



School plan 2018-2020

Goulburn East Public School 2054

School background 2018–2020

School vision statement

At Goulburn East Public School we aim to provide challenging and stimulating learning experiences and opportunities that support our students to become successful learners, confident and creative individuals and active and informed citizens.

School context

Goulburn East Public School is located in Eastgrove, overlooked by the Goulburn War Memorial on Rocky Hill.

We currently have 168 students enrolled from Kindergarten to Year 6. We pride ourselves on being an inclusive school, welcoming all students and their families to our school community. Our students come from a variety of socio-economic backgrounds with 8% students identifying as Aboriginal and 6% students indicating that they have a language other than English spoken at home.

Parents, staff and students favour the current size of the school, valuing the opportunity for the children to learn in a school large enough to offer many opportunities but small enough so that all children and staff know each other well.

As our enrolment numbers have increased and student needs have changed, we have had several changes in staff. In 2017 we had four Beginning Teachers on staff with experienced staff embracing the opportunities to mentor their new colleagues and learn together. Our School Learning Support Officers work across all classes supporting students and teachers.

Our school holds a respected place in the Goulburn community. Goulburn East is fortunate to have a very supportive P&C and parent body. Parents value the trusted relationship they have with the school.

School planning process

Goulburn East undertook an inclusive process of consultation with parents, staff and students beginning in Term 4, 2017 through to the completion of the submitted School Plan 2018 – 2020. Premier's Priorities were discussed in the context of our school and our students in conjunction with the writing of the new plan.

Parents provided feedback on teaching and learning, things they valued and things they would like to see implemented at Goulburn East to build on the successes to date. These added significant insight into the development of the plan and have guided the development of the milestones.

Staff meetings and the Staff Development Days at the end of 2017 and at the beginning of Term 1, 2018 focused on the development of the Strategic Directions and School Vision. Staff then worked collaboratively to develop the milestones and monitor our progress towards achieving those.

All students from Years 1–6 were involved in peer workshops with Years 3–6 then elaborating on the earlier discussions in sessions with the principal.

Our School Plan and the accompanying milestones will provide a consistent form of reference for reflection, review and professional dialogue amongst all stakeholders throughout the life of the plan.

Analysis of data supported further decisions and further informed the School Plan 2018 – 2020 and the development of the specific milestones.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1 Excellence in Learning

Purpose:

To create a learning culture reflecting current research and pedagogy, engaging our students as 21st century learners through quality curriculum delivery, high expectations, personalised learning and innovative teaching practice.

To inspire all students to become confident, creative, resourceful, adaptable successful learners, supported to reach and exceed their potential.

STRATEGIC DIRECTION 2 Excellence in Teaching

Purpose:

To ensure that every child has the benefit of a quality teaching team guiding their learning and who are actively involved and supported in furthering their own professional knowledge.

To create and maintain a stimulating and engaging professional environment for educators, supported by a collaborative culture which fosters skilled and high performing teachers.

STRATEGIC DIRECTION 3 Excellence in Leading for Learning

Purpose:

To build and promote genuine and purposeful connectedness amongst stakeholders in our students' education, shared understandings and successful collaboration

To provide leadership development and professional learning opportunities to lead curriculum innovation and sustain excellence in communication and organisational practices across the school.

Strategic Direction 1: Excellence in Learning

Purpose

To create a learning culture reflecting current research and pedagogy, engaging our students as 21st century learners through quality curriculum delivery, high expectations, personalised learning and innovative teaching practice.

To inspire all students to become confident, creative, resourceful, adaptable successful learners, supported to reach and exceed their potential.

Improvement Measures

Significant evidence that technology is being integrated into quality teaching and learning experiences, reflected in classroom practice, professional learning and dialogue, teaching programs and assessments.

All teachers use data to program for the range of individualised learning needs

Improvement in the number of students reaching expected growth in all NAPLAN assessments

Improved results from Tell Them From Me student and parent surveys, reviewed annually.

