### School background 2015 - 2017

<table>
<thead>
<tr>
<th>School vision statement</th>
<th>School context</th>
<th>School planning process</th>
</tr>
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<tbody>
<tr>
<td>At Gundaroo Public School we are committed to happy, safe, successful experiences for all. Our students will be creative and confident in their learning through safe, collaborative, supportive and reflective learning environments.</td>
<td>Gundaroo Public School is a small, country school committed to providing quality educational opportunities and experiences for all students. Students are educated in a positive, caring and safe environment. There are 4 multi-stage classrooms. We actively promote a culture of learning where individual needs are met and each student is responsible for his or her own learning.</td>
<td>During 2014 evaluations were undertaken, across the school, to review current practices and collect evidence from staff, students and parents to support the school improvement process.</td>
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<td><strong>“Excellence and Success in a Caring Environment”</strong></td>
<td>The school values the involvement and participation of the community in supporting the students and school programs. Our commitment to customer service is based on a collaborative community approach, a culture of mutual respect with open and honest communication and is underpinned by our school’s core values which are fully endorsed by our community.</td>
<td>Three key strategic directions were identified as the basis for a shared commitment to future planning. These are:</td>
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<tr>
<td>We have the commitment of staff, students, parents and community to promote a culture of learning through mutual, respectful partnerships.</td>
<td></td>
<td><strong>CURRICULUM:</strong> Through implementing high quality teaching and learning practices in literacy, numeracy and digital skills our student’s will become competent and creative 21st Century learners.</td>
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<tr>
<td>Our motto is “Working Together”, which is complemented by our logo.</td>
<td>GUNDAROO’S MISSION STATEMENT: We are working together to:</td>
<td><strong>QUALITY TEACHING, LEARNING AND LEADERSHIP:</strong> To provide opportunities for students to find enjoyment and purpose in their learning as they build skills and understanding to become self-motivated learners with the resources for future success and wellbeing.</td>
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</table>
| **KIND, RESPECTFUL and RESPONSIBLE** | - teach each child the basic skills  
- develop each child to be socially adept  
- encourage each child to strive for excellence and reach their maximum potential  
- promote a caring attitude towards others and the environment | The school is supported by strong and effective leadership practices, ensuring the school is committed to the pursuit of excellence. |

Our school’s core values require our students to do their best by being: **KIND, RESPECTFUL and RESPONSIBLE**
STRATEGIC DIRECTION 1:  
**Purpose:**  
Through implementing high quality teaching and learning practices in literacy, numeracy and digital skills our student's will become competent and creative 21st Century learners.

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STRATEGIC DIRECTION 2:  
**Purpose:**  
To provide opportunities for students to find enjoyment and purpose in their learning as they build skills and understanding to become self-motivated learners with the resources for future success and wellbeing.  
The school is supported by strong and effective leadership practices, ensuring the school is committed to the pursuit of excellence.

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STRATEGIC DIRECTION 3:  
**Purpose:**  
To strengthen positive community relationships to continue a culture of collaboration, engagement and participation.  
Providing multiple opportunities for all families and teachers to discuss student social and academic progress.  
By respecting and celebrating the diversity within the school community we will all become partners in learning.
## Strategic Direction 1: Curriculum (English, Maths, ICT)

### Purpose
Through implementing high quality teaching and learning practices in literacy, numeracy and digital skills our student's will become competent and creative 21st Century learners.

### People

**Students:**
- Recognise the value of their learning in relation to their lives
- Work and think reflectively, independently and collaboratively and set and achieve learning goals

**Staff:**
- Seek to know students and how they learn
- Differentiate teaching and learning
- Demonstrate and lead by example
- Set and achieve professional goals; and
- Collaborate to ensure curriculum consistency
- Develop, reflect on and implement new skills and understandings that are aligned with both the Australian Curriculum and knowledge of their students.

**Parents:**
- Actively engage with their child’s learning
- Seek to be informed of teaching and learning
- Support quality practices within the school

### Processes

**Planning and implementing quality teaching and learning in literacy, numeracy and ICT**
- Create and maintain quality learning environments
- Engage in targeted professional learning; L3, How2Learn
- Share professional practice and feedback
- Collaborate with colleagues

**Maximising learning for students**
- Modify programs for individual student needs

**Supporting students in developing necessary life skills as 21st century learners**
- Encourage students to become self-motivated, resilient, reflective and creative learners.

