

Strategic Improvement Plan 2021-2024

Gorokan Public School 4517



School vision and context

School vision statement

Gorokan Public School's motto 'Learn to Live' underpins our vision to provide a quality education in a caring environment.

The school has high expectations for all and values the importance of students growing, engaging, attending and belonging. We partnership with the community, working together in order to prepare and inspire our safe, respectful learners to be their best in a quickly changing global society and support healthy and active learning and living.

School context

Located in the Wyong Shire of NSW, Gorokan Public School has an approximate enrolment of 560 students of which 18% are of Aboriginal or Torres Strait Islander descent, and 5% from language backgrounds other than English. The school's motto, Learn to Live, underpins the quality education and the diverse opportunities that the school offers. The students are provided with modern resources to cater for all interests and to engage them in the learning process. The school services a diverse community, is an Early Action for Success (EaFS) school and has historically been a Bump it Up (BIU) targeted school. The school includes a Special Education Support unit that is staffed by highly qualified teachers and support staff to meet the special needs of our students. The school is committed to the Department of Education priorities of ongoing student growth and attainment. A detailed situational analysis was developed in consultation with the community and has shaped the shared values and high level aspirations for ongoing improvement. This has guided the vision that students are supported with a broad, flexible and innovative learning program incorporating academic, sporting, performing and cultural arenas.

The school is committed towards maximising the potential of all students and provides a safe and supportive learning environment that is strongly focused on the engagement and wellbeing of students, staff and the community. The School as Community Centre (SaCC) facilitator, Aboriginal Education Officer (AEO) and Learning Support Team (LST) are available to further assist students and their families. Gorokan Public School works collaboratively with the Muru Bulbi Aboriginal Education Consultative Group (AECG) and the Wallarah Learning Community of local Primary and High Schools to develop the continuum of learning from K to 12. Teachers, support staff, learning support officers and clerical staff are all united in delivering a quality educational experience for our students.

The schools commitment to establishing genuine and meaningful relationships with all families is exemplified by a commitment to the Department of Education/NSW Aboriginal Education Consultative Group Partnership Agreement. As the peak Aboriginal Community partner, Gorokan Public School actively and respectfully endeavours to engage in genuine consultation with the NSW Aboriginal Consultative Group (AECG) in a way which enables Aboriginal people to speak and be heard in determining their child's educational future and feel valued and respected. The Partnership Agreement provides the foundation for the development of the 2020-2024 school plan.

The teaching staff are committed towards improving the academic, cultural, social and emotional outcomes of all students and ensuring that the educational needs of 21st century learners are met to a high standard.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in reading and numeracy we will further develop and refine school process for collecting and analysing data to ensure the implementation of effective classroom practice that is responsive to the learning needs of all students.

Improvement measures

Target year: 2022

Improvement 2022- Increase the proportion of **students in the top two bands** (or above) in reading to above the lower bound of 31.9%. (from the baseline of 26.1%).

Target year: 2022

Improvement 2022- Increase the proportion of **students in the top two bands** (or above) in numeracy to above the lower bound of 22.5%. (from the baseline of 16.3%).

Target year: 2022

ATSI Improvement 2022- Increase the proportion of **Aboriginal students** in the top three bands (or above) in **reading** to above the lower bound of 39.7%. (from the baseline of 33.6%).

Target year: 2022

Improvement ATSI 2022- Increase the proportion of **Aboriginal students** in the top two bands (or above) in numeracy to above the lower bound of 32.7%. (from the baseline of 26.6%).

Target year: 2023

2023 Improvement- Increase % of students achieving **expected growth in reading** at or above the lower bound of 56.6% (from baseline of 47.0%).

Target year: 2023

2023 Improvement- Increase % of students achieving **expected growth in numeracy** at or above the lower bound of 51.3% (from baseline of 38.8%).

Initiatives

Collecting and Analysing Data- Learning

Ensure effective strategies and processes for data analysis and reflection are used for responsive curriculum delivery.

- Professional Learning in response to the analysis of data for literacy and numeracy (PAT, check in, phonics.)
- Embed data informed formative assessment practices as an integral part of daily instruction in every classroom.
- Establish and use Instructional Leader positions to work with teachers using data to monitor and assess student progress and design future learning focuses on a whole class, group and individual level.
- Scheduled stage meetings across K-6 for data conversations to analyse and respond to the data leading to teaching focus areas.

