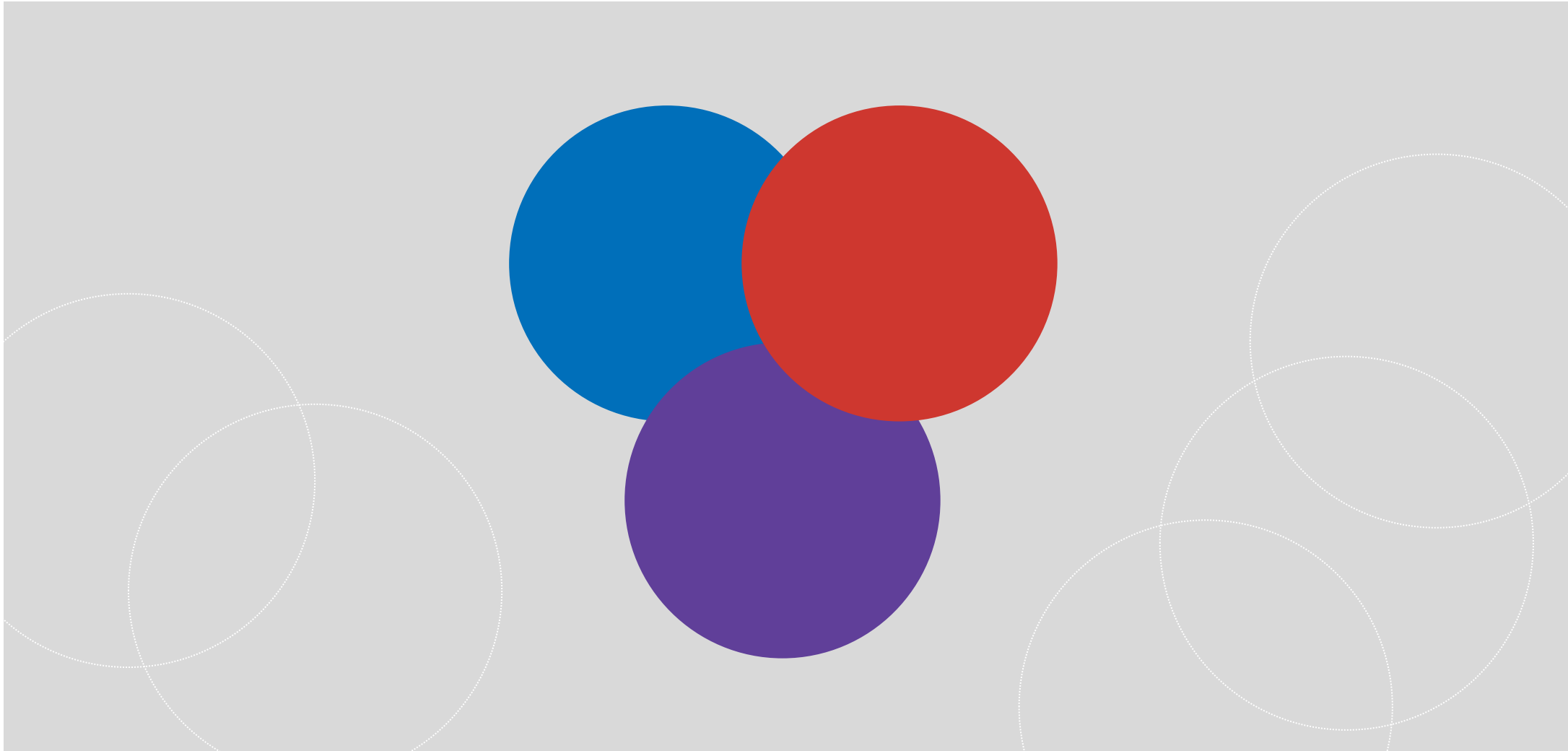


School Plan 2015 – 2017

Goulburn North Public School 2055





School vision statement

Our vision at Goulburn North Public School is to provide quality learning experiences to all students in a safe, happy, caring and stimulating environment, so they are able to achieve academically, creatively and socially, to the best of their ability.

