

School plan 2018-2020

Gulgong Public School 2097



School background 2018–2020

School vision statement

Our School Mission: “to provide a safe & happy community school striving for excellence in a caring environment”

Our Vision

NSW public schools deliver quality education to develop the individual talents, interests and abilities of students. Our aim is to provide a vibrant and responsive public education system that produces well-educated citizens with the capability and confidence to succeed in the 21st century.

School context

Gulgong Public School has an enrolment of around 327 students with 10% Aboriginal population and has a proud tradition of providing quality public education.

The School has an expanding enrolment base and serves a diverse rural community. The school focuses on providing a safe, innovative and challenging curriculum, supported by a professional, highly motivated, talented and committed staff.

Teachers work collaboratively in a variety of teams to maximise quality teaching and learning and the school is a foundation member of the Cudgegong Learning Community.

The students at Gulgong Public School achieve consistent success in academic, social, sporting and cultural endeavours, promoting positive self-esteem, independence, motivation and tolerance.

Both the staff and the community are dedicated to providing excellent educational opportunities for students and are equally valued in the educational partnership.

School planning process

A **review** of the 2015–2017 school plan was conducted from early 2017 with a series of opportunities for stakeholders: **parents, staff and students**, to contribute an evaluation of what worked and didn't.

The School planning process involved consulting staff, parents and students through a variety of methods.

Suggestions for future school improvement were invited through consultation surveys, student progress review meetings, parent–teacher interviews and at P&C meetings.

Staff meetings were conducted in Term 4 2017 to explain the new planning process. The School Executive Team combined with the staff set the key strategic directions for the plan and formulated a vision statement.

Feedback indicated that the community considers our school to be “very good” and parent surveys indicated a high approval rate.

A parent representative is invited to be part of the annual planning team.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1 CONNECT

Purpose:

Through inspired learning Gulgong Public School will create resilient, well informed learners who have strong skills in Literacy and Numeracy. Students will embrace a culture of high academic achievement that encompasses evidence based learning.

STRATEGIC DIRECTION 2 SUCCEED

Purpose:

Gulgong Public School will build teacher capacity to understand and implement evidenced based teaching practice. Staff will be skilled in the use of data to inform teaching and programing practice.

STRATEGIC DIRECTION 3 THRIVE

Purpose:

At Gulgong Public School, the community, every student, every teacher and every leader is committed to the school's strategic directions and practices. School and student links to community ensure access to resources for the purpose of enriching the learning opportunities for our students. Our educational priorities will be enriched by wide community support.

Strategic Direction 1: CONNECT

Purpose

Through inspired learning Gulgong Public School will create resilient, well informed learners who have strong skills in Literacy and Numeracy. Students will embrace a culture of high academic achievement that encompasses evidence based learning.

Improvement Measures

Every student will achieve expected or above expected growth in both Literacy and Numeracy each year.

Increase the number of students reporting a sense of belonging and a love of school.

People

Students

Students will be successful, resilient independent learners who will succeed and thrive because they can articulate their learning goals and strive to achieve them..

Staff

Staff will further develop their knowledge and practice using evidence based learning.

Staff will develop deep knowledge and understanding of the English and Mathematics Syllabi, that will enable them to create explicit student based learning programs. They will implement a range of evidence based strategies and practices in their classrooms.

Staff will be consistent in their implementation of the student wellbeing policy.

Parents/Carers

Parents and Carers will be well informed about student progress and teaching and learning programs so that they can successfully support their children at home.

Community Partners

Gulgong Public School staff will work with the Cudgegong Learning Community, School Leadership and Directors to develop their capacity to effectively implement evidence based student learning.

Leaders

Processes

Develop students with a growth mindset.

- Build the capacity to ensure practices that develop and encourage student learning skills.

Literacy and Numeracy skills K–6

- Build teacher capacity to ensure best practice.

Student Wellbeing

- Develop and evaluate a strategic and planned approach to whole school student wellbeing.

Evaluation Plan

Various evaluative processes will be implemented including:

- PAT testing
- Best Start
- PLAN 2
- Tell Them From Me
- Decrease number of suspensions
- Increase in attendance and participation data..

Practices and Products

Practices

The School will:

- review teaching practices for English and Mathematics;
- develop an objective perspective on current practice in the teaching of English and Mathematics;
- conduct a school audit of current practices;
- work collaboratively in whole school workshops and stage teams to develop explicit and achievable learning goals in teaching and learning programs and
- implement specific programs – Early Action for Success, PLAN, Focus on Reading, Learning and Support Team, Reading Recovery.
- Train teachers in student based learning processes and techniques underpinned by the implementation of student learning goals, success criteria and effective feedback.

Products

The school will develop authentic and evidence based assessment tasks that informs students and teachers of student progress against the outcomes and learning goals across the curriculum.

Evidence based teaching practices will be visible in classroom and teaching and learning programs K–6.

The school community will build individual and collective wellbeing by promoting a climate of care and positivity.

Strategic Direction 1: CONNECT

People

Executive and classroom teachers will facilitate a positive culture of learning, and share responsibility for professional development.

Practices and Products

Students will know exactly what they are learning, what they are expected to know and where they are within their learning cycle. They will develop understanding of what they need to do to move forward.

Students will demonstrate increased understanding of self-directed learning and achieve higher levels of engagement in Literacy and Numeracy.