Effective Classroom Practice- Teaching

Teachers are able to identify, understand and implement the most effective explicit teaching methods with the highest priority given to evidence based teaching strategies including Explicit Instruction.

- Whole school professional learning for all teachers on evidence based teaching practices for the teaching of reading (including using decodable readers) and numeracy. This will include professional learning on the Explicit Instruction model and networking and collaborating with schools who have had identified success and improvement.
- Scheduled teacher collaboration to analyse work samples for consistent teacher judgement.
- Implementation of the use of Teaching Sprints to build teacher capacity and collective pedagogical practice across the school.

Success criteria for this strategic direction

Initiative 1- Collecting and Analysing Data- Learning

The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement. The school has processes in place to support teachers' consistent, evidence based judgement and moderation of assessments.

Professional learning is driven by identified student needs through the analysis of data.

Initiative 2- Effective Classroom Practice- Teaching

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.

The educational outcomes for Aboriginal children and young people will be as good as or better than those of the general student population. Aboriginal students believe that they can succeed at school and they do succeed.

Teachers routinely review learning with each student both in class and on work submitted, ensuring all students have a clear understanding of how to improve. Student feedback is elicited by teachers and informs their teaching. Student errors and misunderstandings are explicitly addressed until teachers and students are confident that mastery is demonstrated.

Evaluation plan for this strategic direction

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

Strategic Direction 1: Student growth and attainment

Initiatives

- K-6 focus on modelled and guided reading practices across the school.
- Teacher observations for building teacher capacity.
- High expectations for all students to achieve their personal learning goals (based on the progressions)
- High expectations for aboriginal students in their learning and engagement of school which will include heritage, culture and languages in the teaching of literacy and numeracy.

Evaluation plan for this strategic direction

may include:

- Check-in assessments
- Scout- Value added data
- NAPLAN data
- PLAN2 Data
- Program registrations and reflections
- CARS data
- PAT data
- Work Samples
- K-6 WAO (Writing Analysis Overlay)
- Students are able to express what they are learning to do in reading and numeracy
- Use of a K-6 online assessment schedule
- Use of a K-6 Assessment schedule
- Instructional Leaders scheduled times to work with APs on analysing the data.

Analysis- Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

Implications-

The findings of the analysis will inform:

- Future directions
- Annual reporting on school progress measures (Published in School Report)
- Teachers respond to trends in student achievement, at individual, group and whole school levels.

Strategic Direction 2: Student wellbeing and engagement.

Purpose

In order to maximise student wellbeing and engagement for all we will create an enabling school environment where all students connect, succeed and thrive. We will further develop and refine effective classroom practice to ensure positive classroom management systems are utilised, using a consistent whole school approach, embedding social emotional learning that meets the wellbeing needs of students.

Improvement measures

Target year: 2022

2022 Improvement

Proportion of students reporting Expectations for Success, Advocacy, and Sense of Belonging at School on TTFM at or above the lower bound of 88.2% (from baseline of 83.7%.)

Target year: 2024

Student data to improve by 20% from the measured baseline data in the area of negative incidents involving physical aggression.

Target year: 2024

Student data to improve by 20% from the measured baseline data in the area of negative incidents involving classroom incidents of disruptive behaviour and absconding.

Initiatives

A Consistent Whole School Planned Approach to Support Wellbeing

Effective enabling classroom practice and behaviour management strategies to be implemented across the whole school.

Professional Learning-

- All staff trained in Choice Theory Reality Therapy strategies.
- All staff trained in Bill Rodgers Effective Behaviour Management.
- All staff trained in Trauma Informed Practices.
- All staff trained in Management of Actual and Potential Aggression. (MAPA)

Whole School Planning-

- Expand consistent whole school systems and programs for managing challenging behaviours and promoting a culture of high expectations.
- Establishment and support of engagement classes focusing on improving engagement and social skills.
- Establishment and support of an enrichment class focusing on improving engagement and extension.
- Expansion of SLSO Health support.

