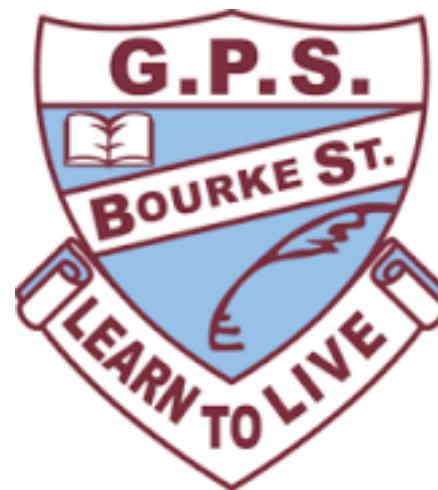




# School plan 2018-2020

Goulburn Public School 2053



# School background 2018–2020

## School vision statement

The vision for Goulburn Public School is '*Success for All*'.

Goulburn Public School is committed to providing a quality education in a nurturing, innovative learning environment so that all students can become active, confident participants within our ever-changing challenging world.

## School context

Goulburn Public School is the oldest school in Goulburn and was established by the NSW Department of Education in 1868. 2018 will see Goulburn Public School celebrate its 150th Birthday.

The school is set within attractive grounds with beautiful heritage buildings and continues to build upon its proud tradition of working with the community to provide the best possible learning outcomes for all students. The school makes valuable use of its excellent facilities by offering a wide range of educational opportunities, with students and teachers working to ensure that everyone reaches their full potential while experiencing success within a happy and supportive educational environment. Meeting individual learning needs, effective use of computer technology, development of sporting skills, providing valuable cultural experiences and a positive approach to student welfare are features of our learning environment.

At Goulburn Public School we work with parents, members of the community and community groups to enhance the educational opportunities for all of our students, providing a learning setting which is positive, comprehensive, caring and stimulating. The Positive Behaviour for Learning (PBL) Framework is being actively embedded into all school systems to enhance the academic and social behaviour for all students. The school community has a sound reputation as a small, supportive group. Staff and P&C work closely together to establish high expectations and to ensure quality education for all students.

Goulburn Public Schools works in close partnership with Goulburn Regional Conservatorium providing specialised music tuition. This project is being expanded upon due to its success.

The school is committed to building strong connections with our local 'Goulburn Community of Schools' (GCOPS) network of schools as well as the broader community to share expertise, resources and provide greater opportunities for all.

## School planning process

The new approach to school planning began in 2017. *Where are we at GPS? Where do we want to be in 5 years?*

During 2017 staff, students and parents were consulted in a variety of ways to gather information to help guide and set our schools strategic directions. These processes included:

- Evaluation of school practices and programs
- Student focus groups and surveys
- Parent feedback
- Analysis of internal and external data
- P&C discussions and contributions
- Staff evaluation/reflection of the 2015–2017 School Plan
- Melbourne Declaration/DoE reforms including DoE 2018–2022 Strategic Plan
- Collaboration with our Community of Schools
- Consultation and support from Principal Support Leadership, High Performance Directorate.

The staff worked collaboratively to develop a new school vision and parents were consulted for their thoughts and suggestions.

Staff collaborated to identify the strategic directions for our school. The school leadership team wrote the practices, products, people and processes document. This 2018–2020 School Plan was reviewed at a Staff meeting and a P & C Meeting. This draft was shared with Executive Teams from two other schools for further refinement and shared with the local AECG.

The strategic directions show how Goulburn Public school will move forward with a collaborative, considered and consistent approach to delivering the curriculum.

# School strategic directions 2018–2020



## Purpose:

To apply a whole school approach to evidence based pedagogy in the delivery of quality teaching and learning experiences and quality learning environments. Quality learning experiences are differentiated thereby enabling students to develop strong identities as problem-solvers and self-directed learners. Quality teaching experiences are based on individual student learning needs focused on differentiated programming to promote meaningful and challenging engagement.

Quality learning and teaching experiences along with positive, respectful and caring relationships directly contributes to an aspirational learning culture, which is underpinned by continual improvement in growth for students, staff and the community.