Our vision is that children leave school being:

- Confident
- Enthusiastic about life and learning
- Organised
- Resilient
- Accepting of others
- Able to solve problems

School context

Goulburn North Public School (GNPS) is committed to providing high quality learning experiences in a safe and supportive school environment.

Established in 1877, the school has a long and proud history of providing quality education to the local community. Students come from diverse backgrounds including farms, small villages and Goulburn city, and bring with them a wide range of experiences.

Students are supported by experienced, dedicated staff who continually focus on improving outcomes for the students through the provision of quality educational learning programs.

GNPS benefits from an active community and supportive parent group who participate in all aspects of school life.

School planning process

The *School Plan 2015-2017* is the result of a whole school evaluation commenced in 2014, and a consultation process commenced in 2015. School programs were reviewed and evaluated, and data was collected to determine what Strategic Directions we would focus on in this plan. Data was obtained from various sources including standardised tests, attendance data, NAPLAN data, and survey data from students, teachers and parents.

At the beginning of 2015 consultation forums were held with community members and staff to gather information and to provide the opportunity for each group to voice their opinions of the school (its processes and procedures) and their aspirations and expectations for their children and students.

A working party was formed to write the *School Plan 2015-2017*.



STRATEGIC DIRECTION 1

A school improvement plan with explicit and clear school-wide targets based upon research and communicated to all stakeholders.

Purpose:

To ensure the school community is committed to the school's strategic directions and practices to achieve desired improvements in student learning and performance.

STRATEGIC DIRECTION 2

Teaching will be highly effective, research based and explicit, ensuring every student is engaged, challenged and learning successfully.

Purpose:

To ensure students engage in learning that is based on quality teaching practices and sound theories of learning. To ensure that students understand that what they are learning is important and relevant, and why that is so. To ensure that learning is personalised and that it is precise. To ensure professional learning is continuous and embedded in the school plan.

STRATEGIC DIRECTION 3

Curriculum delivery will be planned, clear and sequenced to ensure consistent teaching and learning expectations across the school.

Purpose:

To ensure individual students' learning needs are being met through a whole school approach to curriculum planning and delivery, using evidence-based teaching practices.

Strategic Direction 1: A school improvement plan with explicit and clear school-wide targets based upon research and communicated to all stakeholders.

Purpose

To ensure the school community is committed to the school's strategic directions and practices to achieve desired improvements in student learning and performance.

Improvement Measures

- ❖ All stakeholders engaged in the development, implementation and evaluation of whole school improvement plan.
- ❖ The School Plan is embedded in individual teachers' Professional Learning Plans.

People

Leadership Team: Develop an awareness of the School Excellence Framework and build the skills to design and implement appropriate procedures and processes that align to it.

Leadership Team: Developing leadership capabilities of staff in developing and leading professional learning.

Students: Developing the capability of students to participate in consultation groups that review information from various sources to provide feedback on the effectiveness of initiatives and programs.

Parents: Developing the capability of parents to participate in consultation groups that review information from various sources to provide feedback on the effectiveness of initiatives and programs.

Processes

Leadership team to focus on establishing the principles of the School Leadership Capability Framework whereby a professional learning community is developed and sustained and systems are developed to support learners and learning.

Regular reporting against milestones by the leadership and consultation groups, and communicated to whole staff and community.

Consultation groups gather and review data and information from various sources to determine the effectiveness of initiatives and programs.

Products and Practices

Product: All stakeholders engaged in the development, implementation and evaluation of whole school improvement plan.

Product: The School Plan is embedded in individual teachers' professional learning plans.

Product: Student learning outcomes are significantly improved in the areas of Literacy and Numeracy (those areas specifically targeted by the School Plan) as measured by NAPLAN, school based assessments and standardised assessments.

Practice: Evidence-based research is at the heart of staff and stage meetings guided by the school plan.

Practice: Continuous collection and review of data to determine the effectiveness of initiatives and programs, and overall school performance.

Practice: Teachers reflect on their practice and seek feedback on their practice from colleagues.

