School plan 2018-2020

Gosford Public School 2049

GOSFORD PUBLIC SCHOOL

School background 2018–2020

School vision statement

Gosford Public School is committed to providing **high quality systems**, **practice** and **care** that support and sustain a learning environment that is engaging, relevant, significant, challenging and meets the needs of the individual learner.

School context

Gosford Public School is an active and supportive member of the Gosford City Learning Community (GCLC). Our diverse school population totals 530 students and is made up of 35% of students from non–English speaking backgrounds and 4% of students who identify as Aboriginal.

Gosford Public School and Henry Kendall High School share a site and work closely on many transition initiatives and administrative innovations.

The school is currently classed as a P3 with one Deputy Principal, four Assistant Principals and another 17 classroom teachers.

The school currently supports two 'Opportunity Classes' (OC) and a very successful school band program. Our school is a proud and active member of the GCLC and Cooinda Local AECG.

School planning process

The views, feelings, opinions and aspirations of the school community have been carefully analysed over the last eight months. A variety of methods were used to collect this data/evidence, including:

- Surveys via 'Survey Monkey' and the 'Tell Them From Me' (TTFM) tool
- Interviews
- The 'RRAAPS' (Review, Reflect, Analyse, Action, Plan, Share known as RAPS) self–assessment process
- Informal opportunities

Focus groups included:

- The school executive team
- The student leadership team
- P and C executive
- Classroom teachers
- GCLC representatives and colleague principals
- Parent representatives who participated on the RAPS self–assessment teams
- The Community Liaison Officer (CLO)

Other data/evidence sources include:

- NAPLAN 2016 to 2017
- Best Start data
- L3 data

STRATEGIC DIRECTION 1
Quality Systems

STRATEGIC DIRECTION 2
Quality Care

STRATEGIC DIRECTION 3
Quality Practice

Purpose:

To provide the school community an environment where quality systems, structures and processes underpin ongoing school improvement and the professional effectiveness of all school members.

School Excellence Framework v2 links:

Leading – Educational Leadership; School Planning, Implementation and Reporting; and Management Practices and Processes.

State Strategic Plan links:

Goals – 1, 8 and 9

Premier's and State priorities:

Improve customer satisfaction with key government services every year, this term of government to 2019.

Purpose:

To provide every student the opportunity to thrive, connect and succeed in a learning environment that is supportive, compassionate and culturally sensitive.

School Excellence Framework v2 links:

Learning – Learning Culture and Wellbeing.

State Strategic Plan links:

Goals – 1, 2, 4, 6 and 10

Premier's and State Priorities:

Increase the proportion of Aboriginal and Torres Strait Islander students in the top two NAPLAN bands for reading and numeracy by 30%.

Increase the proportion of NSW students in the top two NAPLAN bands by 10% by 2019.

Purpose:

To improve student outcomes through quality teaching, the implementation of engaging curriculum and professional learning that meets the diverse needs of all learners.

School Excellence Framework v2 links:

Teaching – Learning and Development; Professional Standards; Data Skills and Use; and Effective Classroom Practice.

State Strategic Plan Links:

Goals – 3, 4, 5, 6, 7

Strategic Direction 1: Quality Systems

Purpose

To provide the school community an environment where quality systems, structures and processes underpin ongoing school improvement and the professional effectiveness of all school members.

School Excellence Framework v2 links:

Leading – Educational Leadership; School Planning, Implementation and Reporting; and Management Practices and Processes.

State Strategic Plan links:

Goals – 1, 8 and 9

Premier's and State priorities:

Improve customer satisfaction with key government services every year, this term of government to 2019.

Improvement Measures

TTFM data indicates that the school leadership structures has improved educational leadership:

- educational leadership – 2017 baseline 66% – target 2020 85%.

TTFM data indicates that the school has improved parental input into or opinions about :

- school planning – 2017 baseline 19% – target 2020, 50%
- development or review of school policies – 2017 baseline 18% – target 2020, 49%
- teaching practices – 2017 baseline 11% – target 2020, 35%.

People

Students

Students demonstrate self–discipline, self–direction, positivity and experience personal growth within the systems, structures and processes of the school.

