

# Strategic Improvement Plan 2024-2027

## Gunning Public School 2111



# School vision and context

## School vision statement

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Gunning Public School fosters a culture that values diversity and inclusivity. We value strong partnerships between the school, families and the wider Gunning community.

High expectations underpin evidence informed, explicit instruction across the school.

Every day, every student learns, grows and belongs.

## School context

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Established in 1858, Gunning Public School is a rural school situated in the fine wool growing area of the Southern Tablelands of New South Wales, halfway between Goulburn and Yass. The school is part of the Yass network of public schools and works closely with schools in both the Burrinjuck and Binit Binit Learning Communities.

Initially established as a central school, Gunning Public School is set in beautiful, spacious grounds with excellent facilities to support extra-curricular activities including a multi-purpose court, commercial kitchen and music tuition provided with the support of the Hume Conservatorium of Music.

At the beginning of 2024, there are currently 132 students from Kindergarten to Year 6, across six classes, with 5% of our students identifying as Aboriginal.

The town of Gunning is currently experiencing a growth in population, resulting in an anticipated increase in enrolments in the coming years.

We value and foster a strong sense of community by promoting active involvement and a genuine connection with the broader Gunning community.

# Strategic Direction 1: Student growth and attainment

## Purpose

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Together, we will deliver outstanding leadership, teaching and learning in literacy and numeracy, so that every student achieves their learning goals.

## Improvement measures

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### Improved reading outcomes

There is a whole school focus on demonstrating growth in reading to improve the achievement levels of all students.

Achieve by year: 2024

An increase in Check-in Assessment mean scaled score for reading in Year 3 and 5 for 2024 compared with Year 3 and 5 in 2023

### Improved numeracy outcomes

There is a whole school focus on demonstrating growth in numeracy to improve the achievement levels of all students.

Achieve by year: 2024

An increase in Check-in Assessment mean scaled score for numeracy in Year 3 and 5 for 2024 compared with Year 3 and 5 in 2023

## Initiatives

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### Effective Classroom Practice

A whole school approach to ensure effective evidence informed teaching and learning, which integrates ongoing assessment and feedback with high quality instructional teaching and learning.

Building teacher capacity in literacy and numeracy teaching practice including explicit teaching, use of the teaching and learning cycle, and strategies for differentiation and use of assessment.

To ensure reliable formative and summative assessment is used by all staff to analyse student progress and growth, report student achievement and to improve effective teaching practices.

Develop skills in data literacy, data analysis and data use in teaching for effective classroom delivery, reflecting on teaching effectiveness and to meet the student learning needs.

## Success criteria for this strategic direction

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Effective methods are identified, promoted and modelled and students learning improvement is monitored demonstrating growth.

Teachers consider students cognitive load and employ explicit teaching strategies to optimise learning progress of students across the full range of abilities.

Students understand and are actively engaged to provide feedback on assessment approaches used in learning.

Student agency is developed through embedded processes for receiving, reflecting and providing feedback on their learning that is analysed and used to inform teaching.

## Evaluation plan for this strategic direction

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### Question

Is there evidence of a planned approach and shared understanding of explicit systems for collaboration and feedback?

To what extent has evidence-informed teaching improved student outcomes in reading and numeracy?

### Data

- NAPLAN data
- Check-in assessment data
- Essential Assessment data
- Best Start
- Student work samples
- Student interviews and reflections
- Literacy and numeracy PLAN2 data
- PLPs
- SEF SaS
- Year 1 Phonic Screener

## Evaluation plan for this strategic direction

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### Analysis

Analyse the data to determine the extent to which the purpose has been achieved.

### Implications

What are the implications for our future directions and next steps?

The evaluation plan will involve:

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.
- Regular professional discussion around the School Excellence Framework elements and themes.
- Whole staff reflective sessions.

# Strategic Direction 2: Learn, grow and belong

## Purpose

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Together, we will implement a planned and strategic approach to strengthen student wellbeing and development so that every student is known, valued and cared for.

## Improvement measures

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### Attendance

There is a whole school focus on improving attendance to strengthen student sense of belonging, engagement and outcomes.

Achieve by year: 2027

Achieve an increase of 1.1% in the attendance rate, from 93.1% in 2023 to 93.4% in 2027.

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## Initiatives

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### Wellbeing

A whole-school, evidence-informed approach to inclusion and wellbeing is implemented to improve student wellbeing and engagement.

Positive and respectful relationships are evident throughout the school community, promoting student wellbeing and creating an optimal environment for learning across the school.

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## Success criteria for this strategic direction

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Review of schoolwide practices and procedures to effectively monitor and improve student attendance and engagement.

Evidence of a planned approach for collection and analysis of data to support student and staff wellbeing.

Maximised learning time is a focus in every classroom.

## Evaluation plan for this strategic direction

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### Question

Has a review of school practices and procedures for attendance and engagement been undertaken?

Is there evidence of a whole-school, evidence-informed approach to inclusion and wellbeing?

### Data

- Improved sense of belonging data
- Improved Sentral records for behaviour and attendance
- Tell Them From Me data
- Internal student, staff and community surveys

### Analysis

Analyse the data to determine the extent to which the purpose has been achieved.

### Implications

What are the implications for our future directions and next steps?

The evaluation plan will involve:

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.

# Strategic Direction 3: Educational Leadership

## Purpose

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Together, we will embrace a collaborative culture of high expectations and community engagement, resulting in sustained and measurable whole school improvement.

## Initiatives

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### Collaborative practice and feedback

The leadership team demonstrates educational expertise to lead teaching and learning and support a collaborative culture of high expectations, inclusion and community engagement.

Refine systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback among teachers within the school.

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## Success criteria for this strategic direction

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Established a strong professional learning community with a sustained focus on evidence-informed teaching, wellbeing and leadership practices.

Teachers use explicit systems for collaboration and feedback including regular learning walks and classroom observations to sustain quality teaching practice.

Professional learning is driven by the needs of both teachers and students.

## Evaluation plan for this strategic direction

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### Question

Is there evidence of a strong system for collaboration and feedback that leads to high expectations for continuous school improvement?

### Data

- School Excellence Framework
- Achieving School Excellence in Wellbeing and Inclusion
- Classroom Observations
- High Impact Professional Learning
- Ways of Working
- Key Practices for Instructional Collaboration Matrix

### Analysis

Analyse the data to determine the extent to which the purpose has been achieved

### Implications

What are the implications for our future directions and next steps?

The evaluation plan will involve:

- Regular review of these data sources to provide

## Evaluation plan for this strategic direction

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clarity around whether we are on track for achieving the intended improvement measures.

- Regular professional discussion around the School Excellence Framework elements and themes.
- Whole staff reflective sessions.