



# GLADSTONE SOUTH STATE SCHOOL

2020 ICSEA - 903

Student No. - 382

Students with disabilities EAP – 7%

Students with disabilities NCCD –

## School Profile

Gladstone South State School is one of the oldest schools in the Gladstone District. It was established in 1898 and is a Preparatory to Year Six Primary School with a current enrolment of approximately 380 students.

Our school's student population has increased and remained consistent in numbers over the past three years.

South students are encouraged and supported to develop socially, emotionally and academically within their own capabilities and strive for personal achievement.

### Statement of Purpose

*At Gladstone South State School we aim to promote* an environment that is realistic, differentiates for all, supports and challenges our students to be internally driven to achieve personal best as active citizens.

### Our Vision and Values

At Gladstone South State School, our vision is to encourage the holistic growth of all students academically, socially and emotionally by catering for differentiated learning styles through a variable plethora of strategies to maximise each student's potential growth. All children are to be safe, responsible and respectful.

### Our Motto

***Our Best Always*** encompasses all aspects of the development of all our students as whole individuals, academically and socially in a supportive and caring learning environment.

### School of Heart

We consider Gladstone South as the, 'School of Heart', as we provide a nurturing, caring and genuine environment that assists students in all aspects of school life.

*On South's front fence there are six key words which are proudly displayed to exemplify what makes South a unique school. The words we live by each day are as follows:*

**AUTHENTIC**

**INNOVATIVE**

**DYNAMIC**

**CARING**

**GENUINE**

**TEAM**

South is not enrolment managed, all students are welcome. There is a growing transient population with a high turnover of students each year. A dynamic learning environment at South has been responsive to the turnover of students and the high demand to support additional needs. Therefore our, '**school of heart**,' plays an important role to cater for the diverse needs of the whole child individually, in partnerships of support involving proactive strategies, being creative in thought, open mindedness and treating each day as a new day. Our South Smart Values underpin our principles to promote intrinsic worth. **SAFE MOTIVATED A+ATTITUDE RESPECTFUL TRUSTWORTHY** and our very cool mascot **Sammy Star brings great delight** to our community.



PRIORITY ONE					PRIORITY TWO				
ENGAGING EFFECTIVE WRITING IMPLEMENTATION					INCLUSIVE PRACTICES FOR ALL STUDENTS TO HAVE EQUAL ACCESS TO THE AUSTRALIAN CURRICULUM				
PRIORITY # 1 – Writing					PRIORITY # 2 - Inclusion				
As evidenced by:	'21	'22	'23	'24	As evidenced by:	'21	'22	'23	'24
Writing Inquiry Cycle every term – pre/post moderation – identify student needs - capacity building - monitor through checkpoints provide feedback, place student writing needs from feedback on Learning Wall for supportive progression.	X	X	X	X	Whole School Inclusive Framework is understood and implemented by all staff through enhancing their capabilities, to confidently adjust for all students.	X	X	X	
Whole School Three Year Writing Plan co-constructed with staff and implemented.	X	X	X		Co-teaching and planning becomes a signature strategy at South through the gradual release process of modelling, mentoring ,coaching and feedback.	X	X	X	X
All teachers engage in PLC/Sector meetings – focus on writing capacity building based from checkpoints, analyse data progression.	X	X			ICP student's learning needs are always evidenced in Learning Walls, Walk and Talks and Observation and Feedback.	X	X		
Students have one writing goal, which will evolve once understanding and application has been achieved through their understanding of the success criteria of the goal.	X	X	X	X	Expand the existing planning and teaching processes to incorporate a consistent school-wide approach to in-class, high-yield differentiation strategies for all students, including high achieving students.	X	X		
Utilise existing school-based structures for observations, coaching and modelling to enhance teacher knowledge of the AC and associated pedagogical practices.	X	X	X	X	Students are profiled at the beginning of the year leading to individualised learning needs/strategies, they are measured through data evidenced by a year’s academic growth, resulting in increased engagement.	X	X	X	X
in collaboration with <ul style="list-style-type: none"><li>➤ Gladstone South SS Staff</li><li>➤ Parent Body and Community Members</li><li>➤ Regional Support Staff</li></ul>					in collaboration with <ul style="list-style-type: none"><li>➤ Gladstone South SS Staff</li><li>➤ Parent Body and Community Members</li><li>➤ Regional Support Staff</li><li>➤ School HOSSES Discussion Group</li></ul>				
and supported by <ul style="list-style-type: none"><li>➤ GSSS Pedagogical Coach, GSSS Literacy Expert Teachers</li><li>➤ Professional Development Opportunities</li><li>➤ Current Curriculum Resources</li></ul>					and supported by <ul style="list-style-type: none"><li>➤ Student Support Services Team</li><li>➤ Gladstone South HOSE</li><li>➤ GSSS Pedagogical Coach</li></ul>				

Our Goals (Quantitative)								
Every Student Academically Succeeding			Every Student Socially Succeeding		Every Student Emotionally Succeeding			
92% of children achieving ‘C’ or above in English, Maths and Science over the three year period.	32% of children achieving a ‘B’ or ‘A’ in English, Maths and Science over the three year period.	85% of levels of achievement across all curriculum areas are ‘C’ or above	Whole school attendance consistently at the rate of 92%	100% of children participate in extra curricula activities within a semester (as reported on OneSchool).	School Disciplinary Absences and daily major incident rates are less than 0.6.	Increase percentage of positive behaviours recorded on OneSchool and reported to parents	100% of children achieve end of semester Positive Behaviour for Learning rewards.	
Reported at the end of every semester to parents and community members.			Reported at the end of every term to parents and community members.		Reported at the end of every term to parents and community members.			