Staff

Staff build skills that allow them to value add to the development, implementation, monitoring and reviewing of school systems, structures and processes.

Leaders

Leaders will understand the value of, and promote and facilitate, shared learning opportunities.

Leaders will provide and maintain quality systems that engage community in shared initiatives.

Leaders will collect information about school practices in order to ensure their effectiveness.

Parents/Carers

Parents/carers contribute towards the development of a collaborative learning community by accessing opportunities to work together with staff on shared initiatives.

Community Partners

Community partners access opportunities to collaborate on and participate in Learning Community initiatives with understanding and knowledge.

Processes

Implement and embed systems practices that are – accountable, transparent, consistent, evidence–based and sustainable.

Implement and embed consistent systems structures and processes that meet (and are compliant with) broader system requirements, are sufficiently differentiated to meet individual needs and are supported by quality professional learning. Adequate and responsible resourcing is provided which reflects the wider needs of the community.

Evaluation Plan

Systematic evidence collection via:

- School RAPS process
- A–Z policy evidence collection
- CLO survey
- TTFM survey

Practices and Products

Practices

Management practices and processes are responsive to school community feedback.

The school evaluates its systems ensuring that they are delivering anticipated benefits to the school community.

The school uses research, evidence–based strategies and innovative thinking when developing and implementing new systems.

The school measures and analyses the impact of its systems, structures and processes in relation to continuous school improvement.

Products

A–Z policy evidence collection process reflects school systems, structures and processes that are compliant.

Assessment, evaluation, self–reflection and feedback practices (evidence) drive the development (and implementation) of all school systems, structures and processes.

The school plan successfully delivers ongoing, measured improvement in student progress and achievement.

Strategic Direction 2: Quality Care

Purpose

To provide every student the opportunity to thrive, connect and succeed in a learning environment that is supportive, compassionate and culturally sensitive.

School Excellence Framework v2 links:

Learning – Learning Culture and Wellbeing.

State Strategic Plan links:

Goals – 1, 2, 4, 6 and 10

Premier's and State Priorities:

Increase the proportion of Aboriginal and Torres Strait Islander students in the top two NAPLAN bands for reading and numeracy by 30%.

Increase the proportion of NSW students in the top two NAPLAN bands by 10% by 2019.

Improvement Measures

Parents identify Gosford Public School as being an inclusive school as referenced by TTFM data (baseline 2017 67%). Target by 2020, TTFM data will indicate 90% of parents feel Gosford Public School is an inclusive school.

Students are more positive in relation to the learning culture of Gosford Public School as referenced by TTFM data (baseline 2017 57% felt positive about the learning culture). Target by 2020, TTFM data will indicate 87% of students feel positive about the learning culture of Gosford Public School.

People

Students

Students understand and appreciate their cultural connections and the backgrounds of others.

Students recognise that they are responsible for their own choices and behaviour at school.

Staff

Staff build skills that allow for consistent and respectful partnerships.

Staff build an appreciation of the value of community input as 'partners' in our learning community.

Leaders

Leaders facilitate shared learning/ leadership opportunities.

Leaders provide and maintain systems that engage community in shared initiatives.

Parents/Carers

Parents/carers contribute towards the development of a learning community by accessing opportunities to work together with staff on shared initiatives.

Community Partners

Community partners access opportunities to collaborate on and participate in learning initiatives with understanding and knowledge.

Processes

Implement and embed wellbeing practices that are – accountable, consistent, evidence–based and sustainable.

Implement and embed 'Quality Teaching' practices that are based on sound research and supported by valid evidence.

Implement and embed engaging wellbeing strategies and initiatives that meet (and are compliant with) system requirements, are sufficiently differentiated to meet individual needs and are supported by quality professional learning. Adequate and responsible resourcing is provided which reflects the wider needs of the community.

Evaluation Plan

Systematic evidence collection via:

- School RAPS process
- A–Z Policy evidence collection
- CLO survey
- English has an Addtional Language or Dialect (EAL/D) data
- Attendance data
- SENTRAL data
- Learning and Support Teacher (LaST) and Counsellor data

Practices and Products

Practices

Teachers use a variety of evidence–based pedagogical practices to maximise growth for all learners with a wellbeing focus.

