strategic direction

The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement.

Teachers employ evidence -based effective teaching strategies. Effective methods are identified, promoted and model, and students' learning improvement is monitored, demonstrating growth.

All teachers have sound understanding of student assessment and data concepts. They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice.

Evaluation plan for this strategic direction

Evaluation plan

Question:

To what extent have we achieved our purpose and can demonstrate impact and improvement of student outcomes in reading and numeracy?

Data:

We will use a combination of data sources. These will include:

External sources

- NAPLAN
- Check-in
- Focus on Learning Survey

Internal sources

- PAT assessment
- Rubrics
- Hearing and sound recording

Strategic Direction 1: Student growth and attainment

Initiatives

Teachers use data to check and understand where their students are in their learning and to plan what to do next.

- Professional learning will be provided to build teacher capability to ensure data collection is used to differentiate curriculum, inform teaching and provide feedback to students so that learning is maximised for all.
- This will enable all teachers, with the support of the instructional leader to systematically analysis and use a variety of data sources to personalise learning and differentiate teaching for all students.
- It will enable teachers use data to reflect on and adjust their practice to drive improvement for all students in their class.

Evaluation plan for this strategic direction

- Phonemic awareness testing
- Soundwaves tests
- Observation
- Document analysis
- Fountas and Pinnell Benchmarking K-6

Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring. We will reflect on our progress in relation to the School Excellence Framework and "What Works Best Document". Annually the school will review progress towards the improvement measures.

Implications:

The findings of the analysis will inform:

* Future actions

* Annual reporting on school progress measures (published in the Annual Report each year and in the newsletter and on the School Website throughout the year).

Strategic Direction 2: Leading through collaboration

Purpose

Through collaboration between all staff we will promote and value the sharing of ideas and advice in non threatening, encouraging ways. This will lead to improved teacher quality and develop staff leadership skills to building supportive networks for all to succeed.

Improvement measures

Target year: 2024

School self-assessment of the School Excellence Framework (SEF) element of "Learning and Development" indicates improvement from baseline of Delivering to Excelling.

Target year: 2024

School self-assessment of the School Excellence Framework (SEF) domain of Professional Standards indicates improvement above baseline from Delivering to components of Excelling across the Domain.

Target year: 2024

School self-assessment of the School Excellence Framework (SEF) element of Collaborative practice and feedback" indicates improvement from baseline of Delivering to Excelling.

Initiatives

Collaboration and Feedback

Teacher collaboration involves teachers working together to achieve a common goal through the sharing of evidence informed practices, knowledge and problem solving.

Effective feedback for students and teachers enable them to recognise their own expertise and feel comfortable in offering it, while also being open to accepting the advice and feedback of others.

We will;

- Provide opportunities to support a school culture that promotes and values the sharing of ideas and advice in non threatening, encouraging ways.
- Provide professional learning to address and enable teachers to initiate and engage in ongoing professional dialogue and debate in the context of mutual trust, collective growth and collective efficacy.
- Provide all teachers with opportunities to participate in decision making with school leaders to ensure a more balanced and accurate judgement of current school practice and identify areas for improvement and ways to improve.
- Provide teachers with professional development to be able to provide students with detailed and specific feedback about what they need to do to achieve growth and on how to reflect and communicate about learning tasks with students.

Leadership

Through valuing and respecting the skills of each teacher a strong, visible culture exists in which an increased proportion of teachers are at preliminary stages of the higher level accreditation process.

- The school will promote and support the attainment of higher levels of accreditation,

Success criteria for this strategic direction

Teachers engage in professional discussion and collaborate to improve teaching and learning in their classes or for particular student groups.

There is a high visible culture in the school that provides opportunities for teachers to take on leadership roles and promote and supports the attainment of higher level accreditation, with an increasing proportion of teachers at preliminary stages of the higher level accreditation process.

Teachers routinely review learning with each student both in class and on work submitted, ensuring all students have clear understanding of how to improve Student feedback is elicited by teachers and informs there teaching.