People

Students

How do we develop the capabilities of our people to being about transformation?

Students will be engaged in quality learning environments and experiences and focused on achieving strong growth in all curriculum areas

Staff

Staff develop a deeper understanding of data use to inform their programming and student support. Peer tutoring and professional learning will enhance each teacher's use of technology as a learning, teaching and communication tool.

Parents/Carers

Parents attend information sessions to gain an understanding of curriculum direction, student wellbeing and the use of technology and future focused learning.

Leaders

Leaders ensure that all staff are recognised for their expertise and professional interests, and then utilised to lead initiatives and mentor colleagues.

Community Partners

Expertise from the local and wider community will be used to provide relevant, knowledgeable connections and learning beyond the school classroom.

Processes

How will we do it?

Teachers will source, review, implement and integrate new and emerging technologies into classroom use, communication and management tasks.

All teachers will train in the use of assessment for, assessment as and assessment of student learning and use them to support differentiation in programming and teaching, and to guide consistent teacher judgement and reporting practices across the school.

All staff will implement strategies from Berry Street Education Model, Bounce Back and Wellbeing Framework as part of a coordinated whole school approach to enhance student wellbeing, resilience and engagement.

Evaluation Plan

How will we know?

This Strategic Direction will be monitored by project leaders, executive staff and the principal using the developed milestones to track and evaluate progress towards the indicated improvement measures.

Measurement tools will include a range of data, interviews, surveys, school documentation and observational records as evidence of progress.

Practices and Products

Practices

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

Technology and higher order thinking are integrated into quality educational experiences to support, engage, differentiate, enhance and challenge learners of the 21st century

Every teacher uses school assessment and evaluative data to drive teaching and learning and build the collective capacity to inform parents.

Consistent whole school evidence based practices result in measurable improvements in student wellbeing and engagement, and supported by strong communication between home and school.

Products

What is achieved and how do we know?

Learning environments and experiences engage students and reflect the needs of 21st century learners as critical and creative thinkers and confident users of technology.

Teaching programs reflect rich teaching and learning experiences, purposeful assessment and feedback. Students show above expected growth from Year 3 to Year 5 NAPLAN in literacy and numeracy.

Strong partnerships based on shared understanding and quality communication supporting students to achieve their potential.

Strategic Direction 2: Excellence in Teaching

Purpose	People	Processes	Practices and Products
<p>To ensure that every child has the benefit of a quality teaching team guiding their learning and who are actively involved and supported in furthering their own professional knowledge.</p> <p>To create and maintain a stimulating and engaging professional environment for educators, supported by a collaborative culture which fosters skilled and high performing teachers.</p>	<p>Students</p> <p>How do we develop the capabilities of our people to bring about transformation?</p> <p>Students actively participate in a highly engaging curriculum, challenging, ensure their success as learner, develop as confident and creative individuals</p> <p>Understand that learning is a life long process, as modelled and promoted in and out of the classroom.</p> <p>Staff</p> <p>Staff increase their skills and understanding of best practice through peer observation, feedback, reflection and professional reading.</p> <p>Leaders</p> <p>School leaders provide training, ongoing support and resources to ensure quality professional learning and practices are embedded in school culture to best benefit successful student learning.</p> <p>Parents/Carers</p> <p>Parents will gain an understanding of processes in place in the school to achieve excellence in teaching and learning and support these initiatives.</p>	<p>How will we do it?</p> <p>Monitor Performance and Development Plans to ensure their effectiveness as a tool for professional development and career progression.</p> <p>Executive staff train in Quality Teaching Rounds and design, implement and oversee a schedule for our school context</p> <p>Engage in whole staff, network planning sessions to collaboratively plan and share quality practice.</p> <p>Evaluation Plan</p> <p>How will we know?</p> <p>Ongoing monitoring of milestones by project leaders, executive staff and the principal.</p> <p>Performance and Development Plans will inform a planned approach to staff professional learning.</p> <p>Teacher and student survey data</p> <p>Implementation of Quality Teaching Rounds focusing on effective feedback, observations and developing effective feedback rubrics.</p>	<p>Practices</p> <p>What are our newly embedded practices and how are they integrated with our purpose?</p> <p>Teachers take responsibility for their own professional development, reflect upon their career progression and set specific targets</p> <p>All staff utilise skills and knowledge gained through Quality Teaching Rounds, Visible Learning, Focus on Reading and other professional learning to refine their teaching practice in order to improve student outcomes</p> <p>All staff collaboratively plan with relevant colleagues including differentiation and planned assessment</p> <p>Products</p> <p>What is achieved and how do we know?</p> <p>All staff have a Performance and Development Plan against the continuum of Australian Teaching standards which allows them to further their professional performance and record their accredited hours.</p> <p>All staff have engaged in Quality Teaching Rounds, Visible Learning and professional development sessions collaboration sharing with colleagues</p> <p>All class programs demonstrate planned differentiation and assessments.</p>
Improvement Measures			
All staff have a Performance and Development Plan which is linked to the National Standards and supports the mandated accreditation process.			
All staff participate in quality professional learning including Quality Teaching Rounds, Visible Learning and Focus on Reading and there is evidence of strategies being implemented in class programs, teaching practice and professional dialogue.			
Evidence in all programs of collaborative planning, differentiation and planned assessment			