## Purpose:

To apply a whole school strategic and planned approach to wellbeing that enables all stakeholders to feel connected, achieve success, thrive and learn.

Our purpose is to create and maintain a stimulating and engaging professional learning environment supported through a collaborative positive culture. The five key concepts that underpin the development of healthy, happy, successful and productive individuals are:

- Teaching and Learning
- Behaviour, Discipline and Character Education
- Learning and Support
- Professional Practice
- Effective Leadership and School Planning

## Purpose:

In schools that excel, instructional leadership underpins all leading within the school environment and culture. To provide a methodology for enhancing the personal leadership skills of participants and provide them with important skills and capabilities in key learning areas which are critical to successful school improvement. Student leadership skills are valued and fostered through evidenced-based whole school improvement programs.

To further develop teacher and leader networks across the 'Goulburn Community of Schools' (GCOPS) with an emphasis on 'like needs' and professional learning goals.

To involve staff projects that support teaching and learning with a focus on best practice across the whole school. Systematic school resourcing will occur with a focus of IT and digital platforms.

# Strategic Direction 1: Quality Teaching and Learning

Purpose	People	Processes	Practices and Products
<p>To apply a whole school approach to evidence based pedagogy in the delivery of quality teaching and learning experiences and quality learning environments. Quality learning experiences are differentiated thereby enabling students to develop strong identities as problem-solvers and self-directed learners. Quality teaching experiences are based on individual student learning needs focused on differentiated programming to promote meaningful and challenging engagement.</p> <p>Quality learning and teaching experiences along with positive, respectful and caring relationships directly contributes to an aspirational learning culture, which is underpinned by continual improvement in growth for students, staff and the community.</p>	<p><b>Students</b></p> <p>Articulate how they learn and why they learn and develop their critical thinking, problem-solving, collaborative and communication skills to achieve their learning goals based on high expectations.</p> <p><b>Staff</b></p> <p>Differentiate their teaching to meet individual students' learning needs by providing targeted curriculum provision in the areas of literacy and numeracy.</p> <p>Teaching and learning programs will reflect the diverse needs of students with focus on high expectations for every student and continual improvement.</p> <p><b>Parents/Carers</b></p> <p>Collaborate in partnership to develop student learning goals with their teacher and to support students in achieving these goals.</p> <p><b>Leaders</b></p> <p>The school executive adopts a coordinated approach to literacy and numeracy where high quality learning experiences address individual student learning needs.</p>	<p><b>Curriculum and Learning:</b></p> <p>Deliver quality student centred and self-regulated learning experiences which enable students to understand how/why they learn and to select/ achieve their learning goals. Teacher learning programs will reflect curriculum delivery and student learning outcomes.</p> <p><b>Personalised Learning:</b></p> <p>Ensure learning is data driven and based on formative/summative assessment practices and National Literacy and Numeracy Progressions (NL&amp;NP). Timely, targeted intervention and feedback will support students in reaching learning goals and is reflective of best practice.</p> <p><b>Quality Learning Environments:</b></p> <p>Implement a whole school focus on quality learning environments underpinned by the Quality Teaching Framework with use of research to ensure students are connected to and engaged in their learning.</p>	<p><b>Practices</b></p> <ol style="list-style-type: none"><li>1. Quality Teaching Successful Students (QTSS) allocation will support teachers through collaborative practice, in developing capacity for authentic assessment, planning of teaching and learning and tracking of student progress.</li><li>2. Every teacher using authentic assessment data to inform teaching and learning, differentiating for individual students. Data is tracked using PLAN2 as a tool to ensure continual progress across all elements and sub-elements of the Learning Progressions and reflective of Syllabus documents.</li><li>3. Instructional Rounds will focus on whole school improvement to develop a shared understanding and implementation of learning intentions and success criteria.</li></ol> <p><b>Products</b></p> <ol style="list-style-type: none"><li>1. Teacher programs that demonstrate evidence of the teaching and learning cycle including analysed assessment data and planned program implementation.</li><li>2. Collated data creating documented evidence of individual student progress in literacy and numeracy.</li><li>3. Learning Intentions and success criteria in teaching and learning practices are evident in every learning environment.</li></ol>
<p><b>Improvement Measures</b></p> <ul style="list-style-type: none"><li>• Increase the proportion of students, including Aboriginal students achieving proficiency in line with Premier's Priorities 1, 2,3</li><li>• All students will either achieve their year appropriate expected growth in Literacy and Numeracy or have a personalised learning plan 1, 2, 3</li><li>• Increased use of evidence-informed pedagogy by all teachers 1, 2, 3</li></ul>			

