School vision statement

Gladstone Public School is part of a supportive rural school community which values each individual student and designs educational programs that compliment students’ interests and needs. The school and the community value qualities such as respect, resilience, humility and “trying your best”. Collaboratively, the school community is working together to equip students with interpersonal skills, willingness to learn, perseverance and the ability to adapt to a rapidly changing world. This will ensure that our students are prepared for adventures, challenges, careers and families.

School context

Gladstone Public School is a small school that was established in 1898. It is located within the small township of Gladstone, between South West Rocks and Kempsey on the Mid North Coast of New South Wales. Gladstone Public School is a small TP2 school set in an idyllic position in the Macleay Valley. The school consists of two multi–stage classes and boasts an extensive and picturesque playground, a new library and modern fixed playground equipment. Our experienced enthusiastic staff provide a supportive and professional environment for all students to achieve their goals. Gladstone Public School is committed to developing student potential in all areas of the curriculum. We endeavour to empower students to take responsibility for their learning and to always "Do Your Best". Students are well catered for in a wide range of curriculum areas which are relevant to their stages of learning. The curriculum is comprehensive and innovative with a strong emphasis on literacy, numeracy, technology and the arts. Our school has a warm, caring, family atmosphere where all children are valued. Through commitment and professionalism, the staff aim to create a motivating and safe learning environment. We strive to provide students with the confidence and the experiences necessary to adapt to new challenges.

School planning process

The school plan has been developed after an extensive school community visioning process during 2014 that resulted in the development of the School Vision. Staff, students and parents were involved in the process of developing and refining the school strategic directions 2015–2017. Staff communicate daily; however, this is formalised in weekly staff meetings where students’ progress is discussed and supported by evidence. We collect evidence in a variety of ways to ensure authenticity. This informs our planning and ultimately our teaching. Communication with the wider community is an integral part of our processes. This is done formally, informally, and through social media.
**School strategic directions 2018–2020**

**STRATEGIC DIRECTION 1**
Inspired and Passionate Teachers

**Purpose:**
To develop highly skilled, passionate teachers who inspire lifelong learning through collaborative evidence-based reflective practice.

Teachers understand effective feedback and when and how to use it within a culture of continuous improvement.

**STRATEGIC DIRECTION 2**
Reflective and Responsible Learners

**Purpose:**
To ensure all students have a strong foundation and confidence in their abilities to reflect and respond to how they learn, what they are learning, and why it matters. Students will fulfill their potential to be adaptive, responsible, contributing citizens who connect, succeed, and thrive.
## Strategic Direction 1: Inspired and Passionate Teachers

### Purpose
To develop highly skilled, passionate teachers who inspire lifelong learning through collaborative evidence-based reflective practice.

Teachers understand effective feedback and when and how to use it within a culture of continuous improvement.

### Improvement Measures

<table>
<thead>
<tr>
<th>Evidence Based Practice</th>
<th>School self-assessment against the SEF indicated movement from:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Delivering to sustaining and growing with in the teaching domain element of effective classroom practice (Explicit Teaching and Feedback)</td>
</tr>
<tr>
<td></td>
<td>• Delivering to Sustaining and growing in Teaching domain – Element of use in teaching and data use in planning</td>
</tr>
</tbody>
</table>

### Literacy and Numeracy

|                      | • All students achieve equal to or greater than expected growth in numeracy with in NAPLAN |
|                      | • NAPLAN results in writing for both Year 3 and Year 5 demonstrate value added trend |

### People

<table>
<thead>
<tr>
<th>People</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students</strong></td>
<td>Students have the skills to use feedback to improve their learning within literacy and numeracy and provide teachers with feedback about the effectiveness of their learning.</td>
</tr>
<tr>
<td><strong>Staff</strong></td>
<td>Teachers have the knowledge and skills to analyse assessment data and feedback to develop differentiated teaching and learning programs.</td>
</tr>
<tr>
<td><strong>Leaders</strong></td>
<td>Leaders value collaborative practice and provide opportunities for reflective evidence based practice to inform future directions. Leaders understand how to analyse and us individual and whole school data to drive school improvement.</td>
</tr>
<tr>
<td><strong>Parents/Carers</strong></td>
<td>Parents understand and support their child to progress through evidence-based practice.</td>
</tr>
</tbody>
</table>

### Processes

<table>
<thead>
<tr>
<th>Processes</th>
<th>Using Evidence Based Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Teacher confidently use evidence based practice assessment data to share, monitor and evaluate student progress aligned to literacy and numeracy learning progressions. Building teacher capacity through collaborative based processes and reflective practices.</td>
</tr>
</tbody>
</table>