Strategic Direction 2: SUCCEED

Purpose

Gulgong Public School will build teacher capacity to understand and implement evidenced based teaching practice. Staff will be skilled in the use of data to inform teaching and programing practice.

Improvement Measures

All teachers will embed Visible Learning into teaching and learning programs. Walkthroughs will show 100% of teachers are using Learning Goals in their lessons.

All teachers will use data to reflect on teaching effectiveness and meet student needs.

People

Students

Students will:

- develop knowledge and understanding of the processes necessary to achieve their full potential and
- understand that excellence requires persistence and effort. In order to persevere, students must develop the skill of resilience.

Staff

Staff will:

- foster collegial collaboration (EASf);
- work towards developing a culture of success that promotes academic excellence through explicit classroom practice;
- develop strategies and classroom practices that promote resilience in students and
- use student based learning processes to move students from middle to higher levels of academic achievement.

Parents/Carers

Parents and carers will be encouraged and supported to develop an appreciation of the importance of the role resilience plays in assisting their children to achieve their potential.

Community Partners

School involvement in community events and competitions will support the development of resilience in our students.,

Processes

Visible Learning

Implement and embed John Hattie and Carrol Deweck's work into our teaching and planning.

We will implement VL via Learning Goals and Success Criteria starting in Numeracy and moving through all subject areas.

Data Skills and use

We will use build evaluative thinking and consistent teacher judgement to track students learning against the progressions.

Evaluation Plan

Lesson Observations

Walk throughs

Teaching and Learning programs

School Excellence Framework SaS

TTFM

Student focus groups and work samples

Practices and Products

Practices

Leaders and teachers will:

- know their impact on learning;
- analyse data and evidence in Literacy and Numeracy;
- support students in the understanding that success is only achieved through effort and perseverance and
- develop a school culture that embeds pedagogical practices leading to lifelong learning.
- teach explicitly and provide effective feedback to students and
- implement "expert teaching" programs with emphasis on student based learning.

Products

- We will develop a deep understanding of evidence based pedagogies;
- We will develop protocols for effective support, walkthroughs and classroom observations;
- implement a 10 Week Planning Cycle that includes a staff collaborative planning day each term;

Strategic Direction 2: SUCCEED

People

therefore adding value to the learning and developing self-esteem.

Leaders

Leaders will:

- positively influence the academic and social culture of the school that respects tradition, values excellence and innovation and supports resilience;
- assist with the implementation of explicit teaching practices and evidence based learning;
- provide support and opportunities for improvement in professional practice;
- ensure that effective systems exist to provide explicit feedback to teachers on quality teaching practices and
- develop leadership pathways for aspiring executive in the school.

Strategic Direction 3: THRIVE

Purpose

At Gulgong Public School, the community, every student, every teacher and every leader is committed to the school's strategic directions and practices. School and student links to community ensure access to resources for the purpose of enriching the learning opportunities for our students. Our educational priorities will be enriched by wide community support.

Improvement Measures

Increase parent participation in school learning activities

Increase community involvement in student learning.

People

Students

Students will:

- develop the skills and knowledge to enable them to be an effective link between home, school and community;
- participate in a range of structures and activities within and outside the community context and
- engage in activities that acknowledge, value and respect people in their community.

Staff

The staff will make deliberate and strategic use of community partnerships to access activities and resources for the purpose of enriching school life and improving student outcomes. This will ensure that the staff and students maintain the school's high standing in the community and can therefore develop the capacity to provide learners with creative thinking and problem solving skills that are embedded in teaching and learning programs.

Parents/Carers

Parents and carers will be encouraged to support the values of Public Education through their involvement in student centred community activities.

Community Partners

The school will support Community activities including:

- the Gulgong PS P&C;
- the Gulgong Show;

Processes

Community Engagement

Partnerships with external agencies and community members will be formed strategically and for specific purposes. They will include:

- Scripture groups;
- community and parent readers and
- volunteers in classrooms.

The use of community partnerships will support the welfare of our students and help to promote a culture of high expectations.

The school will provide opportunities for parents to assume leadership roles that work towards common goals.

Evaluation Plan

Increase in the number of parent volunteers

Attendance at PT interviews

TTFM

Community partnerships

Practices and Products

Practices

The school will collect evidence to evaluate whether partnerships are having their intended impact in improving student achievement and increasing community involvement.

School leaders will liaise with community leaders to develop specific links that support both community expectations and student outcomes.

Work collaboratively with the P&C to build partnerships and common goals with parents, families and the community,

Products

Students, teachers and staff and members of the wider school community will have a shared understanding of the behaviours, attitudes and expectations that will enhance the wellbeing of all and therefore lead to improved student outcomes.

Parents and the broader community will support and enable the aspirations of every student.

The school will access community expertise to support and enhance our operational practices.

Information gathered from various school and community sources will be used to strengthen school activities, build the capacity of staff and allow the school to provide leadership opportunities for our students and community members.

The school will extensively utilise community skills and expertise.

Strategic Direction 3: THRIVE

People

- the Henry Lawson Festival;
- the Cudgegong Learning Community activities;
- local sporting groups;
- Mudgee Small Farm Field Days and
- Wenonah Aged Care.

Leaders

Leaders will:

- coordinate school and community activities;
- access specialist skills from the community;
- promote the importance of community based projects and activities and
- demonstrate to staff and students the educational importance of being involved community based activities.