School Plan 2015 – 2017

Goolgowi Public School- *Ad Astra* ‘to the stars’

Updated 27th February, 2016
## School vision statement

We are a connected school community that is committed to providing increasing learning opportunities that will engage and motivate students to become successful learners.

Our students will be active, resilient and resourceful learners focussed on the future.

## School context

Goolgowi Public School is a small isolated rural school located mid-way between Griffith and Hillston in the Shire of Carrathool in the North-West Riverina. It is at the crossroads of the Mid-Western Highway and Kidman Highway. The school provides education for students drawn from both rural farming areas and students who live in the small township of Goolgowi.

Goolgowi Public School has a student population of 52 children with 3 multi stage classes.

The school attracts equity funding to support the needs of students based on:
- Socio-economic background
- Aboriginal background
- Low level adjustment for disability.

We have a strong and supportive school community who help support our learning programs and resources.

## School planning process

Our school has had, and continues to have, community consultation meetings about our strategic directions for 2015-2017.

Staff attended training sessions about the processes involved in the implementation of the school plan.

In 2014 our school held several community meetings. Parents were also consulted either by phone or face to face interviews to seek their opinions about the school in terms of favourable practises and possible changes for future planning.

After consultation with our school parent and teaching community it was decided that our three strategic directions for 2015 – 2017 would be:

- Learning
- Wellbeing
- Community Engagement
School strategic directions 2015 - 2017

**Purpose:**
To increase student learning opportunities that engage students to think critically, creatively and ethically.

To develop literate, numerate and socially, environmentally and culturally aware future citizens.

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**Purpose:**
To build trusting relationships that value and embrace inclusivity, diversity and focus on the individual.

To build a stronger learning community that will focus on student equity and wellbeing through whole school based programs.

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**Purpose:**
To build dynamic relationships as an educational community.

To provide ongoing learning for our school community so that we develop a culture of informed, responsible and innovative mindsets in which our members are deeply connected with our students’ learning and engagement.
## Strategic Direction 1: LEARNING

### Purpose
To improve student learning experiences that result in the development of students’ abilities to think critically, creatively and ethically, fostering students to become literate, numerate and socially, environmentally and culturally aware.

### Improvement Measures
- NAPLAN reading and numeracy results show an increase of 8% in the number of students achieving in the top 2 bands by 2018.
- A 30% increase in the number of ATSI students achieving in the top 2 bands in NAPLAN in reading or numeracy or both by 2018.
- Teachers provide explicit and timely feedback to students on how to improve their learning. Students have a clear understanding of learning goals.
- All students to demonstrate improved literacy and numeracy capabilities as evidenced by continued progress against the PLAN continuum and by reaching or exceeding end of stage expectations.
- Staff Performance and Development plans are aligned to Australian Professional Teaching Standards and focus on continued development and professional growth.

### People
**How do we develop capabilities of people to bring about transformations?**

**Students:**
Students will develop skills that will help them become resilient, responsible, resourceful and reflective learners, who are willing and able to collaborate with others as part of their learning.

**Staff:**
Staff will design and implement teaching and learning experiences and assessments that encompass deep thinking, innovation and creativity.

**Parents/Carers:**
Parents and carers will collaborate with the school community to engage in a shared vision for the education of their children.

**Leaders:**
Leaders will develop staff capabilities by providing opportunities for professional development that is relevant and future focused.

### Processes
**Processes:**
Continuous professional development of all teaching and support staff. Teachers will use ongoing formal and informal assessment to inform teaching intentions.

The Learning Support Team will identify students who require a high level of support and individual plans will be developed and monitored.

**Evaluation Plan:**
PLAN data is used to monitor and reflect on student learning and to inform teaching.

SMART data will be analysed each year to track improvement in English and Numeracy.

Teachers to self-evaluate their own teaching, collecting qualitative data to reflect on improving their own practice.

All teaching staff will be engaged in the Performance and Development Plan cycle and be provided with planned, constructive feedback from peers and appropriate professional learning.

### Products and Practices
**Products:**
NAPLAN reading and numeracy results show an increase of 8% in the number of students achieving in the top 2 bands by 2018 and a 30% increase for ATSI students.

Teachers provide explicit and timely feedback to students on how to improve their learning. Students have a clear understanding of learning goals.

All students to demonstrate improved literacy and numeracy capabilities as evidenced by continued progress against the PLAN continuum and by reaching or exceeding end of stage expectations.

