School Plan 2015 – 2017

GUNDAGAI SOUTH PUBLIC SCHOOL 2103
School vision statement

At Gundagai South Public School, education of the whole child is our focus.

Our future focused learners will develop knowledge, skills, values, attitudes and understanding of their world, as we nurture and facilitate their academic learning, guiding and challenging them to reach their full potential.

Staff, students and community will work in partnership to encourage each student to become respectful, resilient, independent and resourceful; tolerant, empathetic and confident to communicate and share their knowledge in their world.

School context

Gundagai South Public School is situated in the Riverina region of southern New South Wales. The school sits proudly on the hill at South Gundagai overlooking the Murrumbidgee River and has a strong and proud tradition of student success.

Students from the township and surrounding rural areas attend the school. Gundagai South Public School is staffed by committed and caring teaching staff, who together with our school learning support officers, non-teaching staff and external professionals, provide high quality educational programs and support to cater for the varied learning needs of all students.

Currently fifty three students attend the school which is staffed by four full time teachers and two learning support teachers. Experienced staff support younger and less experienced new scheme teachers in a collaborative and shared partnership.

Class sizes are small and comprise a K/1 class, 2/3 class and a larger class of Years 4, 5 and 6 who split into two class groupings for five days a week. Additional support is provided to all students with a School Learning Support Officer in each classroom for five days a week.

Differentiated learning is focused on student needs and interests, challenging and relevant classroom and extra curricula opportunities focus our teaching on individualised achievement and success for the whole child.

Our school is also supported through the Early Action For Success initiative with an Instructional Leader for one day a week. Access to a variety of interagency support is valued and community volunteers attend the school on a weekly basis to assist in the classrooms and playground. The school receives significant local socio-economic funding and funding support for students with special needs. Eight percent of Aboriginal and Torres Strait Islander students attend the school, together with five percent with a learning background other than English.

The school has strong links with the small schools network, with interschool sports days and overnight camps, together with a dynamic excursion program to enhance student learning and social skills. Professional learning opportunities and participation in the Principal’s in Practice learning community are valued by all members of the school community.

In 2015, the school will receive support through participation in the School Chaplaincy Program. Positive Behaviour for Learning principles shape our student welfare policies with our core values of Respect, Responsibility and Care being underpinned by our school motto of “Do Your Best.”

School planning process

The school first commenced the planning journey at the end of Term 2, 2014, when three staff attended initial information and planning days, where the effectivenss of the current school plan was discussed. Further planning days for staff were attended, with additional professional support organised at the end of Term 4, 2014 with the Principal Support Officer’s in attendance.

During Terms 3 and 4, staff participated in ongoing, robust discussion where current practice and future directions for the school and students were debated.

Participation in the planning process at the parent level was included in Term 4 P & C meetings, with parents encouraged initially to share their thoughts about the school. A SWOT analysis relating to the current school plan, policies and practices was then completed by those members in attendance.

Following these initial meetings, a parent survey about school satisfaction, suggestions and ideas for improvements was sent out to parents via the newsletter, and students were asked for their input about school and what they would like to see for the future.

Data was collated and taken back to the staff for further discussion.

During 2015, further discussion has occurred at the P & C meeting relating to the vision statement, strategic directions and purpose, and individual parents have been approached on a personal level to ensure that as many people as possible have had a voice and input in the decision making.

Community members, SASS staff and other visitors to the school, such as the school counsellor, speech therapist have also been included in the decision making processes.

Finally, the current staff members have collaborated in the final decisions to establish the vision, context, school’s strategic directions, purpose and other areas for 2015 – 2017.
Purpose:
Commitment to the delivery of explicit, integrated, high quality teaching that provides real, purposeful and connected experiences and opportunities.

Purpose:
Enabling a positive school culture, through a whole school commitment that supports individual learning, growth and the wellbeing of the whole child.

Purpose:
To foster effective and collaborative partnerships where the shared vision of the learning community is acknowledged and supports student learning and engagement.
## Strategic Direction 1: Teaching for Learning.

