Gunnedah South Public School
4018

School Plan 2015-2017

Reaching Every Student
School background 2015 - 2017

School vision statement

We operate our school with integrity, accountability and a passion for academic and social excellence delivering a rigorous, relevant education for the whole child. We provide safe, ethical, and joyful culture of learning where adults and students alike can thrive and grow.

Students are the central focus of all decisions and high expectations for their learning and achievement are paramount. Every student in our care to be actively engaged in meaningful, challenging and future-focused learning experiences to achieve and thrive as learners, leaders and responsible, productive citizens is our aim.

To sustain a culture where student learning, well-being and achievement are realised, all staff:

- Engage in systems thinking
- Accept accountability for student learning and achievement and engage in continuous improvement.
- Share responsibility for instructional leadership.
- Reflect on and adapt the school’s evidence based direction based on student learning needs.
- Contribute to a safe, accepting and inclusive learning environment.

Gunnedah South is an innovative and dynamic school where personalized learning activities puts the student at the centre, providing assessment and instruction that are tailored to students’ particular learning needs through a flexible curriculum delivery.

This vision is shared, supported and implemented by our school community of students, staff and parents.

School context

Gunnedah South Public School is a Kindergarten to Year 6 dynamic school grounded in evidence based best practice and research. We are located in the New England Region of New South Wales. The school comprises of 620 students with 24% identifying as Aboriginal and Torres Strait Islander.

The school enjoys strong positive relationships with our P&C and AECG which are based on trust and mutual respect. Both organisations work alongside the school to inspire students to achieve in a rapidly changing world and to ensure student learning is engaging, relevant and valued. There is a strong shared committed approach to the pursuit of excellence and the provision of high quality educational opportunities for each child.

The Stephanie Alexander Kitchen Garden program is a unique feature of Gunnedah South Public School which is available to all students K-6. This program allows our students to revel in the hands on experiences centred on intellectually rich and engaging learning tasks. The kitchen and the garden provide a real life context for learning in which the theory of the classroom melds with the practices of growing, harvesting, preparing and sharing.

The Creative Centre provides a positive kinaesthetic learning space to address 21st century learning outcomes. The centre is utilised by students and staff during class time and breaks. The centre provides a rich opportunity for students to develop their communication, collaboration, critical thinking and creativity skill base and addresses the needs of the whole child.

School planning process

Underpinning our 2015-2017 School Plan is continuous improvement and innovation. Its management, implementation and evaluation are a whole school responsibility. Our improvement measures are explicit, intentional and precise. These will inform monitoring and feedback for continuous improvement and future planning in relation to enhanced student learning, achievement and well-being.

The following planning processes were utilised by the school community to prepare our 2015-2017 plan:

- Analysis of:
  - SMART data
  - Best Start Assessment data
  - Student attendance data
  - Suspension data
  - Budgets

- School based surveys targeting:
  - Student focus groups
  - Staff satisfaction survey
  - Parents school satisfaction
  - Visible Learning School matrix
  - Student satisfaction survey

- Interviews were conducted with members of the school community including staff, both teaching and non-teaching, and students.

- Discussion with:
  - P&C
  - AECG
School strategic directions 2015 - 2017

Our strategic directions:

• Define the key improvements which combine for the school to achieve excellence
• Represent a high level and future-focused educational priority which is evidence based and data informed
• Be a succinct statement that drives the development of the school’s educational and organisational leadership culture
• Make explicit links to the dimension of the school excellence framework

Purpose:
Every student in our care will be actively engaged in meaningful, challenging and future-focused learning experiences to achieve and thrive as learners, leaders and responsible, productive citizens.
We will maximise learning to ensure students achieve at least a year’s worth of learning from every year of teaching.
We will:
➢ Create high expectations to raise standards of achievement and reduce the gap between the highest and lowest achievers.
➢ Build leadership capability and continue to improve teaching quality and effectiveness.

Purpose:
Engage all staff in professional development that is, relevant, future focused and shaped by research, evidence and feedback to build their capabilities as learners, teachers and leaders.
We will:
➢ Introduce new curriculum planning, management and performance – monitoring systems to improve the way our practice is delivered and increase accountability across the system.
➢ Implement these changes in a cohesive, targeted manner, always keeping students and their outcomes as a priority.

