School plan 2015 – 2017

Goulburn East Public School 2054

Quality Teaching and Learning

Professional Practice

Connected Community
School vision statement

Our school community provides challenging and stimulating learning experiences and opportunities that support our students to become successful learners, confident and creative individuals and active and informed citizens.

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

It is currently a large PP5 with 136 students. Increasing numbers in recent years have meant that Goulburn East became a school of 6 classes for the first time in 2013. Our students come from a variety of socio-economic backgrounds with 8% students identifying as Aboriginal and 10 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. The very experienced staff works collegially to further their professional knowledge and practice to benefit all students.

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 context


Two parent meetings were held to develop the Strategic Directions and to discuss what they valued in our school and their vision for the future as a quality place of learning for their children. Parents also had the opportunity to provide written feedback on the teaching and learning at Goulburn East which added significant insight into the development of the plan.

Staff meetings and the Staff Development Days at the end of 2014 and at the beginning of Term 1, 2015 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.

Analysis of data supported further decisions and guided the development of the specific milestones.

School planning process
School Plan 2015-2017 Goulburn East Public School

Purpose
To create learning environments and programs which reflect current research and pedagogy and engage our students as 21st century learners through quality curriculum delivery, personalised learning and innovative teaching practice.

STRATEGIC DIRECTION 1
Quality Teaching and Learning

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 and leadership.

STRATEGIC DIRECTION 2
Professional Practice

Purpose
To build genuine and purposeful connectedness amongst stakeholders in our students' education, with clear communication, shared understandings and genuine collaboration.

STRATEGIC DIRECTION 3
Connected Community
## Strategic Direction 1: Quality Teaching and Learning

### Purpose

To create learning environments and programs which reflect current research and pedagogy and engage our students as 21st century learners through quality curriculum delivery, personalised learning and innovative teaching practice.

### People

- Students will be engaged in quality learning environments and experiences and focused on achieving strong growth in all key learning areas.
- Teachers are actively involved in quality professional learning that will improve teaching practice and provide a strong base for improved growth in learning outcomes for every student through the delivery of a differentiated curriculum.
- School leaders and aspiring school leaders will oversee the implementation of this plan and its’ negotiated milestones to ensure school priorities are targeted and meet the needs of our students and greater school community.

### Processes

- Student achievement and growth in literacy and numeracy will be maximised through a whole school commitment to Focus on Reading (K-6), Teaching Early Numeracy (K-2) pedagogies.
- Student data is tracked and analysed to differentiate and personalise student learning. Learning programs are devised by teachers, LST and curriculum teams to address identified students specific needs.
- School leaders will plan, implement and evaluate school priority areas in collaboration with staff, students and parents to ensure the delivery and maintenance of quality educational programs.
- Student interests and talents are identified and nurtured through engagement in extension and enrichment programs and differentiated class teaching across all learning areas.

### Products and Practices

- Students in Year 5 NAPLAN show expected growth achieved since Year 3 NAPLAN in literacy and numeracy which reflects the embedding of rich teaching and learning through the implementation of quality teaching and high quality established programs including Focus on Reading and Teaching Early Numeracy.
- Teaching and learning sequences are designed and implemented reflecting a comprehensive knowledge and understanding of the Australian Curriculum.
- A differentiated curriculum enables every student to become successful learners who engage positively and independently in quality learning programs to achieve their personal learning goals.
- School assessment and evaluative data drives teaching and learning and builds collective capacity to inform parents.
- Learning environments and experiences engage students and reflect the needs of 21st century learners as critical and creative thinkers and confident users of technology.

### Improvement Measures

- School based assessment data indicates that students are achieving at and beyond expected stage standards, measured against curriculum descriptors and the literacy and numeracy continuum.
- All students completing NAPLAN demonstrate expected growth from Year 3 to Year 5.
- Programs and assessments accessible noting adjustments and accommodations required for students.
## Strategic Direction 2: Professional Practice

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

### People
- Students develop the capacity to analyse their own learning progress and performance to make informed judgements about their success and achievements.
- Teachers will demonstrate instructional leadership, promoting and modelling effective evidence-based practice.
- Teachers will design and implement quality assessment and use performance data to guide their teaching and to measure the performance of their own teaching practices.
- School leaders and teachers have a clear focus on improved teaching methods in literacy and numeracy and engage in professional learning activities that strengthen knowledge and skill in achieving strong student results.
- Parents participate in learning partnerships and collaborate with teachers to build transparency in the directions and priorities of the school.

