

# Strategic Improvement Plan 2021-2024

## Gymea Bay Public School 2116



# School vision and context

## School vision statement

**Every Gymea Bay Public School student is known, valued and cared for, while being challenged to flourish through our nurturing community.**

## School context

Gymea Bay Public School is situated in the midst of suburban homes, a local preschool and a community sporting facility, 27 km south of the Sydney central business district. The school setting is spacious, with room for growth, a mixture of timber and brick facilities, and has an array of synthetic surfaces, asphalt and grassed areas for students to engage in physical activities and outdoor learning. The school is a focal point of the community, catering for students in Kindergarten to Year 6.

The school's logo of the Gymea Lily, soaring to heights, and its motto of "Forever Flourishing" (which means to be forever growing rapidly towards success and thriving in our environment), are embraced in the vision statement. To ensure we live up to this logo, motto and our vision statement, we continually aim to ensure students, staff and community are future focused, through goal-oriented targets.

With a student enrolment of 782, the school has a teaching staff of 45. There are strong relationships with an energetic P&C consisting of parents, caregivers and the wider community. Gymea Bay Public School has a proud sporting and performing arts history and promotes student respect, responsibility and lifelong learning, together with a desire for all staff and students to strive for their personal best.

The school's situational analysis, involved consultation with students, staff and staff. It was based on both the recent external validation and deep analysis, identifying three areas of focus for this Strategic Improvement Plan. This plan builds upon the work undertaken in the previous school planning cycle around teacher deep engagement with syllabus and curriculum planning and the quality implementation of explicit teaching using assessment data to differentiate the curriculum.

### 1. STUDENT GROWTH AND ATTAINMENT

When analysis was conducted against student outcome measures, it was evident that the school has historically strong student achievement, however, expected growth in both reading and numeracy is an area for explicit focus in this new school plan.

The NAPLAN gap analysis indicated the areas of focus include: Reading - viewing and comprehension strategies, and Numeracy - whole number, operations and measurement, particularly volume and capacity. Our whole school focus to improve student growth and maintain student achievement in reading and numeracy is underpinned by the evidence base provided in CESE's "What Works Best: 2020 update", and the Department's "High Potential and Gifted Students' Policy. As both the analysis of data and literature suggests, we will focus on high expectations and extend higher order thinking strategies, critical and creative thinking so all students have opportunity to reach their potential.

### 2. DATA SKILLS AND USE FOR DIFFERENTIATION AND IMPACT

The school's analysis of performance against the Departments' 'School Excellence Framework' in relation to data skills and use, showed strengthening practice within the school however, it still requires further development in the 2021 -2024 school plan.

## School vision statement

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## School context

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Throughout 2020, the school embraced the use of Instructional Leadership to lead the use of data to directly impact the teaching and learning cycle and positively impact the learning of every student of the school. Underpinned by the CESE's "What works best: 2020 update", and aligned to internal "Spirals of Inquiry" particular to the context of our school, staff will focus on developing whole school processes for collecting and analysing student data to inform responsive teaching and learning programs, and embed evidence informed practices to positively impact student learning for every student of the school.

### 3. AUTHENTIC CULTURE OF COLLABORATION

The school has, throughout the 2018 - 2020 School Plan, worked extensively in building a more collaborative culture, embracing professional learning communities within and beyond the school. The opportunity to build professional networks of support, extensive opportunity to embrace learning with and from other experts, together with excellence in our own school practice is an ongoing pursuit to extend capacity of all staff of the school, and to impact professional learning of others beyond our school.

Student wellbeing remains a focus as we continue to build positive behavioural practices commenced in the 2018-2020 School plan, and focus on developing a deepened sense of belonging. The school's wellbeing metrics reveal promotion of social and emotional learning is still required. The literature contained in the Department's website "Student Wellbeing" has core elements of focus aligned to school needs, and will be included in our plan for further developing Respectful, Responsible, Collaborative Learners, who connect, succeed and thrive..