Our Goals (Qualitative)								
Every Student Academically Succeeding			Every Student Socially Succeeding			Every Student Emotionally Succeeding		
Planning documents, lesson observations and coaching shows alignment to Curriculum Plan. Inquiry Cycle is a constant for the improvement agenda.	Our parents are provided with opportunities to understand the curriculum through workshops, newsletters and	Feedback from the staff and students on positive academic support, is voiced through surveys.	Opportunities are provided for student’s social development through check ins, targeted social skilling and community support programs.	The parents are provided with continual information individually or as a whole body on how the student’s social needs are addressed.	Students and staff are consulted on and reflect on inclusive practices within the school. Their feedback is acted upon.	PBL encompassed with values and mindfulness are promoted and supported throughout the school.	Parents are provided with a voice to express their own understanding of how their child/ren are emotionally succeeding through surveys.	Feedback is sort from the students and staff on the emotional support. Proactive systems are implemented.
Reported at the end of every semester to parents and community members.			Reported at the end of every term to parents and community members.			Reported at the end of every term to parents and community members.		

**Perpetual Priorities**  
**Priorities and associated strategies that will continue over the next 3 years.**

READING	DATA LITERACY	ATTENDANCE	WELLBEING
<ul style="list-style-type: none"><li>Yearly Whole School Reading Plans co-constructed with staff .</li><li>Termly planning units of English work unpacking the reading demands from the Australian Curriculum, linking LC Clusters and incorporating demands in Guided Reading.</li><li>All staff are participating in a Three Year Plan of delivery with QAR.</li><li>Models for engaging effective pedagogical practices aligned to GSSS Pedagogical Framework including the school observation and feedback model each term.</li><li>GTMJs link to assessment tasks leading to unpacked/annotated reading expectations for all students -.</li><li>Teachers apply sound pedagogical responses to student data and feedback from Walk and Talks and Observations.</li></ul>	<ul style="list-style-type: none"><li>Continue to develop staff familiarity and proficiency in using the Literacy Continuum in writing.</li><li>Utilise Early Start data to identify students' starting points and provide quality student data literacy knowledge and understanding against the Australian Curriculum.</li><li>Conduct Term Cohort Data Meetings, conversations – progression of students in reading, writing, responsive pedagogy, increased teacher confidence and competence.</li><li>Stream line pre-moderation, moderation to inform teaching and learning practices.</li><li>Data Summary Profiles/dashboards are accessed by staff</li><li>Continual One School professional developments on data attainment</li></ul>	<ul style="list-style-type: none"><li>Employ behaviour support teacher aide to proactively engage and motivate students to attend and value schooling.</li><li>Task attendance officer gauges non- attendance students with follow up phone calls/ letters. Admin/teachers meet with parents.</li><li>Report and celebrate weekly cohort data sets in school newsletter and on assembly. Individual student awards, Year level awards, term awards and motivating mascot Bertie Bee.</li><li>Admin will target habitual student absentees</li></ul>	<ul style="list-style-type: none"><li>Implement a Whole School Wellbeing Framework.</li><li>Continually engage with parents and the community around wellbeing learning and challenges.</li><li>Review staff wellbeing interventions from each year for effectiveness and longevity.</li><li>Implement/continue to facilitate a range of extracurricular activities to support the student's diverse learning needs.</li><li>Continue to maintain community partnerships with agencies and organisations that support our students.</li></ul>

**DOMAINS OF TEACHING**  
**SUPPORTING SCHOOL DOCUMENTATION**

	PRIORITIES	Writing	Inclusion
1. Systematic curriculum delivery	<ul style="list-style-type: none"><li>Australian Curriculum, Assessment and Reporting Framework</li><li>Three Levels of Planning</li><li>CARF School Processes/Policies</li></ul>		
2. Effective pedagogical practices	<ul style="list-style-type: none"><li>Pedagogical Framework.</li><li>Intentional collaboration</li><li>Age Appropriate Pedagogies</li></ul>		
3. Explicit improvement agenda	<ul style="list-style-type: none"><li>Annual Improvement Plan</li><li>Non- negotiable EI strategies implemented</li></ul>		
4. Targeted use of school resources	<ul style="list-style-type: none"><li>Expert Teachers of Writing</li><li>Gifted and talented students</li><li>EALD Students</li><li>Co-Teaching</li><li>Co-Planning</li></ul>		
5. Analysis and discussion of data	<ul style="list-style-type: none"><li>GSSS Data Plan</li><li>GSSS Assessment Schedules</li><li>Moderation</li><li>Year Level/Cohort Data Meetings</li></ul>		
6. Differentiated teaching and learning	<ul style="list-style-type: none"><li>Gladstone South Inclusion Policy</li><li>Robust Moderation (4 stages) and Assessment</li><li>GSSS Learning Walls Criteria</li><li>Walk and Talks</li><li>Observation and Feedback</li><li>Individual Curriculum Plans</li></ul>		
7. Expert Teaching team	<ul style="list-style-type: none"><li>Annual Performance review process.</li><li>Professional Learning Plan</li></ul>		
8. School community partnerships	<ul style="list-style-type: none"><li>Parent and Community Engagement Framework</li></ul>		
9. Culture that promotes learning	<ul style="list-style-type: none"><li>GSSS CARF Documents</li></ul>		

2024: At the completion of this strategic plan it is envisaged that the students will have been provided with opportunities to achieve success through clearly defined, achievable expectations that support their academic, social and emotional growth.