# Strategic Direction 2: Wellbeing

Purpose	People	Processes	Practices and Products
<p>To apply a whole school strategic and planned approach to wellbeing that enables all stakeholders to feel connected, achieve success, thrive and learn.</p> <p>Our purpose is to create and maintain a stimulating and engaging professional learning environment supported through a collaborative positive culture. The five key concepts that underpin the development of healthy, happy, successful and productive individuals are:</p> <ul style="list-style-type: none"><li>• Teaching and Learning</li><li>• Behaviour, Discipline and Character Education</li><li>• Learning and Support</li><li>• Professional Practice</li><li>• Effective Leadership and School Planning</li></ul>	<p><b>Students</b></p> <p>Students develops a sense of belonging knowing that they are known, valued and cared for. Aboriginal students develop a sense of belonging and increased understanding of their culture.</p> <p><b>Staff</b></p> <p>Staff are using evidence-based practices that support their own and student wellbeing in a collegial manner.</p> <p><b>Leaders</b></p> <p>School Leaders co-ordinate a whole school approach based on positive, respectful relationships.</p> <p><b>Community Partners</b></p> <p>Community Partners recognise that student wellbeing and engagement are important conditions for learning. Schools as a Community Centre (SaCC) enrich partnerships between services and the school with a focus on the early years.</p> <p><b>Parents/Carers</b></p> <p>Develop their understanding of resilience and wellbeing and the impact it can have on student learning.</p>	<p><b>Connect, Succeed, Thrive</b></p> <p>Implement supportive tools of professional learning and programs/practices that support the needs of all students aligned to The Wellbeing Framework.</p> <p><b>Anti-Bullying</b></p> <p>Develop and implement consistent strategies that identify anti-social behaviour and empower student wellbeing.</p> <p><b>Collaboration</b></p> <p>PBL expectations further communicated throughout the whole school community. These expectations are embedded in whole school systems.</p>	<p><b>Practices</b></p> <ol style="list-style-type: none"><li>1. PBL implemented and used across the whole school community, with school expectations being demonstrated across a variety of school settings.</li><li>2. All practices are underpinned by the wellbeing framework to ensure the creation and maintenance of high expectations for and of every student, in line with school and DoE policies and procedures.</li><li>3. The active participation of parents and broader school community to reinforce and support student learning and wellbeing, including collaboration with Health Services and cultural programs targeting Aboriginal students.</li></ol> <p><b>Products</b></p> <ol style="list-style-type: none"><li>1. A positive learning environment whereby all stakeholders shows and feels respect.</li><li>2. Data systems that allow accurate monitoring of student wellbeing, including attendance.</li><li>3. Student wellbeing needs addressed and evidence of student engagement and sense of belonging evident in data.</li></ol>
<p><b>Improvement Measures</b></p> <ul style="list-style-type: none"><li>• Increased number of students showing positive, resilient behaviours, demonstrated from Office referrals 1, 2, 3</li><li>• Increase in student attendance data including partial attendance rates 1, 2, 3</li><li>• Increased levels of student engagement and sense of belonging 1, 2, 3</li></ul>		<p><b>Evaluation Plan</b></p> <p>Progress towards improvement measures will be evaluated through:</p> <ul style="list-style-type: none"><li>• EBS4 data collection</li><li>• PBL data collection</li><li>• student engagement and parent and community satisfaction (TTFM)</li><li>• Teacher satisfaction survey (TTFM)</li><li>• Attendance data</li><li>• Consistent use of school processes and procedures – Behaviour Management flowchart</li><li>• School Self-Evaluation Report – Learning &amp; Support</li><li>• Focus groups</li></ul>	