Community satisfaction was an area of focus identified in the 2019 School Excellence Framework, and explored in new ways through the unique conditions enforced through the COVID-19 pandemic. Considering the available evidence contained in the Department's "Creating a Culture of Excellence Case Studies" which elaborates on excellence in student/teacher culture, together with community reflections through the events of 2020, we will have a four year focus on strengthening community satisfaction and building the sense of parents and carers as partners in learning, through increased opportunities for engagement of parents, carers and the wider community in student learning and school life.

# Strategic Direction 1: Student growth and attainment

## Purpose

To empower improved learning outcomes in reading and numeracy for all students, evidence informed programs will be both continued and further implemented. Together with the development and sustained processes of collection and analysis of data, staff will ensure appropriate curriculum provision, underpinned by evidence informed strategies and embedded evaluative practice, positively impacts student achievement.

## Improvement measures

### Target year: 2022

Improvement of the number of students achieving in the top two bands of NAPLAN in Reading and Numeracy.

1. Achievement of at least the system-negotiated target uplift of 6 % from baseline, in Top 2 bands of NAPLAN reading.
2. Achievement of at least 6 % uplift from baseline in Top 2 bands in Numeracy.

Improvement in the number of students achieving growth on internal and standardised assessments in the area of reading, and numeracy.

### Target year: 2023

Improvement of the number of students achieving in the top two bands of NAPLAN in Reading and Numeracy.

1. Achievement of an additional uplift of 3 % , in Top 2 bands of NAPLAN reading.
2. Achievement an additional 3 % uplift at least, in Top 2 bands in Numeracy.

Improvement in the number of students achieving growth on internal and standardised assessments in the area of reading, and numeracy.

### Target year: 2024

Improvement of the number of students achieving in the top two bands of NAPLAN in Reading and Numeracy.

## Initiatives

### Reading Improvement

- Continued Implementation of Synthetic Phonics in K-2, and implementation of Soundwaves in 3-6. (For decoding and encoding texts) , together with a focus on improving reading fluency in Reading K-6
- Focus on School Scope and Sequence in line with Syllabus requirements
- Selection of effective teaching strategies to meet student learning needs (from remediation through to students with high potential and gifted)
- Focus on comprehension strategies including critical and creative thinking
- Effective resourcing - programs and materials, use of LaST, EALD and Student Learning Support Officers (SLSOs) to support individual, small group and whole class learning.
- Literacy progressions and internal and external data used to plot student growth.
- Responsive programming, using data and evidence of learning.
- Instructional Leadership and ongoing professional learning for staff, unpacking the department's High Potential and Gifted Education Policy and resources.

### *What Works Best CESE & Six Effective Practices used in High Growth Schools CESE*

### Numeracy Improvement

- Focus on School Scope and Sequence in line with Syllabus requirements
- Focus on number talks and reasoning of strategies in all areas of mathematics
- Focus on working mathematically through the Learning Hub and class lessons
- Selection of effective teaching strategies to meet student learning needs (from remediation through to students with high potential and gifted)
- Focus on problem solving strategies including critical

## Success criteria for this strategic direction

**Learning Culture** : That school culture is strongly focused on learning, the building of educational aspiration and ongoing performance improvement throughout the school community.

**Curriculum** : That there is an integrated approach to quality teaching, curriculum planning and delivery, and assessment promotes learning excellence and responsiveness in meeting the needs of all students.

**Assessment** : That there is consistent school-wide practices for assessment are used to monitor, plan and report on student learning across the curriculum. Formative assessment is integrated into teaching practice in every classroom, confirming that students learn what is taught.

**Student Performance** : That students consistently perform at high levels on external and internal school performance measures and equity gaps are closing.

**Effective Classroom Practice** : That all teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies.

**Learning and Development** : That professional learning is aligned with the school plan, and its impact on the quality of teaching and student learning outcomes is evaluated. There are explicit systems for collaboration and feedback to sustain quality teaching practice.