Strategic Direction 3: Excellence in Learning for Learning

Purpose	People	Processes	Practices and Products
<p>To build and promote genuine and purposeful connectedness amongst stakeholders in our students' education, shared understandings and successful collaboration</p> <p>To provide leadership development and professional learning opportunities to lead curriculum innovation and sustain excellence in communication and organisational practices across the school.</p>	<p>Students</p> <p>How do we develop the capabilities of our people to being about transformation?</p> <p>Students actively participate in learning and leading experiences offered by the school and develop an understanding and appreciation of the diversity of our community and their ability to have a positive impact.</p>	<p>How will we do it?</p> <p>Community connections will be sought, nurtured and strengthened to provide genuine context for student learning and development of own identity through an understanding of culture, histories and language.</p> <p>Implement an integral whole school approach to promote effective communication with parents and carers.</p>	<p>Practices</p> <p>What are our newly embedded practices and how are they integrated with our purpose?</p> <p>Effective use of the community as a rich learning resource with connections established to strengthen learning experiences and create links in our society including our Aboriginal community.</p> <p>Methods of communication between home, school, students and community will be strengthened and will ensure a shared understanding and expectation of information sharing about events, learning, attendance, school processes including the use of technology.</p> <p>Promote our school as a place of quality learning and leading, dedicated, knowledgeable teachers and a strong sense of community.</p>
Improvement Measures	<p>Staff</p> <p>Teachers confidently demonstrate their commitment to teaching by sharing their expertise and professional practice towards achieving the school's vision.</p> <p>Leaders</p> <p>The school leadership team monitors the progress of the School Plan, respecting and supporting the role that each stakeholder has in the successful achievement of our Strategic directions.</p> <p>Parents/Carers</p> <p>Parents and families will have a clear understanding of school directions and expectations towards improving student learning across the school.</p> <p>Community Partners</p> <p>Our school community will develop positive, productive and respectful relationships which will support learning for all students and the development of confident, engaged learners and active, informed citizens.</p>	<p>Evaluation Plan</p> <p>How will we know?</p> <p>The school will provide regular opportunities throughout the life of this plan for consultation with parents, students, staff and our wider community in the development and evaluation of the strategic directions of the school.</p>	<p>Products</p> <p>What is achieved and how do we know?</p> <p>Effective partnerships with community to support genuine learning</p> <p>Clear communication channels amongst all stakeholders and responsibilities for their maintenance understood</p> <p>Our whole school community values the strong sense of connection and security in which our students learn.</p>