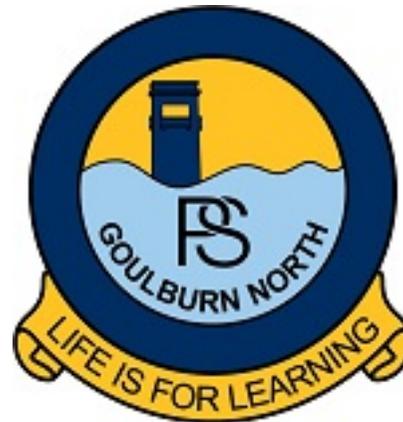


School plan 2018-2020

Goulburn North Public School 2055



School background 2018–2020

School vision statement

At Goulburn North Public School our moral purpose is to work beside our community to provide all students with learning experiences that produce students who have a strong sense of their own wellbeing whereby they are socially and emotionally regulated, have high expectations, and have the resilience to engage in 21st Century learning.

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 students in the local community. Students come from diverse backgrounds including farms, small villages and Goulburn city, and bring with them a wide range of experiences.

Student enrolment has been steadily growing at a rate of 3.4%. Students at GNPS generally enjoy coming to school and the attendance rate is 94%. There are Aboriginal students (6%) and students whose language background is not English (LBOTE students (6%)) attending GNPS.

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

Our Positive Behaviour for Learning program provides a common language and framework for behavioural expectations so that respectful relationships are developed and a positive culture provides a framework where all can learn.

Our teachers are committed to continually improving their teaching practice and use their expertise to create learning programs tailored to the needs of their students. Students have the opportunity to participate in Choir, Sport and specialist instrumental tuition given by teachers from the Goulburn Regional Conservatorium. Ethics classes commenced in 2017 for students in Stage 3 who don't attend scripture classes.

Students in Stage 3 are given opportunities to have leadership roles through a very active Student Representative Council and Peer Support program.

Students and teachers are supported by a cohesive Learning and Support Team that differentiates and individualises learning programs for all students.

School planning process

The *School Plan 2018–2020* is the result of a whole school evaluation and consultation process commenced in 2017. School programs are continually reviewed and evaluated, and data is collected to determine the effectiveness of the plan's implementation.

The school plan is reviewed each year and amended where necessary to respond to emerging needs and priorities.

Data is obtained from various sources including standardised tests, attendance data, NAPLAN data, class assessment data and survey data from students, teachers and parents.

Consultation forums and focus groups are conducted with community members and staff to gather information and to provide the opportunity for each group to participate in the consultation process.

Staff participated in a series of workshops to clarify ideas around key areas such as NAPLAN data, the Wellbeing self-evaluation kit and numeracy and literacy achievements and teaching pedagogy.

Students, staff and parents were given the opportunity to participate in the Tell Them From Me Survey and the 360 Reflection Tool survey.

Responses from surveys and forums have been used to formulate our three Strategic Directions.

School strategic directions 2018–2020



Purpose:

To promote quality learning environments where teaching is personalised and precise. To enable students to become successful 21st century learners in an authentic, rich learning environment ensuring they are literate and numerate and able to think deeply and logically. To enable students to take an active role in their own learning, be able to work co-operatively to communicate their ideas, and to demonstrate their learning.

To further develop the profession skills of teachers so that teaching engages students in meaningful learning through individual and collaborative experiences that promote the ability to make sense of mathematical ideas, to reason mathematically and be literate. To develop an understanding of the impact that instructional efforts have on students' learning.

Purpose:

To ensure there is a strategic and planned approach to support the cognitive, emotional, social, physical and spiritual wellbeing of all students. Ensuring that our school's expectations of being respectful, responsible and co-operative are explicitly taught, modelled and achieved for all. This will enable students to manage emotional, mental, spiritual and physical wellbeing, and become confident, resilient citizens who have a positive connection to their community.

Purpose:

To connect with parents so that they are engaged in their child's learning in the 21st Century. To develop a sense of belonging within the school community so that positive relationships between home and school exist to support students and build on our positive school culture.

Strategic Direction 1: Quality Teaching and Learning

Purpose

To promote quality learning environments where teaching is personalised and precise. To enable students to become successful 21st century learners in an authentic, rich learning environment ensuring they are literate and numerate and able to think deeply and logically. To enable students to take an active role in their own learning, be able to work co-operatively to communicate their ideas, and to demonstrate their learning.

To further develop the profession skills of teachers so that teaching engages students in meaningful learning through individual and collaborative experiences that promote the ability to make sense of mathematical ideas, to reason mathematically and be literate. To develop an understanding of the impact that instructional efforts have on students' learning.

Improvement Measures

All students make at least one year's growth in their learning for each year they spend at school.

Attitudes to learning are positive as measured by the Tell Them From Me Survey.

Students are engaged in their learning and instances of inappropriate behaviour within classrooms is significantly reduced as measured by data from LMBR behaviour records.

Aboriginal students are making the same gains or better than their non-Aboriginal peers.

People

Students

Develop skills in reflecting on their own learning, articulating what they know and where they need to go next in their learning.

Staff

Develop the knowledge and skills of measuring their own impact on students' learning.

Use evidence-based teaching strategies to have the greatest impact on students' learning.