**Educational Leadership** : That the principal is the primary instructional leader in the school. The principal and school leadership team model instructional leadership and support a culture of high expectations and community engagement, resulting in sustained and measureable whole school improvement.

## Evaluation plan for this strategic direction

**High Potential and Gifted Students Policy** :

# Strategic Direction 1: Student growth and attainment

## Improvement measures

1. Achievement of an additional uplift of 2 % in Top 2 bands of NAPLAN reading.
2. Achievement of an additional 3 % uplift at least, in Top 2 bands in Numeracy.

Improvement in the number of students achieving growth on internal and standardised assessments in the area of reading, and numeracy.

### Target year: 2024

Improvement to be measured by achievement of goals of excellence in the School Excellence Framework as follows :

### Learning :

1. **Learning Culture : Excelling** That school culture is strongly focused on learning, the building of educational aspiration and ongoing performance improvement throughout the school community.
2. **Curriculum - Excelling** (GBPS having an integrated approach to quality teaching, curriculum planning and delivery, where assessment promotes learning excellence and responsiveness in meeting the needs of all students. )
3. **Assessment - Excelling** ( GBPS having consistent school-wide practices for assessment which are used to monitor, plan and report on student learning across the curriculum. Formative assessment is integrated into teaching practice in every classroom, confirming that students learn what is taught. )
4. **Student Performance - Excelling** (GBPS students consistently perform at high levels on external and internal school performance measures and equity gaps are closing.)

### Teaching

1. **Effective Classroom Practice - Excelling** (All GBPS teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority

## Initiatives

and creative thinking

- Effective resourcing - programs and materials, use of LaST, EALD and Student Learning Support Officers (SLSOs) to support individual, small group and whole class learning.
- Numeracy progressions and internal and external data used to plot student growth.
- Responsive programming, using data and evidence of learning.
- Instructional Leadership and ongoing professional learning for staff, unpacking the department's High Potential and Gifted Education Policy and resources.

### *What Works Best CESE & Six Effective Practices used in High Growth Schools CESE*

#### **4C's - Communication, Collaboration, Critical Thinking/Reflection, Creativity**

A focus on developing curiosity to engage learners and embrace the power of student voice., to improve motivation and engagement and hence student outcomes..

3 Rivers 4 Learning Team : focus Curiosity -Tying together 4C's and Walker learning as strategies for building student capacity.

K-2 Walker Learning Investigations to increase engagement in rich learning tasks, build capacity in vocabulary development and empower increased and improved engagement in talking and listening together with improved quality and application to writing texts.

K-6 engagement in 4C's learning dispositions and strategies, to build vocabulary and embrace critical and creative thinking practices, empowering improved engagement in learning and improved vocab for speaking, listening and quality comprehension, numeracy and writing.

#### **Transforming Schools: Creativity, Critical Reflection, Communication, Collaboration** *Miranda Jefferson and*

## Evaluation plan for this strategic direction

**Guiding Question** Will staff engage and be receptive to the new policy and how do they intend to engage?

**Informed data sources** : GBPS Survey - indicating confidence with the HP&GE Policy and its implications.

**Analysis** : Survey data indicated, and over time . . . .

**Implications** : After initial introduction to Policy and resources, where do we , as a school need to improve to meet the needs of these students.

### **EVALUATION**

Collaborative evaluation in teams, stages and whole school.

**Guiding Questions** : To what extent have we achieved our purpose ? To what extent are we able to demonstrate growth for all students? To what extent can we demonstrate improved student outcomes in the areas of reading and numeracy?

Are we at the level of excellence in terms of our impact on student learning, teacher practices, and educational leadership ?

**Informed data sources** : GBPS staff will use a combination of data sources including :

- Internal Assessments (Eg PLAN 2, school assessment tasks)
- External Assessments (Eg NAPLAN, Check-Ins, VALID and PAT )
- Surveys, Observation and anecdotal notes
- Focus Groups, Student Voice and feedback
- TTFM - challenge Skills Quadrant
- Interviews
- Document analysis

**Analysis** : Ongoing analysis will be embedded within the

# Strategic Direction 1: Student growth and attainment

## Improvement measures

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given to evidence-based teaching strategies.)