Social Emotional Learning

Students are enabled to create, receive feedback and achieve social emotional learning goals through an embedded learning culture.

- Utilise external services to provide social and emotional learning programs to targeted groups.
- Evidence based programs taught to students requiring additional social and emotional intervention.

Success criteria for this strategic direction

Initiative 1- A Consistent Whole School Planned Approach to Support Wellbeing

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

All classrooms and other learning environments are well managed within a consistent, school-wide approach. 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 wellbeing outcomes for Aboriginal children and young people will be as good as or better than those of the general student population. Aboriginal students will find school to be an engaging, culturally safe place to learn.

Initiative 2- Social Emotional Learning

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.

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.

Evaluation plan for this strategic direction

Question- To what extent have we achieved our purpose of maximising student wellbeing and engagement for all and can demonstrate impact and improvement of student outcomes and wellbeing through a consistent whole school approach to effective classroom practice embedding social emotional learning that meets the wellbeing needs of students?

Strategic Direction 2: Student wellbeing and engagement.

Initiatives

- Identified teacher mentors for individual students.
 - Development of effective Student Behaviour Support Plans including the identification of teacher mentors for all including 'at risk' students.
 - Expand strategic targeted SLSO support across the school.
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Evaluation plan for this strategic direction

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

- SENTRAL behaviour data.
- TTFM data.
- Student, parent and teacher surveys.

Analysis- Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

Implications

The findings of the analysis will inform:

- Future directions
- Annual reporting on school progress measures (Published in School Report)

Strategic Direction 3: Student attendance and belonging

Purpose

In order to maximise student attendance and a sense of belonging at school for all students we will utilise proactive and responsive interventions to support systematic processes that support attendance and provide engaging school wide programs to support connection, culture and participation.

Improvement measures

Target year: 2022

Increase the proportion of students attending above 90% to above the lower bound of 72.7% (from baseline of 67.8%)

Target year: 2024

School generated student satisfaction survey indicates an uplift from 2021 of 15% of students having participated in one or more life skill, cultural, performing and/or physical activity; and have a sense of belonging at school.

Initiatives

High Expectations for Attending School Every Day Students are Able

Implement proactive and responsive interventions to engage systematic processes that support attendance and participation.

- Reward students for improved and/or good attendance
- Raise the profile of attendance and the implications of non-attendance at school
- Connect with 'at risk' students and intervene early
- Foster a culture of high expectations through engaging, high-interest learning opportunities across the school

Personalised Programs that Support Connection, Culture and Belonging

- Expansion of Stephanie Alexander Garden Kitchen (SAGK) Program and teacher.
- Dhinewan mentoring program and Jonathan Wright Cultural Connection teaching heritage, culture and language to all students..
- Expansion of Specialist Music/Performing Arts opportunities (School Spectacular, Choral Festival, Dance Festival, Aboriginal Students Performing Arts Festival, etc)
- Holistic family support to encourage increased attendance and belonging.

Success criteria for this strategic direction

Initiative 1- High Expectations for Attending School Every Day Students are Able

Staff regularly and accurately monitor attendance and take prompt action to address issues with individual students. The school community celebrates regular and improved attendance.

The school regularly analyse attendance data and uses it to inform planning. Whole of school and personalised attendance approaches are improving regular attendance rates for all students including those at risk.

The attendance rates for Aboriginal children and young people will be as good as or better than those of the general student population.

Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

Initiative 2- Personalised Programs that Support Connection, Culture and Belonging

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

Aboriginal young people will confidently express and demonstrate their knowledge of the cultures of their own Peoples as well as their achievement of western education. Aboriginal students are confident in their heritage, cultures and languages. Every student including Non-Aboriginal students understands the heritage and culture of the Aboriginal Peoples on whose land/s they live and the history of the interaction between Indigenous and non-indigenous Peoples.

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.

Strategic Direction 3: Student attendance and belonging

Evaluation plan for this strategic direction

Question- To what extent have we achieved our purpose and can demonstrate impact and improvement on student attendance and belonging?

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

- Sentral attendance data of increase in % over 90%.
- HSLO minutes and interventions.

Analysis- Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

Implications-

The findings of the analysis will inform:

- Future directions
- Annual reporting on school progress measures (Published in School Report)
- TPL planning