# Strategic Direction 3: Leadership

Purpose	People	Processes	Practices and Products
<p>In schools that excel, instructional leadership underpins all leading within the school environment and culture. To provide a methodology for enhancing the personal leadership skills of participants and provide them with important skills and capabilities in key learning areas which are critical to successful school improvement. Student leadership skills are valued and fostered through evidenced-based whole school improvement programs.</p> <p>To further develop teacher and leader networks across the 'Goulburn Community of Schools' (GCOPS) with an emphasis on 'like needs' and professional learning goals.</p> <p>To involve staff projects that support teaching and learning with a focus on best practice across the whole school. Systematic school resourcing will occur with a focus of IT and digital platforms.</p>	<p><b>Staff</b></p> <p>All staff to actively participate in aspirational professional development and continually seek to improve their work. Staff collaborate and use evidence, research and data effectively when reflecting on their professional practice.</p> <p><b>Parents/Carers</b></p> <p>Parents/Carers and community members have the opportunities to engage in a range of school related activities and student engagement.</p> <p><b>Students</b></p> <p>Engage in authentic leadership experience within the school and the local school community. Students develop the ability to collaborate in decisions that directly affect themselves.</p> <p><b>Leaders</b></p> <p>School leaders to develop skills within School Excellence Framework to enable a self-sustaining and self-improving community that support the highest levels of learning.</p> <p>An active fostering of school culture of high expectations and a shared sense of responsibility of student engagement.</p>	<p><b>Instructional Leadership</b></p> <p>Implementation of evidenced-based teaching and ongoing improvement so that every student makes measurable learning progress. Process will be measured through regular data collection which is shared with students, school and community.</p> <p><b>Professional Learning</b></p> <p>Provide opportunities in professional learning that develop excellence in learning, teaching and leading reflective of the needs of students and staff. This learning will be relevant, collaborative and future-focused, enhancing teachers practice and achieve professional goals.</p> <p><b>School Resources</b></p> <p>Administrative systems, structures and processes underpin ongoing school improvement. Resources are strategically used to achieve and improve student outcomes and high quality service delivery.</p>	<p><b>Practices</b></p> <ol style="list-style-type: none"><li>1. The leadership team will lead, plan, monitor and reflect on models of best leadership and teaching practice within each grade.</li><li>2. The leadership team and staff will use a variety of strategies to engage the school community in all aspects of operation.</li><li>3. The Leadership Team will lead the implementation of IT and use of the physical environment to enhance learning.</li></ol> <p><b>Products</b></p> <ol style="list-style-type: none"><li>1. Team leaders regularly meet with individual team members to develop, maintain and monitor goals.</li><li>2. Innovative, evidenced based research practices are evident in teaching and learning programs school wide. Professional Learning is aligned to staff Performance and Development Plans and school's Strategic Directions.</li><li>3. Flexible learning spaces established. Staff are proficient in the use of technology within the school. IT is purchased, maintained and embedded across the school. Digital platforms are used to engage the community in student learning and school operations.</li></ol>
<p><b>Improvement Measures</b></p> <ul style="list-style-type: none"><li>• Recognised by the local community as having high expectations and effectively catering for every student. 1, 2, 3</li><li>• All teaching and learning programs are NESA compliant 1, 2</li><li>• 80% of staff indicate that school leaders have helped improve their teaching 1, 2</li><li>• The leadership team and inspiring leaders undertake regular and systematic leadership learning 1, 2</li><li>• 80% of staff regularly use digital platforms to engage parents in student learning 3</li></ul>		<p><b>Evaluation Plan</b></p> <p>Evaluation will occur through:</p> <ul style="list-style-type: none"><li>• participation at community events, student, teacher and parent/carer engagement through the Tell Them From Me (TTFM) survey.</li><li>• Teacher teaching and learning programs</li><li>• School Excellence Framework Self-Evaluation.</li><li>• digital platform site usage.</li></ul>	