### Processes
- Students will develop skills to become self-directed learners and measure their success using personal goal setting strategies.
- Teachers will be provided with opportunities to reflect on their classroom practice with colleagues using the framework of Peer Coaching.
- School leadership practices will ensure professional growth of aspiring school leaders through opportunities to lead new and innovative practices.
- Professional Learning Portfolios will record individual teacher growth and support ongoing development of quality teaching as measured by the National Teaching Standards.
- Parent forums will be conducted regularly to inform parents of current teaching practices and share new and innovative ways of supporting their children’s learning at home.
- Teachers will engage in quality professional learning including Focus on Reading, Teaching Early Numeracy, Taking Off With Numeracy and other available training opportunities. This knowledge will then be shared with staff to inform all teachers and SLSOs (as applicable) of current best practice.

### Products and Practices
The successful implementation and ongoing maintenance of teachers’ Professional Learning Portfolios will ensure that teachers meet accreditation requirements of the National Teaching Standards by 2017.

All staff have clearly defined and negotiated teaching and professional development goals in line with the Performance and Development Framework and National Teaching Standards.

Teachers’ attainment of professional learning goals and teaching requirements are a focus of the school leadership strategy and are aligned to the school’s performance plan.

The school has embedded and explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback to drive and sustain ongoing, school-wide improvement in teaching practice and student learning outcomes.

The school leadership team demonstrates instructional leadership, promoting and modelling effective evidence-based best practice.

### Improvement Measures
The successful implementation and ongoing maintenance of teachers’ professional learning portfolios will ensure that teachers meet accreditation of the National Teaching Standards by 2017.
Strategic Direction 3: Connected Community

**Purpose**
To build genuine and purposeful connectedness amongst stakeholders in our students' education, with clear communication, shared understandings and genuine collaboration.

**People**
Students recognise and respect cultural identity and diversity and share a common expectation of inclusivity building positive relationships within the school and broader community.

Teachers confidently demonstrate their commitment to teaching by sharing their expertise and professional practice towards achieving the school’s vision.

Parents will work with the school gaining a broad understanding of school directions and expectations towards improving student learning across the school.

The school community will develop positive and respectful relationships that will underpin productive learning environments for our students and the development of confident, engaged learners.

The school leadership team monitors the progress of the School Plan, respecting the role that each stakeholder has in the successful achievement of our Strategic Directions.

**Processes**
Student leadership is developed through quality peer support programs that nurture a sense of responsibility and respect for others creating an inclusive learning environment for all.

Teachers and parents will engage in professional learning and sharing that will ensure a joint approach towards achieving educational outcomes for all students.

The school will provide regular opportunities throughout the life of this plan for consultation with parents and the greater school community in the development and evaluation of the strategic directions of the school.

The school will create engaging learning environments that will ensure that students, teachers and parents are exposed to technology that enhances learning and broadens learning opportunities.

Teaching and learning programs reflect Aboriginal perspectives in a genuine learning context.

**Products and Practices**
Communication between home and school is strengthened by establishing our school website as an effective method of accessing current school information as measured by the school website service statistics and surveys.

Parent communication and consultation is an understanding and expectations in school decision making processes and in the achievement of quality educational outcomes.

The school community values and respects the Aboriginal culture and promotes an understanding of customs, cultures and histories across the key learning areas.

Practices are embedded for parents to be engaged and understand the learning progress of their children and how effectively to support them to learn.

Genuine learning links established in the community and beyond to strengthen and deepen knowledge and provide broad experiences.

The school is recognised as excellent and responsive by its community as a result of its effective engagement with members of the local community such as parents, families, wider Goulburn community, local government and businesses.

**Improvement Measures**
Positive results in surveys

Communication between home and school is strengthened through collaborative efforts to improve our school website providing efficient and effective methods of accessing school information as measured by the school website service statistics.