2. **Learning and Development - Excelling** (GBPS maintains its achievement of excellence in this area)

**Leading :** **1. Educational Leadership - Excelling**  
(GBPS maintains its achievement of excellence in this area.)

## Initiatives

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*Michael Anderson*

## Evaluation plan for this strategic direction

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initiatives through progress and implementation monitoring. GBPS staff will review progress towards improvement measures through self assessment of the school excellence framework and progress towards attainment of targets.

**Implications :** The results of the analysis will inform both future actions of the school, each year and the annual reporting of school progress measures. These will be reflected in the Annual School Report, tabled to the P & C and placed in the school newsletter.

# Strategic Direction 2: Data Skills and Use for Differentiation and Impact

## Purpose

Embedded strategies and skills in the effective collection, use and analysis of data to inform practices will allow for responsive programming, aligned to student proximal learning, and provide details of the impact of the teaching and learning cycle, for each student of the school. These practices will also readily transfer into evaluation of metrics related to attendance, transition and wellbeing, as we want all members of our school to Connect, Succeed and Thrive.

## Improvement measures

### Target year: 2022

Development of whole school processes for collecting and analysing data to enable the implementation of appropriate curriculum provision for every student is underpinned by evidence informed strategies, and embedded evaluative practices. Quality Teaching Rounds are engaged with, to see the impact of improved practices.

Learning sprints are continued, staff apply a range of assessment strategies, and data is collected and analysed, to inform teaching and learning.

Student growth is evident in internal measures, and reflected in the NAPLAN growth.

### Target year: 2023

Fully embedded practices in data collection and analysis across the whole staff of the school, to measure student growth and attainment, student wellbeing and evaluate effective practices to prepare for future implementation of plans.

Quality Teaching Rounds and/or Walk Throughs are embedded into whole school practices, to ensure high calibre teaching and learning occurs throughout the school.

Professional Learning Communities within the school have impacted student growth, which is evident in

## Initiatives

### Consistent Assessment Planning and Processes

Establish and maintain a whole school assessment plan, with consistency of data collection and embedded practices of moderation for consistent teacher judgement.

Whole school processes and programs to be established and engaged within each stage for consistency of practice. (Program, assess, collate, analyse data and monitor student progress and evaluate)

### Six Effective Practices used in High Growth Schools CESE

### Instructional Leadership - High Impact Professional Learning in Data Skills and Use

**Professional Learning Opportunities** to enhance staff understanding of data literacy, data analysis, data use in teaching and planning. (High Potential and Gifted Education, Data Skills and Use,

### Six Effective Practices in High Growth Schools, CESE, Explicit Teaching and High Expectations (What Works Best) CESE.

**Learning Hub** : Modelled pedagogy. Team teaching. Focus on learning - Mathematics - number talks, unpacking vocabulary and word problems. Focus on Stage Key areas, as determined by Stage cohorts and identified learning needs. Focus on Literacy - comprehension strategies and higher order thinking tasks.

**Learning Support** : Focus on collation of data to inform all groupings for targeted interventions, whether remedial or for extension. Supported class team teaching to enhance skill development of staff and students.

**Data Analysis Tasks** Staff engaged in analysis of data (Internal and External) to determine student success, inform planning and reporting in Stage and Whole School staff meetings. (Led by Teacher leaders, Assistant Principals, and Deputy Principals together with Principal.)

## Success criteria for this strategic direction

### School Excellence Framework : Teaching

Student assessment data is regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions.

### Specifically :

**Data Skills** All teachers have a sound understanding of student assessment and data concepts (e.g. causality, bias). They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice.

**Data Analysis** The learning goals for students are informed by analysis of internal and external student progress and achievement data. Progress towards goals is monitored through collection of quality, valid and reliable data. Reporting on school performance is based on valid and reliable data and analysis.