Purpose:
Build a school culture that is creative and innovative to promote achievement and foster wellbeing for every student.
Families, carers, students and staff will have access a range and scale of services they need for their education, development, well-being, health and care.
We will:
➢ Plan and better integrate National, State and Local services to ensure students families and staff have effective access.
➢ Provide support by directing resources to meet the specific and identified needs of priority populations.
Strategic Direction 1   Learning

Purpose

Every student in our care will be actively engaged in meaningful, challenging and future-focused learning experiences to achieve and thrive as learners, leaders and responsible, productive citizens.

We will maximise learning to ensure students achieve at least a year’s worth of learning from every year of teaching.

We will:

- Create high expectations to raise standards of achievement and reduce the gap between the highest and lowest achievers.
- Build leadership capability and continue to effect 21st C Teaching quality.

Improvement Measures

Best Start and PLAN data, NAPLAN and Hattie’s effect size calculator will be used to determine growth for students in English and Mathematics across all stages.

Walk Throughs, Learning Walks and Instructional Rounds will be used to gauge the effectiveness of Accelerated Literacy, Assessment for Learning and Assessment as Learning practices.

Teaching and Learning programs will record:

- the Formative and Summative tools used to collate assessment data
- the use of assessment data to monitor achievements and gaps in student learning and
- the use of data to inform planning for particular student groups and individual students.

People

How do we develop capabilities of our people to bring about transformation?

Students:
- Students will use reflection on formative and summative processes and feedback from staff and students to plan learning.

Staff:
- Professional learning will develop staff capacity to understand, implement and analyse: Best Start, PLAN K-6, NAPLAN and Hattie’s effect size to identify strengths and gaps in Literacy and Numeracy achievement.
- Data from formative, summative and standardised testing will be used to inform planning for particular students and student groups.
- Staff capacity to undertake Peer Observations will be built.
- Practices will be effectively developed to ensure curriculum programs and teaching practices develop the knowledge, understanding and skills of all students using evidence based teaching practices and high effect size strategies.

Parents:
- Practices will be embedded to ensure parental engagement and understanding of their child’s learning progression. Parents will be supported in understanding how to support their child in their learning.

Community partners:
- Staff will be developed through an inter school alliance which will provide opportunities to collegially develop an understanding of KLA learning continuums, A for L, work samples, Literacy and Numeracy continuums.

Leaders:
- School executive will analyse internal and external data to monitor, track and report on students, stage and whole school performance.
- Senior executive capacity will be enhanced to deliver feedback to staff on their performance and development through walk throughs, learning walks and instructional rounds.

Processes

How do we do it and how will we know?

External expertise will be engaged to deliver professional learning to appropriate staff in regard to the embedding of data analysis.

Weekly stage meetings will ensure ongoing monitoring, moderation and development of student work to inform instruction; ensuring students learn and achieve stated goals.

Planning day/s will be allocated each term to Stages for pre and post assessment, planning, implementation and formative assessment of a developmental continuum of learning across English and Mathematics KLA’s.

External expertise engaged to professionally develop senior executive and executive in the delivery of the Performance and Development Framework.

- All executive will be engaged in observations to deliver feedback to staff in line with P&D requirements.
- Staff will elect to undertake peer observations and deliver effective feedback to colleagues.
- Professional learning will be grounded in evidence based practice and research, focusing on continuous improvement of teaching and learning in areas such as:
  - Assessment for, as, & of Learning
  - Visible Learning and Thinking
- Alliance funding will provide staff will release to meet, collaborate with and observe peers across school sites.
- A clear emphasis on high levels of achievement in Literacy and Numeracy is evident throughout the school. A comprehensive Literacy and Numeracy focus supports students achievement through the current DEC curriculum and associated resources eg Literacy & Numeracy continuums, Literacy & Numeracy instruction is enquiry based and challenging and developmentally appropriate for all students

Evaluation Plan
- Refer to milestones

Products and Practices

What is achieved and how do we know?

Products
- All staff will have produced a Performance and Development Plan (PDP)
- Staff have collaboratively developed and designed peer observation protocols and feedback methodology which they have embedded into classroom practice.
- Teaching and learning programs demonstrate evidence of differentiated curriculum delivery responding to the needs of individual students through the use of evidence based learning evidenced in student work samples, PLP & ILP’s.
- As a result authentic PLPs for ATSIs students harness the collective wisdom of Parent/carers and classroom teachers to enable learning opportunities for Aboriginal students that equal or better those of non-aboriginal students.
- Pre and post assessment of student learning demonstrates an effect size of greater than 0.4.

What are our newly embedded practices and how are they integrated and in sync with our purpose?