Evaluation plan for this strategic direction

Evaluation plan

Question:

To what extent have we achieved our purpose and can demonstrate impact and increase in collaboration and leadership. How has this translated to improvement of student outcomes?

Data:

We will use a combination of data sources. These will include:

External Sources

- NAPLAN
- Surveys-Focus on Learning Survey

Internal sources

- PAT
- Pre and Post Maths assessment.

Strategic Direction 2: Leading through collaboration

Initiatives

- All teachers are provided with opportunities to develop leadership skills through working collaboratively in teams and taking on additional responsibility.
- Professional learning will be differentiated to target individual teachers with aspirational goals in areas of leadership.

Evaluation plan for this strategic direction

- Formative Assessment Survey
- Teachers seeking accreditation at higher levels.
- Teachers taking on leadership roles.
- Document analysis
- Observation

Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring. We will reflect on our progress in relation to the School Excellence Framework and "What Works Best Document". Annually the school will review progress towards the improvement measures.

Implications:

The findings of the analysis will inform:

* Future actions

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Strategic Direction 3: Supportive wellbeing partnerships

Purpose

To maximise student wellbeing outcomes we will build connections with community and partnerships with parents to celebrate success and promote our school.

Improvement measures

Target year: 2024

Increase the % of students who have reported positive wellbeing from TTFM survey by 4.5% or above.

Target year: 2022

Increased percentage of students attending school 90% of the time or greater increases by 5.2%.

Target year: 2024

Average positive growth on NAPLAN Reading and Numeracy for Aboriginal and Torres Strait Islander student to have an increase of 9.5% or more.

Target year: 2024

School self-assessment of the School Excellence Framework (SEF) element of "Classroom Management " indicates improvement from Delivering to Excelling

Initiatives

Wellbeing

By fostering positive relationships across the school community., promote and support wellbeing through social, emotional, behavioural and intellectual engagement.

Through working collaboratively and in partnership all staff are responsible for wellbeing. Practices and initiatives that support student wellbeing are most effective when they promote a supportive environment across the whole school.

- Implement evidence based whole school programs in consultation with parent and community.
- Design and implement additional support for vulnerable student to assist them to feel safe and supported at school. This can be done by working with students and their parents and carers and regularly reviewing personalised learning plans.
- Showcase student progress and achievement to ensure that all students are known, valued and cared for across the school.
- Demonstrate responsiveness to all communication with parents and carers to provide support for student both at school and at home.
- Establish opportunities for the development of student voice to encourage students to feel connected to their learning.

High Expectations

When teachers hold high expectations of their students, they know their students well, value them as learners and understand how to support their learning.

- Through professional learning teachers will promote high expectations of their students by differentiating instruction, providing individualised feedback and engaging in ongoing and meaningful classroom interactions, in order to challenge their students and encourage continuous improvement.

Success criteria for this strategic direction

There is a school wide, collective responsibility for student learning and success, which is shared by parents and students. Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the school.

All classrooms and other learning environments are well managed within a consistent school wide approach. Teachers model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning.

Teachers, parents and the community demonstrate aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. They work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

Evaluation plan for this strategic direction

Evaluation plan

Question:

To what extent have we achieved our purpose and can demonstrate impact on student wellbeing and parent involvement in the school. How has this translated to improvement of student outcomes?

Data:

We will use a combination of data sources. These will include:

External sources

- Tell Them From Me
- Partners in Learning
- NAPLAN

Strategic Direction 3: Supportive wellbeing partnerships

Initiatives

- Teachers across the school create the expectations that every minute of every lesson is important and valuable. This will be done by utilising all classroom time effectively and ensuring student attendance is a priority.
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Evaluation plan for this strategic direction

Internal sources

- Attendance Data
- Chaplaincy Report
- Observation
- Suspension Data
- Behaviour Data

Analysis:

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Implications:

The findings of the analysis will inform:

* Future actions

* Annual reporting on school progress measures (published in the Annual Report each year and in the newsletter and on the School Website throughout the year).