**Data Use in Teaching** Teachers clearly understand, develop and apply a full range of assessment strategies - assessment for learning, assessment as learning and assessment of learning - in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness.

**Data Use in Planning** School staff collaborate with the school community to use student progress and achievement data to identify strategic priorities, and develop and implement plans for continuous improvement. Strategies implemented reflect research on best practice and include ongoing monitoring of success.

### Assessment Schedules and Tasks

Whole school assessment schedules are in place and followed, with staff actively engaged in ensuring assessment tasks are rich tasks, which enable achievement from A to E and extend student opportunity to reach high potential. The school uses systematic and reliable assessment information to evaluate student



# Strategic Direction 2: Data Skills and Use for Differentiation and Impact

## Improvement measures

internal measures, and reflected in the NAPLAN growth.

### Target year: 2024

Embedded practice that use of data and evidence informed practices are pre-requisites for all decision making of the school.

### Target year: 2022

**Teaching : Data Literacy** All GBPS teachers have a sound understanding of student assessment and data concepts (e.g. causality, bias). GBPS have embedded practice to analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice. (SEF Excellence)

**Teaching : Data Analysis** All GBPS staff ensure the learning goals for students are informed by analysis of internal and external student progress and achievement data. GBPS have embedded practice that progress towards goals is monitored through collection of quality, valid and reliable data. Reporting on school performance is based on valid and reliable data and analysis. (SEF-Excellence)

### Target year: 2023

**Teaching : Data Use in Teaching** All GBPS staff clearly understand, develop and apply a **full range of assessment strategies** - assessment for learning, assessment as learning and assessment of learning - in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness. (SEF Excellence)

### Target year: 2024

**Teaching : Data Use in Planning** It is embedded practice that school staff collaborate **with the school community** to use student progress and achievement data to identify strategic priorities, and develop and implement plans for continuous improvement. Strategies implemented reflect research on best practice and include

## Initiatives

### Quality Teaching Rounds

Partnership with Newcastle University for Quality Teaching Rounds. Randomised selection shows GBPS to commence in 2022. Data collection commenced in 2021, after 2020 abandonment due to COVID19.

Impact on teaching and learning to show that high calibre quality teaching occurs at GBPS.

Embed and Use professional learning models, including Quality Teaching Rounds and High Impact Professional Learning to build ability and collective efficacy in pedagogical practices.

### NESA - Quality Teaching

### Data Informed Professional Learning Communities - Differentiation and Impact.

Instructional Leadership Project : TriNetwork Engagement - Leading Instructional Leadership within school with collaboration to impact beyond the school.

The school is a whole professional learning community, and each Stage operates as a professional learning entity, focussed on ensuring reliable formative and summative assessment tasks are used to analyse student progress, evaluate growth over time and report student achievement.

School programs show differentiation for students including through IEP, PLP, and adjustments occurring for lessons.

High Potential and Gifted students are catered for and evidence of impact is shown in internal data of progress.

Data is used to inform responsive programming, individually, small groups and whole class.

Staff expertly use student assessment data to reflect on teaching effectiveness, and provision of individualised explicit differentiated and responsive learning opportunities.

## Success criteria for this strategic direction

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.

## Evaluation plan for this strategic direction

**EVALUATION** : Collaborative evaluation in teams, stages and whole school.

### Guiding Questions

To what extent have we achieved our purpose ?

To what extent are we able to demonstrate growth in data skills and use for all teaching staff?

To what extent can we demonstrate improved student outcomes as a result of data skills and use?

To what extent is data now used to target specific student needs?

How are staff collaborating and reflecting on their practice?

Are we at the level of excellence in terms of our impact on student learning, teacher practices, and educational leadership ?