Staff Performance and Development plans are aligned to Australian Professional Teaching Standards and focus on continued development and professional growth.

**Practices:**
Well-developed programs and processes identify and, address and monitor student learning needs.

Systematic use of the PLAN (Planning for Literacy and Numeracy) continuum to drive explicit teaching and improve student outcomes.

Students are achieving at proficiency and above.

Professional learning focusses on the continual development of teachers to deliver quality teaching programs and improved classroom practice.
# Strategic Direction 2: WELLBEING

## Purpose
To build trusting relationships that value and embrace inclusivity, diversity and focus on the individual.

To build a stronger learning community that will focus on student equity and wellbeing through whole school based programs.

## Improvement Measures
- The school will have in place a comprehensive and inclusive framework to support the cognitive, emotional, social, physical and spiritual wellbeing of students, which measurably improves individual and collective wellbeing.
- Survey of student wellbeing across all areas annually.

## People

### How do we build trusting relationships that value and embrace the wellbeing of every individual in our learning community?

**Students:**
Students will identify their goals for learning using the Positive Behaviour for Learning (PBL) framework, and are supported by teachers, parents and carers to achieve them.

**Staff:**
Staff have a shared responsibility for supporting students to achieve positive outcomes. Students are taught to accept responsibility for their own behaviours appropriate to their age and level of understanding based on our school values of:
- respect
- responsibility
- cooperation.

**Parents/Carers:**
Parents, carers and the broader community understand behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes.

**Leaders:**
Identify initiatives that support staff well-being. Provide links for parents and carers to support services where appropriate.

## Processes

### Processes:
The school consistently implements a whole school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment.

Quality teaching and professional practice are evident in every learning environment.

Students will be provided with opportunities to connect, succeed and thrive in quality programs that are relevant to their stages of learning and development.

**Evaluation Plan:**
Student attendance is monitored and underlying issues addresses.

Improved behavior in playground and classroom reflected in decreased suspensions.

Self-assessment tool strengthening family and community engagement in student learning annually.

Survey of student wellbeing annually.

## Products and Practices

### Products:
The school will have in place a comprehensive and inclusive framework to support the cognitive, emotional, social, physical and spiritual wellbeing of students, which measurably improves individual and collective wellbeing.

### Practices:
Individual learning is supported by the effective use of school and PBL initiatives.

Students are self-aware, build positive relationships and actively contribute to the school and the community in which they live.

Engagement of a school chaplain as part of the National Chaplaincy program.
Strategic Direction 3: COMMUNITY ENGAGEMENT

### Purpose
To build dynamic relationships as an educational community.

To provide ongoing learning for our school community so that we develop a culture of informed, responsible and innovative mindsets in which members of our school community are deeply connected with our students’ learning and engagement.

### Improvement Measures
- Enable the school community to develop and engage in a shared vision to build a dynamic learning community.
- Parent, staff and student surveys indicate an increased positive school culture of inclusion and collective well-being.

### People
**How do we build dynamic relationships as an educational community?**

**Students:**
Students will engage parents and the community in their learning to achieve personal goals.

**Staff:**
Staff will develop capacity to build stronger community relationships with parents and community from all cultural backgrounds.

**Parents/Carers:**
Parents and carers will be consulted and regularly invited to have an input in developing school strategic directions and priorities.

Parents will participate in ongoing evaluation and feedback of school learning programs.

**Leaders:**
Leaders will maintain a mutually respectful learning environment and identify learning opportunities to engage the community in school practices.

### Processes
**Processes:**
Create communities and networks that assume shared responsibility for promoting individual and collective practice for the ongoing growth of the school.

Staff and leaders collaborate to effectively communicate and deliver key learning initiatives in partnership with parents and the wider community, resulting in learning success for all stakeholders.

**Evaluation Plan:**
Student behaviours are recorded, monitored and analysed to identify trends and determine improvement practices.

PBL evaluations conducted regularly to ensure school progress.

Parent, staff and student satisfaction surveys are completed annually.

### Products and Practices
**Products:**
Enable the school community to develop and engage in a shared vision to build a dynamic learning community.

Parent, staff and student surveys indicate an increased positive school culture of inclusion and collective wellbeing.

Increased number of parents attending school assemblies, P&C meetings and school events.

**Practices:**
A culture of welcome, inclusion and belonging for all families that reflects and respects diversity within the school's community.

A positive culture of learning and a consistent understanding of the school's Positive Behaviour for Learning framework and wellbeing policy.

Parents and carers are involved in setting goals in students learning plans.