Practices
- The Performance and Development process has been planned, implemented and evaluated.
- Effective protocols and explicit procedures for collaboration, peer observation, the modelling of effective practice and feedback are embedded.
- Teaching and learning programs are collaboratively developed using evidence based learning. Supervisors collect programs each term with feedback delivered to staff. Future programming and delivery demonstrates action resulting from feedback.
- Collaborative professional learning regularly undertaken.
- Literacy specific concepts, process, skills occur explicitly in every subject area.
- Numeracy specific concepts are explicitly used to deepen students learning and understanding in all subjects.
- Student thinking is visible and reflects the concepts currently being learnt.
## Purpose

Engage all staff in professional development that is, relevant, future focused and shaped by research, evidence and feedback to build their capabilities as learners, teachers and leaders. We will:

- Introduce new curriculum planning, management and performance – monitoring systems to improve the way our practice is delivered and increase accountability across the system.
- Implement these changes in a cohesive, targeted manner, always keeping students and their outcomes as a priority.

### Improvement Measures

**Performance and Development Framework**

Processes will be embedded. Staff achievement of goals will be analysed and evaluated annually to inform future professional learning and resourcing.

Teachers will understand and implement the [NSW Teaching Standards’](https://www.teachers.nsw.edu.au/) procedures and practices to adhere to accreditation and maintenance requirements.

**Highly Accomplished Teacher** accreditation will be sought by highly skilled staff members.

Processes and practices designed to deepen understanding of the curriculum and refine instruction to improve student learning and achievement will be evidenced in staff surveys and feedback from formal interviews.

## People

### How do we develop capabilities of our people to bring about transformation?

**Students:**
- Feedback on school performance will be solicited and addressed annually.
- Opportunities to advocate for conditions that support their learning will be developed.

**Staff:**
- DEC resources will be accessed to support and deepen understanding and implementation of the new NSW curriculum ~ English, Maths & Science.
- Professional Learning opportunities to support the growth of a wide repertoire of evidence based instructional strategies and their appropriate use will be actioned.
- Feedback on school performance will be solicited and addressed annually.

**Parents:**
- Collaboration with the school in the development of the school vision, strategic directions and annual plans evidenced.
- Collaboratively work with the school to build resources for the purpose of enriching the school standing within the community and improving student outcomes.
- Feedback on school performance will be solicited and addressed annually.

**Community partners:**
- Other schools, businesses, industry and community organisations will support the school to improve educational opportunities for students.

**Leaders:**
- Collaborative instructional leadership will build student, staff and parent capacity to strengthen and enhance teaching and learning.
- School leaders are engaged in professional learning with staff.
- Ensure school policies and procedures are current and compliant.

## Processes

### How do we do it and how will we know?

- **All staff will be supported to develop Professional Learning goals and collate evidence of their achievement through the P & DF process.**
- Job embedded and enquiry based learning will build capacity, inform instructional practices and contribute to a culture of learning.
- **Staff will comply with the Institute of Teaching practices and processes for accreditation and maintenance.**
- **Appropriate DEC and ATSIL staff and resources will be engaged to support staff in the implementation of the NSW teaching standards, for proficiency and Highly Accomplished Teacher.**
- Opportunities for staff to build their own capacity by coaching peers and parents will be developed and implemented.
- **External expertise will be engaged to build Instructional Leadership capacity and related systems and process development.**
- Regular Stage meetings and planning days will provide opportunities for staff to collaboratively develop leadership roles based on professional expertise.
- Collaborative feedback from students, staff and parents and reflection will be sort to develop the annual iteration of the schools 3 year plan.
- DEC data tools will be accessed where appropriate to determine educational priorities.
- **School executive will undertake training in the P & DF and deliver training to school staff. School will collaboratively develop procedures in accordance with DEC regulations.**

### Evaluation Plan

- **Refer to milestones**

## Products and Practices

### What is achieved and how do we know?

#### Products

- All staff will have produced a [Performance and Development Plan (PDP)](https://www.teachers.nsw.edu.au/)
- All staff will have provided evidence of completion of e-learning compliance modules.
- Professional Development Plans are completed in accordance with DEC regulations.