Strategic Direction 2: Teaching will be highly effective, research based and explicit, ensuring every student is engaged, challenged and learning successfully.

Purpose

To ensure students engage in learning that is based on quality teaching practices and sound theories of learning. To ensure that students understand that what they are learning is important and relevant, and why that is so. To ensure that learning is personalised and that it is precise.

Improvement Measures

- ❖ Increase of 10% of students gaining more than 2 Bands in NAPLAN Literacy and Numeracy from Year 3 to Year 5.
- ❖ Gain from Year 3 to Year 5 in NAPLAN is higher than expected growth for all students – greater than 2 Bands- in Literacy and Numeracy.

People

Staff: Develop an understanding of the Quality Teaching Framework and Literacy and Numeracy Continuums through planned professional learning.

Staff: Develop their understanding of the Performance and Development Framework.

Students: Develop the capability of taking responsibility for their own learning through understanding the incremental steps in the Literacy and Numeracy Continuums. Having the ability to talk about their learning and achievements as part of three-way reporting.

Parents: Develop the awareness of how they can participate in their children's review of their learning.

Processes

Quality Teaching Framework implemented across the school.

Professional Learning Plan to be developed and implemented, addressing Strategic Directions and DEC directives.

Teachers regularly review learning with each student, ensuring all students have a clear understanding of how to improve their learning, so that students can plot their own progress on the continuums.

Through explicit, specific and timely formative feedback to students, students evaluate their own progress in line with the continuum.

Teachers regularly evaluate student performance data to evaluate their own teaching practices.

Products and Practices

Product: Students are highly engaged in their learning resulting in improved classroom behaviour and increased on task behaviour.

Product: All students' achievements are tracked on the Literacy and Numeracy Continuums.

Product: Gain from Year 3 to Year 5 in NAPLAN is higher than expected growth for all students – greater than 2 Bands- in Literacy and Numeracy.

Practice: Teachers provide the tools and opportunities to students to reflect on their own learning.

Practice: High quality teaching and learning practices demonstrated through teaching and learning programs are underpinned by quality assessment for learning and about learning practices.

Strategic Direction 3: Curriculum delivery will be planned, coherent and sequenced to ensure consistent teaching and learning expectations across the school.

Purpose

To ensure individual students' learning needs are being met through a whole school approach to curriculum planning and delivery, using evidence-based teaching practices.

Improvement Measures

- ❖ All students participate in teaching and learning programs that effectively develop knowledge, understanding and skills with continuity across K-6.
- ❖ All students meet the targets set in their PLPs, ILPs and IEPs.

People

Staff: Know their Aboriginal students and understand the importance of their identity, culture and extended family connections.

Staff: Understand the importance of the correlation between the Performance and Development Framework and whole school strategic directions.

Staff: Prioritise learning experiences that are accessible, engaging and challenging for all students, including those with special needs.

Parents: Provided with information and understanding of curriculum initiatives and teaching strategies to assist them in understanding the learning expectations for their child.

Processes

Professional Learning Plan to incorporate knowledge of the Australian Curriculum.

Professional Learning sessions to be scheduled on school calendar.

Stage meetings are held fortnightly and used to facilitate collaboration between teachers and review of student learning.

Teachers use evidence based teaching practices and innovative lesson delivery.

Teachers collect, analyse and share quantitative and qualitative data for all students, and use data for effective practice.

Teachers embed the Strategic Directions within their personal learning goals.

Regular information sessions to be offered to parents to aid them in better understanding the teaching and learning process and curriculum.

Products and Practices

Product: All students participate in teaching and learning programs that effectively develop knowledge, understanding and skills with continuity across K-6.

Product: All students meet the targets set in their PLPs, ILPs and IEPs.

Practice: Teachers regularly review learning against Australian Curriculum outcomes.

Practice: Aboriginal Student data on achievement is recorded and used to inform future programs and to monitor progress over time.

Practice: Achievement data of all students on Personalised Learning Plans will be analysed and used to inform future Personalised Learning Plans.

Practice: Teachers work collaboratively to ensure the continuity of learning for students.