

Strategic Improvement Plan 2021-2024

Gillwinga Public School 4421



School vision and context

School vision statement

At Gillwinga Public School we work in partnership with parents, carers and the wider school community to empower students to continually improve and become lifelong learners.

All students are nurtured in an inclusive environment to develop physically, mentally, socially, emotionally and spiritually; resulting in productive, global citizens.

School context

Gillwinga Public School is an inclusive school with 60% of students identifying as Aboriginal. Gillwinga PS places an emphasis on evidence based literacy and numeracy instruction catering for the individual needs and abilities of each student. Through our Early Action for Success K-2 and Curriculum Leadership 3-6 we prioritise student outcomes in Literacy and Numeracy. We have an innovative Library and ICT Learning Centre where students are engaged and challenged with the latest resources.

We engage with local Aboriginal Education Consultative Group (AECG) to provide our students a strong connection with local Aboriginal Culture and Language.

Gillwinga PS is a Positive Behaviour for Learning school providing a safe, respectful and responsible environment focusing on well-being, quality teaching and leadership with staff and students having a strong sense of belonging.

We focus on providing students the opportunity to:

- * Be actively connected to their learning, have positive and respectful relationships and experience a sense of belonging to their school and community.
- * Be respected, valued, encouraged, supported and empowered to succeed.
- * Grow and flourish, do well and thrive.

With our Equity funding we allocate resources to support the engagement, health and wellbeing of all students through a variety of programs - Aboriginal Culture and Language Teacher, Goori Group, Rock and Water, Girls Group, Guitar Lessons, Dance Instructor, Speech and Occupational Therapists, Breakfast Program and Skipping Team.

A comprehensive Situational Analysis has been conducted and Strategic Directions and Initiatives shared with the AECG and Parents and Citizens Association for consultation.

Strategic Direction 1: Student growth and attainment

Purpose

Teachers engage in collaborative analysis of data to understand the impact of teaching on learning. Teachers use evidence based teaching strategies and provide individualised feedback, in order to challenge their students and encourage continuous improvement.

Improvement measures

Target year: 2022

Achievement of 2022 system negotiated targets:

- Top 2 bands NAPLAN numeracy increase of 6.5% from baseline.
- Top 2 bands NAPLAN Reading increase of 4.5% from baseline.

Target year: 2023

Achievement of 2023 system negotiated targets:

Increase % of students achieving at or above expected growth from baseline by 9.5% in Reading.

Increase % of students achieving at or above expected growth from baseline by 10.3% in Numeracy.

Target year: 2024

Improvement Measurements by the Schools Excellence Framework.

Learning Domain Assessment - Excelling

Teaching Domain

Effective Classroom Practice - Sustaining and Growing

Data Skills and Use - Excelling

Learning and Development - Excelling

Leading Domain Educational Leadership- Excelling

Initiatives

Collaboration

Embed an explicit system to facilitate professional dialogue, collaboration, classroom observation, the modelling of effective teaching practice and timely feedback between teachers focussed on student outcomes.

- Regularly participate in structured lesson observations that focus on how different teaching approaches impact on students learning.
- Engage in collaborative analysis of data with colleagues to inform teaching.
- Use data to evaluate the effectiveness of teaching practices to meet the learning needs of all students.
- Engage with parents and careers to encourage them to hold high expectations of their children.
- PL using data to inform teaching and learning.

Effective Classroom Practise

A whole school approach ensures that the most effective evidence based teaching methods optimise learning progress for all students.

- Use a range of data from different types of assessment to plan, modify and deliver lessons to meet needs of students and monitor and evaluate the effectiveness of lesson.
- Explain to students what they will be learning and be clear about the purpose and relevance of all tasks. Clearly explain the success criteria and check for student understanding.
- Provide students with detailed and specific feedback about what they need to do to achieve growth.
- PL for teachers to develop their ability to explain, model and guide learning.
- Establish clear and consistent expectations for learning and behaviour.

Success criteria for this strategic direction

- 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. (SEF - Effective Classroom Practice)
- Student assessment data is regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions. (SEF - Data Skills and Use)
- Professional learning is aligned with the school plan, and its impact on the quality of teaching and student learning outcomes is evaluated. There are explicit systems for collaboration and feedback to sustain quality teaching practice. (SEF - Learning and Development)
- The principal and school leadership team model instructional leadership and support a culture of high expectations and community engagement, resulting in sustained and measureable whole school improvement. (SEF - Educational Leadership)
- An integrated approach to quality teaching, curriculum planning and delivery, and assessment promotes learning excellence and responsiveness in meeting the needs of all students. (SEF- Curriculum)
- Consistent school-wide practices for assessment are used to monitor, plan and report on student learning across the curriculum. Formative assessment is integrated into teaching practice in every classroom, confirming that students learn what is taught. (SEF- Assessment)

Evaluation plan for this strategic direction

A Question, Data, Analysis and Implication evaluation process will occur using the evaluative question

What impact has evidence based teaching strategies had on Student Growth and Attainment?

Data will include:

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

Staff Professional Development Plans

Lesson Observation and Feedback data

Planning Documents- Scope and Sequences, Teaching Programs- including teacher reflections

Internal and external student achievement/progress data

Schools Excellence Framework

Individual Education Plans

Strategic Direction 2: Wellbeing and Engagement

Purpose

To ensure that all of our students are able to connect, succeed, thrive and learn, there will be a planned approach to developing whole school processes that support high levels of wellbeing and engagement.

Improvement measures

Target year: 2022

Increase % of students attending 90% of the time from the baseline by 3.3%.

Target year: 2023

Increase Student Sense of Belonging by 4% from Tell Them From Me 2020 results.

Increase Students with Positive Behaviour by 15% from Tell Them From Me from 2020 results.

Increase Students who are Interested and Motivated by 6% from Tell Them From Me from 2020 results.

Initiatives

Partnerships in Learning

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.

- There is a school-wide collective responsibility for student learning and success, which is shared by parents and students.
- Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.
- Targeted support for different phases of student development and for students who may be at risk.
- Invite parents and carers to view their child's work regularly and discuss their goals, either in person or online, to help them understand and appreciate the expectations the school has of their child.

Wellbeing

Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimal conditions for learning across the whole school.

- The school is organised so that all students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfil their potential.
- The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.
- The school's curriculum provision supports high expectations for student learning. The curriculum is enhanced by learning alliances where useful and practicable.

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.
- Well planned teaching is taking place, so that all students can engage in productive learning, with minimal disruption.
- Teachers model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning.
- The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.
- Use collaborative strategies and share with staff across the school, the school community, and other agencies as required, to support the wellbeing of students.

Evaluation plan for this strategic direction

A Question, Data, Analysis and Implication evaluation process will occur using the evaluative question:

What impact have whole school practices and systems had on Student Wellbeing and Engagement?

Data will include:

Goalhub entries

Personalised Learning Plans

Minutes from Learning Support Team Meeting

Suspension data

Sentral Behaviour Incident Data

Strategic Direction 2: Wellbeing and Engagement

Evaluation plan for this strategic direction

Wellbeing Data Scout

Attendance Data Scout

Tell Them From Me Survey Data

Whole school attendance evaluation pre and post

Strategic Direction 3: Instructional Leadership

Purpose

Improvement measures

Target year: 2024

Target year: 2024

Initiatives

PL

Success criteria for this strategic direction

Evaluation plan for this strategic direction