### Practices

- Conditions that promote collaborative learning cultures are established with professional dialogue, based on research literature and authentic learning, supporting the use of consistent language and practice.
- Organisational structures are coherent, flexible and respond to the needs of students. The learning environment is intentionally organised to optimise learning time with sustained uninterrupted blocks of time for English and Mathematics.
- Timetabling is strategic and facilitates learning for all students and the appropriate allocation of human and other resources which is responsive to changing student needs.
- PDP are stored in accordance with record management procedures.
- Staff will have provided evidence on their achievements and ongoing progress as assessed against the School Plan and [School Excellence Framework](https://www.teachers.nsw.edu.au/).
Strategic Direction 3: Linking

Purpose
Build a school culture that is creative and innovative to promote achievement and foster wellbeing for every student. Families, carers, students and staff will have access to the range and scale of services they need for their education, development, well-being, health and care.

We will:
- Plan and better integrate national, State and local services to ensure students, families and staff have effective access.
- Provide support by directing resources to meet the specific and identified needs of priority populations.

Improvement Measures

Tell Them From Me student survey results will be analysed to gauge student satisfaction and effectiveness of school programs.

Tell Them From Me staff survey results will be analysed to gauge staff satisfaction and effectiveness of school initiatives.

Tell Them From Me parent survey results will be analysed to gauge parent satisfaction and effectiveness of school strategies.

Regular evaluation of products and feedback from staff planning days will demonstrate skill growth.

People

Students:
- Demonstrate a positive and productive disposition to learning.
- Demonstrate skills of metacognition.
- Demonstrate resilience and persistence when faced with challenges.
- Work effectively and respectfully with diverse teams.

Staff:
- Actions will ensure school climate, curriculum and instruction reflect both high expectations and an understanding of child and adolescent growth and development.
- Collaboratively and inclusively support the cognitive, emotional and social wellbeing of students through consistent best practice.

Parents:
- Collaborate with the school and community to promote the health and wellbeing of each student.
- Model and provide opportunities for students to participate in social and emotional skills, including conflict resolution, problem solving, personal reflection, responsibility and ethical decision making.

Community partners:
- Alliance partners will support staff by building effectiveness and capacity in the delivery of curriculum, instruction and assessment.
- Ongoing collaborations with AEGC with a commitment to collaborative decision making.
- Collaborates with the school through the delivery of specialist services to promote the health and wellbeing of each and every student.

Leaders:
- Foster a school wide culture of high expectations and a shared responsibility of student engagement, learning, development and success.
- Implementation of a whole school consistent approach to wellbeing with clearly defined behaviour expectations and consequences.

Processes

How do we do it and how will we know?
- GSPS will offer a rich variety of extracurricular and in school activities and programs ensuring each child is healthy, safe, engaged, supported and challenged.
  - Stephanie Alexander Kitchen Garden
  - You Can Do It
  - Merit system
  - Creative Centre
  - Stage 3 Rotations
- School teams will meet on an ongoing basis to review academic, social and emotional progress of students.
- Gaps in achievement will be identified for students through disaggregated data and targets will be set to close the achievement gap.
- Tracking mechanisms will be kept current using PLAN K-6 and used on an ongoing basis for discussion at Stage meetings and Planning Days to refine curriculum, instruction and assessment.
- Multiple opportunities will be provided for parents and students to actively participate in ongoing review and update of PLPs.
- Staff will be aware of diverse community supports involved in assisting students and can facilitate appropriate access to those services:
  - Speech Pathology
  - Occupational Therapy
  - Allied Health
- Staff, students and family members establish and maintain school and classroom behavioural expectations, rules, and routines that teach students how to manage their behaviour and help students to improve problem behaviour

Evaluation Plan
- Refer to milestones

Products and Practices

What is achieved and how do we know?

Products
- Revised School Welfare Plan incorporating:
  - Whole school expectations for staff and students
  - Individual classroom behaviour management plan reflecting
    - whole school expectations
    - YCDI philosophy
    - DEC policy and procedures
    - Clear and transparent processes
- PLP process and documentation revised and updated each Term, as evidence of, student progress.
- Teaching and learning programs and delivery incorporate new learning and practices devised from:
  - Alliances
  - Cultural Awareness Training
  - Professional Learning sessions
  - Staff Development Days
  - E-Learning
  - Health specialists recommendations

What are our newly embedded practices and how are they integrated and in sync with our purpose?

Practices
- Regular allocation of time for staff planning to ensure consistency of curriculum delivery, implementation and assessment:
  - Differentiation
  - Consistency of teacher judgement
  - Formative and summative assessment
  - Continuum of learning concepts
  - Evidence based practices including vocabulary
  - Literacy and Numeracy
  - Creative and critical thinking