### Informed data sources

GBPS staff will use a combination of data sources including :

- Internal Assessments (Eg PLAN 2, school assessment tasks)
- External Assessments (Eg NAPLAN, Check-Ins, VALID and PAT )
- Surveys
- Quality Teaching Rounds coding feedback



# Strategic Direction 2: Data Skills and Use for Differentiation and Impact

## Improvement measures

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ongoing monitoring of success. (SEF-Excellence)

**(Excellence - SEF)** It is embedded practice that student assessment data is regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions.

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## Initiatives

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***What Works Best CESE - Collaboration, Use of Data to Inform Practice, Assessment and High Expectations.***

***Clarity : What matters Most in Learning, Teaching and Leading Lyn Sharratt***

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## Evaluation plan for this strategic direction

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- Observation and anecdotal notes (Quality Teaching and Walk throughs)
- Teacher and student Focus Groups
- Teacher Voice /Student Voice / Feedback
- Interviews
- Document analysis

### Analysis

Ongoing analysis will be embedded within the initiatives through progress and implementation monitoring. GBPS staff will review progress towards improvement measures through self assessment of the school excellence framework and progress towards attainment of targets.

### Implications

The results of the analysis will inform both future actions of the school, each year and the annual reporting of school progress measures. These will be reflected in the Annual School Report, tabled to the P & C and placed in the school newsletter.

# Strategic Direction 3: Culture of Authentic Collaboration

## Purpose

Empowering authentic collaboration within and beyond the school will elaborate collective professional efficacy, support increased staff and student wellbeing and enable strengthening of community satisfaction, as parents and carers are promoted as partners in student learning and school life.

## Improvement measures

### Target year: 2022

- Achievement of Wellbeing Targets

Students at Gymea Bay Public School generally have a positive sense of wellbeing, however, an uplift of 5% is required by 2022. to reach the departmental target.

Attendance, whilst high, has had a small number of student which impact the overall attendance rate for the school. There is a required uplift of 4% to reach departmental targets for the school. (COVID testing, which is still at a high level amongst students of the school, has impacted student attendance as compliance to the health requirements is considered essential by both families and staff. )

- Increased opportunity for the community to engage with the school.
- Improved TTFM responses by community
- Community satisfaction improves.

### Target year: 2023

**Fathering Project is flourishing in the school., with high levels of support from fathers and students.**

**Volunteer projects - supporting student engagement in Literacy (Reading Groups, small intensive reading programs and sporting opportunities) are re-instated and well supported by parental partners in learning.**

- Increased engagement in the School P & C.
- Increased engagement with the school surveys and

## Initiatives

### Building Authentic Community Connections

Parents and carers and the wider community are critical partners in learning for the students of Gymea Bay Public School. At the school we ensure that parents and carers are given the opportunity to be involved in decision making, communication and collaborative participation in educational decisions which impact on the students of the school.

- improved community value of education in building capacity for future lives of students
- improving attendance levels of students
- targetted learning and support across a range of abilities , including the social emotional needs of students.
- improving partnerships with parents and opportunities to engage in the decision making of the school
- promotion of significant events with community organisations (re-engaging after COVID19 changes in 2020)

*Family School Partnership Framework - Australian Government*

*What Works Best - High Expectations CESE*

### Building whole community Wellbeing Language based on School "Gymea Guides" Mascots

Gymea Bay Public School has commenced building a positive framework for student behaviour and wellbeing, as Respectful, Responsible, Collaborative Learners. To enable students to grow and flourish in this area, further unpacking of lessons, consistent vocabulary of staff and students and ongoing information for the community is needed. We will achieve this by focusing on positive behaviours and wellbeing.

- Focus on specific wellbeing needs through the use of Zones of Regulation, Restorative Practices and Line

## Success criteria for this strategic direction

### Leadership

**Educational Leadership :** 1) The principal is the primary instructional leader in the school. The principal and school leadership team model instructional leadership and support a culture of high expectations and community engagement, resulting in sustained and measureable whole school improvement. 2) The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning

**Community Engagement :** 1) Parents and community members have the opportunity to engage in a range of school-related activities which help build the school as a cohesive educational community. 2) The school regularly solicits and addresses feedback on school performance from students, staff, parents and the broader school community

3) 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.