### Products and Practices

**Products:**
- Scope and sequence documents mapping the learning and assessment from K-6.
- Teachers collaborate in whole school data analysis to inform teaching

**Practices:**
- Differentiated programs meet the needs of all students
- A culture of reflective practices among staff and students
- Teachers collaborate regularly on evaluating student performance data and feedback to evaluate the effectiveness of their own teaching practice and judgment
- Parents actively support and contribute to programs
- The school is recognised as excellent and responsive by its community and the community is engaged in all activities within the school.

### Improvement Measures

- School based data and external data shows growth across all cohorts
- Increase in student engagement in literacy, numeracy and ICT lessons
## Strategic Direction 2: Quality teaching, learning and leadership

**Purpose**

To provide opportunities for students to find enjoyment and purpose in their learning as they build skills and understanding to become self-motivated learners with the resources for future success and wellbeing.

The school is supported by strong and effective leadership practices, ensuring the school is committed to the pursuit of excellence.

**Improvement Measures**

- School based data and external data shows effective growth across all cohorts
- All staff indicate understanding of, and commitment to, performance and development aligned to the Australian Institute for Teaching and School Leadership Standards

<table>
<thead>
<tr>
<th>People</th>
<th>Processes</th>
<th>Products and Practices</th>
</tr>
</thead>
</table>
| **Students:**
  - Are aware of learning needs and set individualised goals
  - Seek opportunities to develop skills and capabilities
| **Planning and delivering high quality teaching and learning opportunities**
  - Professional Learning
  - Use the Schools Excellence framework to guide and monitor implementation of teaching and learning opportunities
  - Students use reflection on assessment and reporting to plan learning
  - Teachers regularly review learning with each student, ensuring all students have a clear understanding of how to improve their learning.
  - Individually and collaboratively teachers evaluate the effectiveness of their teaching
| **Products:**
  - Increased parent participation in school-home learning
  - Differentiation is evident in all classroom practice, programs and planning
| **Staff:**
  - Plan for student learning around individual students capabilities and needs
  - Demonstrate and share expertise
  - Are committed to nurturing, guiding, inspiring and challenging students and take shared responsibility for student improvement and wellbeing
  - Will develop capabilities in the area of differentiated learning and goal setting aligned with NTS
| **Connecting learning at home and at school**
  - Developing families understanding of learning programs and expected learning outcomes
| **Practices**
  - Curriculum programs and teaching practices effectively develop the knowledge, understanding and skills of all students using evidence based teaching practices.
  - Extra-curricular learning opportunities support student development, and are strongly aligned with the school’s vision, values and priorities.
  - Practices are embedded for parents to be engaged and understand the learning progress of their children and how to effectively support them to learn.
  - Staff collaborate to support Accreditation processes at all levels of NTS and mapped against AITSL
  - Encourage parents as active participants in their child’s learning through consistent communication and opportunities to engage.

**Parents:**

- Will participate in forums and meetings to actively engage them in student learning
- Will support quality teaching, learning and leadership within the school context

**Leadership Practices**

- Staff will be provided with leadership opportunities
- Provide students with leadership opportunities

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Last updated: 18-07-14

[Geelong Public School: 2104]
### Strategic Direction 3: Community Partnerships and Engagement

#### Purpose
To strengthen positive community relationships to continue a culture of collaboration, engagement and participation.

Providing multiple opportunities for all families and teachers to discuss student social and academic progress.

By respecting and celebrating the diversity within the school community we will all become partners in learning.

#### Improvement Measures
Increase in students, staff and parents who willingly engage in and support the school ethos of reflecting the diversity of the community.

#### People

<table>
<thead>
<tr>
<th><strong>Students:</strong></th>
<th><strong>Staff:</strong></th>
<th><strong>Parents:</strong></th>
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<tr>
<td>- Are self-regulated and reflective</td>
<td>- Develop capabilities in the area of building authentic partnerships through communicating, collaborating and involving parents and the community.</td>
<td>- Have a shared understanding of their purpose within the school.</td>
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<td>- Actively demonstrates learning to peers, teachers and parents</td>
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<tr>
<td>- Engages in valuing cultural diversity and inclusivity</td>
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#### Processes

**Professional Learning**
- including embracing cultural diversity

**Developing processes to build community identity**

**Developing systems to collaborate within and beyond the school**
- Including the AEGC Ningimurra Professional Learning Community
- Gundaroo Rural Fire Service
- P & C

#### Products and Practices

**Products:**
- Increased parent and community engagement in school evaluation and decision making
- Aboriginal and Torres Strait Islander Histories and Cultures cross curriculum priorities embedded in teaching and learning programs

**Practices**
- Staff and parents committed to building authentic partnerships
- Effective and explicit implementation of values across the school
- The school community is committed to the school’s strategic directions and practices