Leaders

Develop processes, practices and instructional leadership skills that enable teachers to engage in professional dialogue that enhances their own learning.

Processes

Teachers regularly use evidence of learning, including a range of formative assessments to inform their teaching, adapt their practice and meet the learning needs of their students.

Literacy and numeracy is taught with the most effective evidence-based teaching strategies and methods that optimise learning progress for all students within a quality learning environment which supports risk taking, promotes engagement and acknowledges student effort and achievement.

Evaluation Plan

Progress towards achieving our improvement measures will be monitored by:

- analysis of teaching programs
- meeting minutes
- analysis of student achievement data
- teacher, student and parent surveys

Practices and Products

Practices

Teachers use evidence-based teaching practice so that teaching has the maximum possible effect on student learning.

All students' progress, in particular Aboriginal students, is monitored so that their progress is easily tracked and communicated to students, teachers and parents.

An integrated approach to quality teaching is developed where assessment promotes learning excellence and responsiveness in meeting the needs of all students.

Formative assessment is integrated into teaching practice so that teachers can confirm that students are learning what is being taught.

Teachers establish routines to monitor student performance.

Products

Teachers embed formative assessment into their teaching practice.

Students engage in reflective practice and are able to articulate their own learning achievements and future learning goals.

Evidence-based teaching strategies are embedded into teachers' everyday teaching practice.

Strategic Direction 2: Wellbeing

Purpose

To ensure there is a strategic and planned approach to support the cognitive, emotional, social, physical and spiritual wellbeing of all students. Ensuring that our school's expectations of being respectful, responsible and co-operative are explicitly taught, modelled and achieved for all. This will enable students to manage emotional, mental, spiritual and physical wellbeing, and become confident, resilient citizens who have a positive connection to their community.

Improvement Measures

Students indicate high levels of engagement, belonging and positivity as measured by the Tell Them from Me survey.

Student tracking data shows decreases in negative behaviours and increases in teacher nominated positive behaviours and achievements.

Parent surveys show high levels of positivity and high degrees of confidence in the school.

Teachers demonstrate high levels of efficacy as evidenced by the Tell Them from Me survey.

People

Students

To increase student capabilities in communication and collaboration through a cooperative learning focus. This will develop skills that improve emotional resilience and social intelligence, and support the development of a sense of community and wellbeing. All students are advocates of the school expectations of being Responsible, Respectful and Co-operative.

Staff

Capabilities will be developed to build stronger community relations with parents and to encourage and support regular discussions and consultations with parents. All staff will be supported and provided with professional learning to provide best practice in student wellbeing, K-6.

Parents/Carers

Parents are encouraged to be active partners. there will be opportunities for parents to develop extensive knowledge of curriculum and student wellbeing as invited partners through school programs.

Processes

There is a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed and thrive.

Teaching and learning programs incorporate strategies that promote student wellbeing and engagement which are recognised as important conditions for learning.

Evaluation Plan

Progress towards achieving improvement measures will be monitored by:

- staff and community feedback through forums, surveys, formal and informal conversations
- behaviour data from LMBR will be analysed regularly
- Learning and Support Team will review information from referrals

Practices and Products

Practices

Students demonstrate increased resilience and confidence as leaders across the school.

Practices and procedures are consistently followed for tracking student behaviour, both positive and negative.

Teachers, school leaders and community experts deliver professional workshops to better inform students, parents and community.

Products

Strong culture of wellbeing for the whole school community as evidenced through the Wellbeing Framework.

Positive Behaviour for Learning (PBL) is an embedded culture understood by all students, staff and community.

There are consistent guidelines and expectations for all students and all staff to implement consistent school practices and processes.

Strong partnerships across the whole school community exist with parents, community groups and other schools.

Strategic Direction 3: Community Engagement

Purpose

To connect with parents so that they are engaged in their child's learning in the 21st Century. To develop a sense of belonging within the school community so that positive relationships between home and school exist to support students and build on our positive school culture.

Improvement Measures

School community surveys report high levels of satisfaction with school teaching and learning programs.

Parental attendance is at 90% for parent teacher interviews and school events.

Students report high levels of satisfaction as measured by the Tell Them From Me Survey and overall attendance improves to 95%.

People

Parents/Carers

Increase knowledge of school curriculum and school processes and procedures.

Staff

Develop confidence and knowledge in actively seeking community involvement in every day school life.

Leaders

Leaders develop skills to lead staff in engaging parents in school committees and obtaining feedback from the community.

Processes

Processes are in place to promote Goulburn North Public School to the community so that parents and community members have the opportunity to engage in a range of school-related activities which help build the school as a cohesive educational community.

Genuine partnerships of community members in the teaching and learning process are supported through school procedures and routines.

Evaluation Plan

Progress towards achieving improvement measures will be monitored by:

- staff and community feedback through forums and surveys
- formal and informal conversations

Practices and Products

Practices

Positive and respectful relationships between community members and the school underpin a productive learning environment, and support students' development.

Positive and constructive processes are in place to systematically gather feedback from staff, students and community members.

Processes are in place to ensure community members have the opportunity to participate in the consultation process and school life.

Products

Increased parental involvement in all aspect of the school.

Increased sense of belonging for all members of the community.

Increased communication between the school and our Aboriginal families.

Parents are members of school committees.