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| Commitment to the delivery of explicit, integrated, high quality teaching that provides real, purposeful and connected experiences and opportunities. | **Students:** Develop engaged, independent, self-reliant learners who demonstrate understanding of their learning to enable them to make informed decisions.  
**Staff:** Build capacity of staff to use data effectively to differentiate learning experiences and to deliver programs which will develop skills in 21st century learning.  
**Parents:** Facilitate opportunities for parents and community to participate in ongoing learning opportunities to develop an understanding of what students need to learn and how they learn, in order to support their learning at home. | Participate in professional learning to build capacity for teaching 21st century pedagogy through programs such as How2Learn, AL, TEN, TOWN and L3, in order to inspire and motivate student learning through practical, relevant and creative learning opportunities, reflecting the needs and interests of the students.  
Collect, collate and monitor data to inform teaching to differentiate learning experiences to meet the specific learning needs of individual students through collaborative decision making. | **Product:** All teachers will use assessment data to monitor student learning to inform planning and teaching.  
**Practices:** Teachers consistently assess for, as and of learning to guide teaching practice, to ensure consistent teacher judgement and to engage with parents in relation to their child’s progress and how they can effectively support them to learn.  
Teachers consistently deliver explicit, high quality teaching and learning programs through the use of 21st century pedagogy which is challenging and connected to enable students to sustain engagement and reach their full potential. |
| **Improvement Measures** | All teachers will use assessment data to monitor student learning to inform planning and teaching. | |

**Evaluation:** Internal – Regular assessment and reporting of student milestones against agreed criteria and expectations.  
External: Tell them from me Survey.
### Strategic Direction 2: Wellbeing for Learning

#### Purpose
Enabling a positive school culture through a whole school commitment that supports individual learning, growth and the wellbeing of the whole child.

#### People

**Students:**
Students build positive relationships with peers, staff and the wider community to become happy, confident and resilient students, who are tolerant, empathetic and confident to communicate and share their knowledge in their world.

**Staff:**
Develop knowledge and consistent understanding of the school’s core values so that staff are happy, committed team members, who are working collaboratively to provide a safe and nurturing environment for the wellbeing of the learning community.

**Parents:**
Well informed and confident to contribute effectively to a shared partnership with the school, in promoting the school’s core values and expectations.

#### Processes

Staff will implement wellbeing programs such as Positive Behaviour for Learning, to develop social skills and strategies to problem solve challenging situations in a positive manner, through explicit modelling and teaching of these skills.

Develop student ownership, responsibility and capacity for involvement in school planning through student leadership responsibilities including SRC and Peer Support.

Facilitate opportunities for parenting workshops to develop understanding of the school’s core values, build parent capacity to enhance student well-being.

#### Products and Practices

**Product:**
All students achieving success in Positive Behaviour for Learning core values.

**Practices:**
Positive social skills are explicitly taught and are embedded in all facets of the school. Consistent processes are in place to recognise and understand the school’s core values by students, staff and community.

**Evaluation:**
Collection of Behaviour/Wellbeing data.
Tell Them From Me Survey.
Attendance at Parenting Workshops.

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<th>Improvement Measures</th>
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Strategic Direction 3: Shared Partnerships for Learning

### Purpose
To foster effective and collaborative partnerships where the shared vision of the learning community is acknowledged and supports student learning and engagement.

### People

| Students: | Develop awareness of and shared responsibility for developing community partnerships to enhance their learning. |
| Staff: | Effectively communicate with parents and community to encourage positive interaction within the school and community in order to realise the school's vision and strategic directions. |
| Parents: | Develop their knowledge of the school’s vision and strategic directions and understand their role in achieving successful, collaborative partnerships within the learning community. |

### Processes
Facilitate opportunities for interaction between school and community in collaboratively delivering specific learning initiatives such as Quality Engagement Activities where all contributions are valued and student engagement is enhanced.

Establish opportunities to develop and strengthen professional partnerships through active participation in ‘Principals in Practice’ and other collegial networks within and beyond the learning community, in order to enhance student learning and engagement.

### Products and Practices

| Products: | There is a school-wide collective responsibility for student learning and success, with high levels of student, staff and community engagement as evidenced by all families participating in school based initiatives. |
| Practices: | Parents, staff and students in partnership have a commitment to and understanding of their role in the achievement of the school vision and priorities as articulated in the school strategic plan. |

### Improvement Measures
There is a school-wide collective responsibility for student learning and success, with high levels of student, staff and community engagement as evidenced by all families participating in school based initiatives.