Self–directed, flexible and meaningful embedded professional learning practices that build capacity to provide consistent approaches to wellbeing for students K–6.

Valid data is gathered and analysed to track student wellbeing and to inform differentiated teaching and learning programs.

Every student is able to articulate their personalised learning goals and provide and receives regular and meaningful feedback in relation to their growth.

Products

Staff professional learning is self–directed, responsive to identified needs, individualised and builds the capacity of the individual to experience personal growth and impact positively on the wellbeing of other learners.

Assessment, evaluation, self–reflection and feedback practices drive the development of all wellbeing programs, personalised learning plans and behaviour differentiation strategies.

Strategic Direction 3: Quality Practice

Purpose

To improve student outcomes through quality teaching, the implementation of engaging curriculum and professional learning that meets the diverse needs of all learners.

School Excellence Framework v2 links:

Teaching – Learning and Development; Professional Standards; Data Skills and Use; and Effective Classroom Practice.

State Strategic Plan Links:

Goals – 3, 4, 5, 6, 7

Improvement Measures

By 2020, increase the average number of Year 3 Aboriginal students currently represented in the top two bands of NAPLAN Reading at Gosford Public School to 40% (baseline 2017 33.6%).

By 2020, increase the average number of Year 3 Gosford Public School students in the top two NAPLAN bands – Reading to 65% (baseline 2017 57.7%) and Numeracy to 55% (baseline 2017 48.43%).

By 2020, increase the average number of Year 5 Aboriginal students currently represented in the top two bands of NAPLAN Reading at Gosford Public School to 30% (baseline 2017 23.75%).

By 2020, increase the average number of Year 5 Gosford Public School students in the top two NAPLAN bands – Reading to 85% (baseline 2017 61.3%) and Numeracy to 75% (baseline 2017 52.7%).

People

Students

Students build skills that allow for consistent self–regulations in terms of: behaviour, feedback and goal setting.

Staff

Staff build skills that allow for self–directed professional learning, with an understanding of and application to quality teaching practices.

Leaders

Leaders demonstrate a strategic and coordinated approach to the delivery, monitoring, assessing, reporting and evaluation of whole school Literacy and Numeracy strategies and initiatives.

Parents/Carers

Parents/carers demonstrate an understanding of quality teaching practices and a skill set that allows them to support their children in their learning.

Parents/carers value opportunities to collaborate on whole school self–assessment and planning practices.

Community Partners

Community partners value opportunities to collaborate, and participate in, Learning Community initiatives with understanding and knowledge.

Processes

Implement and embed high–trust, self–directed, accountable, evidence–based and sustainable professional learning practices.

Implement and embed 'Quality Teaching' practices that are based on sound research and supported by valid evidence.

Implement and embed an engaging curriculum that meets system requirements, is sufficiently differentiated to meet individual needs, is supported by quality professional learning. Adequate and responsible resourcing is provided which reflects the wider needs of the community.

Evaluation Plan

Systematic evidence collection via:

- School RAPS process,
- A–Z Policy collection,
- CLO survey
- NAPLAN SMART data
- Quality Teaching Rounds (QTR) data
- New South Wales Education Standards Authority (NESA) accreditation

Practices and Products

Practices

Teachers use a variety of evidence–based pedagogical practices to maximise growth for all learners with a Literacy and/or Numeracy focus.

Self–directed, flexible and meaningful professional learning practices are accessed by all staff.

Valid data is gathered and analysed to track student growth and to inform differentiated teaching and learning programs.

Every student is able to articulate their personalised learning goals and both provides and receives regular and meaningful feedback in relation to their growth.

Products

Staff professional learning is self–directed, responsive to identified needs, individualised and builds to the capacity of the individual to experience personal growth and impact positively on the growth of other learners.

Teaching practice across the school is self–reflective, consistent and reflective of the 'Quality Teaching Framework' (QTF).

Assessment, evaluation, self–reflection and feedback practices drive the development of all teaching/ learning initiatives. Personalised learning practices and differentiation strategies are evident.