## Evaluation plan for this strategic direction

Collaborative evaluation in teams, stages and whole school.

### Guiding Questions

To what extent have we achieved our purpose ? How do we determine that our systems and processes for enhancing student, staff and community wellbeing and engagement have been successful?

How effectively have our professional learning communities within our stage teams worked?

How effectively have our professional learning communities within across stage teams worked?

# Strategic Direction 3: Culture of Authentic Collaboration

## Improvement measures

TTFM, by the community.

- Improved TTFM responses by community
- Community satisfaction improves.

**Target year: 2024**

**Fathering Project is embedded with school practices, and is flourishing in the school, with high levels of support from fathers and students.**

**Volunteer projects - supporting student engagement in Literacy (Reading Groups, small intensive reading programs and sporting opportunities) are re-instated and well supported by parental partners in learning.**

**The Parent Body has a high level of satisfaction with the school, as demonstrated by high levels of engagement**

- Increased engagement in the School P & C.
- Increased engagement with the school surveys and TTFM, by the community.
- Improved TTFM responses by community
- Community satisfaction improves.

**Target year: 2024**

**Leadership : Educational Leadership :** The principal is the primary instructional leader in the school. The principal and school leadership team model instructional leadership and support a culture of high expectations and community engagement, resulting in sustained and measureable whole school improvement. (School maintains level of excelling : SEF - Excelling)

**Leadership : High Expectations Culture :** The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning. (SEF- Excelling)

## Initiatives

of Choice.

- Improved sense of student wellbeing and advocacy in Tell The From Me
- Wellbeing team to continue to drive lessons to teach and support student learning of each aspect of the values.
- Communication with the community will include sample lessons as shared with the students, to build depth of understanding, and a common language.
- Provision of resources to support community engagement.

**Wellbeing Framework : Connect, Succeed, Thrive DoE**

### Building Values literacy based on 4C model of Learning Dispositions.

Gynea Bay needs to continue to be a productive workplace where all can flourish to deliver the best outcomes for our students and the learning communities we serve. We will achieve this through a focus on supportive Learning Dispositions, based on the 4C model of learning.

- Establish a Values team, with representatives from both teaching and non-teaching staff.
- Research of Learning Dispositions
- Engage with High Impact Professional Learning to develop community knowledge, understanding and skills to support understanding of value of dispositions.
- Increased wellbeing and resilience shown by students.

**Wellbeing Framework : Connect, Succeed, Thrive DoE**

## Evaluation plan for this strategic direction

How effectively have professional learning communities beyond our school worked?

To what extent are we able to demonstrate authentic collaboration with the wider community?

To what extent can we demonstrate improved student outcomes as a result of engagement with professional learning communities?

To what extent can we demonstrate improved student outcomes as a result of engagement with parents and carers as partners in learning?

Are we at the level of excellence in terms of our impact on student learning, teacher practices, and educational leadership ?

### Informed data sources

GBPS staff will use a combination of data sources including :

- Internal Assessments (Eg PLAN 2, school assessment tasks)
- External Assessments (Eg NAPLAN, Check-Ins, VALID and PAT )
- Surveys
- Observation and anecdotal notes (Quality Teaching and Walkthroughs)
- Focus Groups
- Teacher Voice /Student Voice
- Interviews
- Document analysis

### Analysis

Ongoing analysis will be embedded within the initiatives through progress and implementation monitoring. GBPS staff will review progress towards improvement measures

# Strategic Direction 3: Culture of Authentic Collaboration

## Improvement measures

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**Leadership : Community Engagement** : GBPS 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. (SEF- Excelling)

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## Evaluation plan for this strategic direction

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through self assessment of the school excellence framework and progress towards attainment of targets.

### Implications

The results of the analysis will inform both future actions of the school, each year and the annual reporting of school progress measures. These will be reflected in the Annual School Report, tabled to the P & C and placed in the school newsletter.