School plan 2015 – 2017

Goolma Public School

2036
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<th>School vision statement</th>
<th>School context</th>
<th>School planning process</th>
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<tr>
<td>Every minute counts</td>
<td>Goolma Public School with an enrolment of 8 students, 88% indigenous, is a small rural school with a committed staff and rigorous curriculum programs focused on academic growth and development. As a 21st Century school it has embedded digital technologies to support student learning. In embracing the philosophy of Every Student, Every School, the school caters for the needs of all students, developing individual learning plans where required. Goolma Public School is an inclusive school that nurtures the success of each individual by fostering a positive and caring learning environment. The school continues to build upon the foundations of parental and community involvement. Goolma Public School maintains a continued focus on the quality of student outcomes in literacy, numeracy and engagement and caters for a broad range of activities from performing arts, cultural, leadership, sporting, environmental and academic pursuits. Through Early Action for Success, the school is provided with an Instructional Leader, an additional .1 teacher allocation to deliver tailored interventions in literacy and numeracy as well as a training allocation for teachers to strengthen personalised learning for K-2 students. Goolma Public is well resourced and is staffed by enthusiastic, talented people committed to ensuring each child gets a fair go. Families and community are welcome and encouraged to be part of the school in a wide variety of roles. P&amp;C has evolved into coffee afternoons with a combined focus of both social and developing the capacity of the school to meet the needs of the children.</td>
<td>The writing of the school plan commenced in 2014 with a one day workshop on the structure and process to be used. After this workshop an initial focus group meeting was held to gather information from all key stakeholders on the success of programs already offered at the school and to seek direction for the school for the following three years. This information was correlated to formulate three strategic directions. The directions are: 1. Student Learning and Engagement 2. Professional Practice These directions articulate the school’s priorities over the next three years, and beyond, for quality teaching and learning, quality relationships and quality systems. Each strategic direction provides details of the purpose (why), people and processes (how), and products and practices (what) that are to be realised through the implementation of the plan ensuring a culture of educational and organisational excellence.</td>
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Purpose:
Curriculum is the core business of the school. Each child is entitled to the best teaching practices to enable each child to be a successful learner in each subject area. Our goal is to actively engage all students in meaningful and challenging learning experiences through personalised and differentiated learning opportunities; which develops them as both learners and leaders; which instills the values of respectful and responsible citizenship; and promotes their intellectual, physical, social, emotional, moral, spiritual and aesthetic development and wellbeing.

Purpose:
To promote, build and sustain the professional learning of all staff members through providing consistently high level professional practices to create a meaningful, inclusive and equitable whole school learning environment. This encourages and supports a range of learning styles, ensuring personalised and differentiated learning for students in order to enhance student outcomes.

Our professional practices will extend beyond the school gate and be reflective of our community’s expectations.
## Strategic Direction 1: Student Learning and Engagement

### Purpose
To actively engage all students in meaningful and challenging learning experiences through personalised and differentiated learning opportunities; which develops them as both learners and leaders; which instils the values of respectful and responsible citizenship; and promotes their intellectual, physical, social, emotional, moral, spiritual and aesthetic development and wellbeing.

### People

**Students**: Engage students in order to develop them as both learners and leaders; which instil the values of respectful and responsible citizenship; and promotes their intellectual, physical, social, emotional, moral, spiritual and aesthetic development and wellbeing.

**Staff**: Develop teaching capacity through professional learning and support to improve their knowledge, skills and understandings, to deliver programs for improved student outcomes.

**Parents**: Parents as educational partners in the learning process will have the opportunity to develop their knowledge, skills and understandings to support their children's learning through participation in classroom/school parent information sessions.

**Community partners**: Develop the capacity of external organisations or agencies to work collaboratively with the school to enrich and extend curriculum programs.

**Leaders**: Develop capacity to analyse and communicate whole school data, focused on monitoring and processing whole school growth and performance.

### Processes

**Students**: Engage students in order to develop them as both learners and leaders; which instil the values of respectful and responsible citizenship; and promotes their intellectual, physical, social, emotional, moral, spiritual and aesthetic development and wellbeing.

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**Leaders**: Develop capacity to analyse and communicate whole school data, focused on monitoring and processing whole school growth and performance.

### Products and Practices
To increase the number of students achieving in the top three skill bands in NAPLAN.

To increase the number of students achieving expected growth between Year 3 and Year 5 in NAPLAN that is consistent with State averages.

To improve each student’s reading by five benchmark levels within one school year.

Identified students have an up to date Learning Support Plan with Learning adjustments embedded in teaching and learning programs.

What are our newly embedded practices and how are they integrated and in sync with our purpose?

Staff demonstrate a sound understanding of the continuums, NAPLAN analysis and standardised assessments, reflected in documented teaching practice.

High quality teaching and learning practices supported through programs, assessment, Performance and Development Framework and improved learning outcomes.

Learning adjustments are reflected in modified teaching programs and support student progress in achieving outcomes.

Expansion in extra curricula cultural activities

### Improvement Measures

- Increased numbers of student growth in NAPLAN by >20% between Years 3 and 5 as measured by three year Trend Data average.

- Increased numbers of students achieving expected growth on the Literacy and Numeracy Continuums by at least 5%.

- Sustained percentage of Kinder to Year 2 students achieving Reading Benchmark targets of approximately 80%.

- Maintain 90% student participation in extra curricula activities.
### Strategic Direction 2: Professional Practice

**Purpose**
To promote, build and sustain the professional learning of all staff members through providing consistently high level professional practices to create a meaningful, inclusive and equitable whole school learning environment. This encourages and supports a range of learning styles, ensuring personalised and differentiated learning for students in order to enhance student outcomes.

### People

| Staff: | Staff will undertake targeted professional learning, in order to improve their knowledge, skills and understandings, driven by needs of the students. Professional Learning goals will be negotiated and implemented with teaching staff. |
| Parents: | Build and articulate a shared purpose with staff, to assist students to meet identified learning, engagement and wellbeing needs to achieve immediate goals and long term outcomes. |

Parents are aware that Teachers are engaged in Professional Learning within and beyond the school.

### Processes

1. **Effective Pedagogical Practices**
   To promote, build and sustain the professional learning of all staff members, by creating systems for teachers to learn from each other in a variety of settings as an enabler for continual development; collaborative teamwork; shared purpose; and enhanced student outcomes.

2. **Alignment of Current Policies**
   Implement staff training in the National Curriculum Syllabus documents in order to implement the new curriculum as per BoSTES and DEC guidelines.

### Improvement Measures

Evidence of aligned professional goals, the annual performance and development cycle, and selected Teaching Standards and the Principal Standards.

Provision of quality professional learning aligned to school learning goals; system requirements; and professional career aspirations of staff.

### Products and Practices

All teachers are aligned to the goals within the school plan; focus on collaborative planning and programming; Performance and Development Plans are constructed with evidence embedded in classroom and managerial practices.

Policies, procedures and practices reviewed annually or when necessary to promote a safe environment.

**What are our newly embedded practices and how are they integrated and in sync with our purpose?**

Professional Standards are articulated to all staff and an agreed Performance and Development Framework implemented aligned with Standards.

Proactive professional learning across the school support quality educational and organisational practices in alignment with DEC policy; Australian Professional Standards; and NSW syllabus for Australian curriculum.

Regular professional learning activities occurring which are aligned to school learning goals, system requirements, and professional career aspirations of staff.