### Evaluation Plan

Our progress will be measured by analysis of:

- Teaching and Learning Programs
- Student progress monitored against progressions
- NAPLAN data
- Feedback and surveys regarding student learning
- Mentoring conversations
- Staff meeting to evaluate refine and scale success
- Learning community meetings

### Practices and Products

<table>
<thead>
<tr>
<th>Practices</th>
<th>Using Evidence Based Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Teachers confidently and consistently use Learning Progressions to monitor student progress to plan effective, differentiated teaching and learning programs.</td>
</tr>
<tr>
<td></td>
<td>• Effective feedback empowers students and parents to understand student learning achievement and what they need to do to progress.</td>
</tr>
<tr>
<td></td>
<td>• Teachers use formative assessment and feedback to improve student learning and reflect on their effectiveness collaboratively across the learning community using consistency of teacher judgement (CTJ) to ensure best practice.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Products</th>
<th>Using Evidence Based Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Teacher programs and practices include learning intentions and collaboratively developed success criteria in literacy and numeracy</td>
</tr>
<tr>
<td></td>
<td>• Teacher programs are differentiated and data driven</td>
</tr>
<tr>
<td></td>
<td>• Quality Teaching occurs within all classroom evidenced by all teachers consistently achieving all elements of the ATSIL teacher proficiency standard 3 and 5</td>
</tr>
<tr>
<td></td>
<td>• Learning community collaboration opportunities are embedded to build teacher capacity and satisfaction with improved practice</td>
</tr>
</tbody>
</table>

---

Printed on: 12 April, 2018
## Strategic Direction 2: Reflective and Responsible Learners

### Purpose
To ensure all students have a strong foundation and confidence in their abilities to reflect and respond to how they learn, what they are learning and why it matters. Students will fulfill their potential to be adaptive, responsible, contributing citizens who connect, succeed and thrive.

### Improvement Measures
All students, teachers and parents understand the skills and dispositions required for effective learning

- School self evaluation against the SEF indicated movement from:
  - Delivering to Excelling in the theme of behaviour with in the learning domain of wellbeing
  - Delivering to Sustaining and growing in the theme of student engagement with in the learning domain of assessment

### People

#### Students
Students understand and value collaboration to improve learning
Students understand, articulate and demonstrate what they are learning, their effective learning dispositions and strategies to achieve it.

#### Staff
Teachers adopt and enact the mind–frame of being an enabler of self–directed learning.
Teachers develop their understanding of how to teach critical and creative thinking.

#### Leaders
Leaders enable an effective learning culture with a strong understanding of evidence based practices to develop student agency and future focussed skills.
Leaders are committed to ensuring effective conditions for learning.

#### Parents/Carers
Parents understand the factors that contribute to successful learning, how their child learns best and are confident to provide support.

### Processes

#### Assessment Capable Learners
- Students develop skills to think creatively and critically to solve problems collaboratively
- Teachers provide responsive and engaging curriculum and learning opportunities through STEM
- Learning maps provide students with forum to plan, monitor and evaluate their learning
- Teachers explicitly teach and reinforce the learning dispositions required to enable effective learning.

#### Wellbeing Framework
PBL – Positive Behaviour for Learning systems and practices ensure optimum and consistent conditions for student learning across the whole school.

### Evaluation Plan
Learning maps developed and refined each term.
Students achieve stage appropriate levels within the thing about thinking element of the ACARA critical and Creative Thinking continuum.

#### Visible Learning Inside Checklist
demonstrates growth by all teachers within the mind frames aspect.

### Practices and Products

#### Practices

- **Assessment Capable Learners**
  - Students are assessment capable learners who can confidently develop their learning maps and achieve their learning change goals.
  - Students have an understanding of ad can articulate the learning dispositions and a range of effective strategies to support their learning as evidenced by surveys and classroom observations.

- **Wellbeing Framework**
  - Teachers collect and analyse behaviour data to support the development and implementation of responsive whole school programs.
  - Teachers, students, parents and the community have a consistent shared understanding of our School PBL values systems and practice.

#### Products

- **Assessment Capable Learners**
  - All students have effective learning maps which are regularly revisited and used to articulate their journey evidence by the achievement of their learning goals.
  - Assessment capable students whole can articulate where they are in their learning, where they are going to next and how they are going to get there.

- **Wellbeing Framework**
  - A shared language of learning by all in the school community
Strategic Direction 2: Reflective and Responsible Learners

Practices and Products

- Consistently implemented PBL systems that is responsive to data