

# Strategic Improvement Plan 2021-2024

## Goolgowi Public School 2035



# School vision and context

## School vision statement

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At Goolgowi PS, we aspire to equip our students to be engaged, motivated, resilient, self-directed learners who strive to reach their full potential, think creatively and are collaborative problem solvers with real world connections.

## School context

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Goolgowi Public School is a small isolated rural school located mid-way between Griffith and Hillston in the Shire of Carrathool in the North-West Riverina. It is at the crossroads of the Mid-Western Highway and Kidman Way. The school provides education for students drawn from both rural farming areas and students who live in the small village of Goolgowi. Our student population has stabilised since 2018 and we have a student population of 35 children with 1 multi-stage class and 2 stage classes.

Our Aboriginal student population is currently 11.4% of our enrolment. Our FOEI is 106 and ICSEA 969 identifying us as a low socio-economic rural school demographic. The FOEI doesn't take into account the effect of years of drought has had on our farming families. 57% of our students' families rely on agriculture for their income.

Through our situational analysis, we have identified a need to use data driven practices that ensure all students have access to stage appropriate learning. Further work will need to occur around how teachers can successfully plan for and deliver quality differentiated instruction to students with additional needs. Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in Reading and Numeracy.

Our work with individual students will be responsive and closely monitored and the instructional leader will lead much of this work in the school. Individual and targeted support will be provided where growth is not evident. Pre and post assessments will be carried out to assess the impact of this support. Structures will be put in place to identify students who need intervention and students not showing growth will be referred to the Learning and Support Teacher for intensive intervention.

Positive Behaviour for Learning (PBL) provides the framework used to explicitly teach students the school values of respect, responsibility and resilience. One of the values was changed from cooperation to resilience to change the culture of 'giving up' and a lack of perseverance. It is important to ensure students are partners in their own learning, recognising student voice as a mechanism for increased engagement, achievement and wellbeing. The Goolgowi community has struggled with ongoing mental health issues which have had a serious impact on students and families. As a school, we will engage with all stakeholders to foster a school-wide culture of high expectations, learning, development and success. The teachers are critical in ensuring school improvement touches every classroom through planning and constantly monitoring, reflecting upon and adjusting their practice to meet the needs of their students.

# Strategic Direction 1: Student growth and attainment

## Purpose

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In order to maximise the learning outcomes for every student, all staff will use data to understand the learning needs of individual students and inform differentiated teaching for all students. Students become self-directed learners who are aware of their own progress and feel confident in working with teachers to help direct future learning.

## Improvement measures

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### Target year: 2022

An improvement in the percentage of Year 3 and 5 students achieving in the top two bands in NAPLAN Numeracy by 5%.

### Target year: 2022

An improvement in the percentage of Year 3 and 5 students achieving in the top two bands in NAPLAN Reading by 5%.

### Target year: 2023

Increase the percentage of students achieving growth in NAPLAN reading and numeracy by 20%.

## Initiatives

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### A Culture of High Expectations

Embed a learning culture of high expectations based on quality teaching, curriculum planning and implementation and assessment that enables students to become self-directed learners who respond to feedback and achieve their learning goals.

### Data Driven Classroom Practice

Develop a school wide system based on targeted professional learning, where effective strategies and processes for data analysis and reflection are used for responsive curriculum delivery that meets the needs of individual students.

## Success criteria for this strategic direction

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Learning intentions, success criteria, and respectful feedback are an embedded practice in all learning spaces across the school.

Families are actively engaged in their child's learning, working in close partnership with the classroom teachers to support learning.

Professional learning to develop a whole school approach to the most effective evidence-based teaching practices will maximise learning progress for all students.

All teaching and learning programs are responsive to the needs of all learners, showing evidence of revisions based on feedback on teaching practices, student assessment and continuous tracking of student progress and achievement.

## Evaluation plan for this strategic direction

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**Question:** What has been the impact on student learning in Reading and Numeracy from whole school data driven practices?

**Data:** Students' personalised learning goals, internal school assessments, PLAN2, NAPLAN, Check-in assessments, Teaching and learning programs, Classroom observations, feedback from Professional Learning and staff Personal Development Plans.

**Analysis:** Embedded throughout the progress and implementation monitoring.

**Implications:** Regular and rigorous monitoring will be needed to ensure progress is made to reach targets and determine future directions.

# Strategic Direction 2: Building Leadership for All

## Purpose

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For students, teachers and school leadership to achieve excellence in learning, all stakeholders demonstrate a commitment to foster a school-wide culture of high expectations, learning, development and success. To become an effective school, leadership will be built at all levels, students, teachers and executive. Student voice will become a mechanism for increased engagement, achievement and wellbeing.

## Improvement measures

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### Target year: 2022

An improvement in the percentage of students achieving 90% or more attendance by 5%.

### Target year: 2024

TTFM wellbeing student data (Increase in sense of belonging and high expectations) and teacher data (collaboration ) improve to at and above the norms.

## Initiatives

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### Student Voice

Whole school research-informed programs that prioritise student voice in decision making and develop their leadership skills, will be implemented and reviewed to meet the social and emotional wellbeing needs of all students.

### Teachers as Leaders

Opportunities will be created for teachers to develop as leaders by facilitating professional dialogue, collaboration, classroom observation and the modelling of effective practice within the school and through external professional learning networks.

## Success criteria for this strategic direction

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Students have a variety of opportunities, including an active and meaningful SRC, to develop their leadership skills and be involved in decision making at an individual, small group, class or whole school level.

STEM and ICT are used as a learning tool to foster collaboration, resilience, problem solving and creativity.

Teachers lead the Teaching Sprint process in their KLA role to identify, promote and celebrate the most effective strategies to improve teaching and learning practices.

A collaborative professional learning network with schools of a similar context sharing teaching expertise, effective practice and collaboratively designing and evaluating teaching and learning programs.

## Evaluation plan for this strategic direction

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**Question:** How has leadership development of all improved student wellbeing and their engagement in learning and the quality of teaching and learning?

**Data:** Attendance, holistic student wellbeing information, Tell Them From Me trend reports, parent and teacher satisfaction surveys, feedback from Professional Learning, PL network initiatives' notes and evaluations and teaching and learning.

**Analysis:** Embedded throughout the progress and implementation monitoring.

**Implications:** Regular review of leadership opportunities for students and teachers will be needed to ensure progress is made and determine future directions.