

School plan 2018-2020

Goodooga Central School 2033



School background 2018–2020

School vision statement

At Goodooga Central School we will provide a dynamic, engaging and inclusive education for all students. We will ensure all of our learners are able to strive for their personal best and reach their full potential.

Goodooga Central School will create proud, respectful, confident and creative individuals through catering for differentiated learning styles, a dynamic use of Aboriginal pedagogies and a holistic curriculum.

School context

Goodooga Central School is located in the Brewarrina Shire in the far north west of New South Wales. The school provides a highly personalised learning environment to our 42 students who are studying from Kindergarten to Year 12.

98% of our students identify as being Aboriginal and the school strives to embrace the local Yuwaalaraay culture and language. The school is committed to making transparent decisions in consultation with community members, particularly through the strong Aboriginal Education Consultative Group (AECG) and Community Working Party (CWP).

Goodooga Central School is a member of the Northern Borders Senior Access (NBSA) initiative which also incorporates Boggabilla, Mungindi and Collarenebri Central Schools.

Goodooga Central School is served by approximately 16 teaching, administration and support staff. There is some student mobility, due to familial connections to nearby communities. The school is well-respected within the local community and it serves a diverse community of low socio-economic circumstances. The school is active in the Lightning Ridge hub, which comprises of one state primary school and two central schools. The school continues to deliver quality teaching and learning programs in a 21st century environment, in order to improve student outcomes in literacy, numeracy and engagement. We also provide a broad range of activities from performing arts, cultural, leadership, sporting, environmental and academic pursuits. Our students are well behaved and are encouraged to become responsible citizens at school and in the wider community. It is the belief of parents and staff that our greatest strengths lie in having high expectations for our students. Goodooga Central School is characterised by motivated and enthusiastic students, highly qualified and dedicated staff, as well as fantastic parental and community support. We aim to offer the best education possible by providing a quality, comprehensive education in a caring environment, as we strive to educate the whole child. We maximise parent participation in the general life

School planning process

Our entire school community has worked together as a team to create our School Plan 2018–2020. We have analysed: attendance rates; our discipline and rewards data; surveyed teachers, SASS staff, students and community; used the Logic model with staff and community members; analysed individual and School Performance results from internal and external testing data; used data from our Learning Support Team; analysed our HSC and ROSA results; analysed our Personal Learning Plans for each student and reviewed our own Personal Professional Learning Plans. This deep analysis of all of this data and information has led us to plan for our three strategic directions: Excellence In Teaching And Learning; Community and Cultural Connections and A Successful Learning Environment, supporting life beyond school, in the 21st Century..

School background 2018–2020

School vision statement

School context

and management of the school. We also build links and promote partnerships within the wider school community, hence strengthening and increasing support and communication.

School planning process

School strategic directions 2018–2020



STRATEGIC DIRECTION 1

Excellence in teaching and learning

Purpose:

At Goodooga Central School, we value teaching practice that is based on evidence that maximises learning growth and improvement for all students. Every student is important. Our purpose is to create and grow a professional learning environment where the practice is based on evidence, innovation and evaluation, supported by explicit systems of collaboration and feedback. We will sustain our focus on the explicit teaching of literacy and numeracy across all subjects and accurately assess and support our students in the coming years. We will plan for students' learning and wellbeing to ensure all are engaged in developing their skills as learners. All students have Individual Learning Plans, so that they are challenged and continually improve, having strong literacy and numeracy skills across all subject areas.



STRATEGIC DIRECTION 2

Community and Cultural Connections

Purpose:

At Goodooga Central School, we value our collaborative school community partnerships. These create a culture of collective focus on student continuous improvement. Our purpose is to strengthen and build sustainable partnerships where students, parents, carers, teachers, non-teaching staff, leaders and communities in our Hub collaborate to enhance learning, and support continuous improvement across our school.

Strategic Direction 1: Excellence in teaching and learning

Purpose

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Improvement Measures

Well-being programs and career pathways will result in improved attendance and improved positive data. Our school will be an inclusive and safe school environment.

Enhance the capacity of teachers to undertake cyclic programming in their teaching and learning, ensuring that Professional Development attached to teachers' PDPs support their effectiveness in measuring student growth through internal and external assessment measures.

All students will demonstrate above median movement across the learning progressions in both literacy and numeracy and teachers will accurately plot students on these progressions.

People

Staff

Staff will actively engage in professional development and systematically implement the most effective strategies to improve teaching and learning with a sustained focus on literacy and numeracy. They will be able to identify and reflect on professional learning goals.

Staff will be vigilant in utilising the wellbeing programs of Positive Behaviours for Success in their classrooms to ensure that there is a consistency of expectation across our school, whereby people are respectful, safe learners.

Leaders

Leaders will actively engage in the planning of professional development of all staff, supporting them in achieving their Personal Professional Learning needs according to their Professional Development Plans (PDPs).

School leaders and aspirants will develop their capacity to drive school change by strengthening their supervisory practices, coaching/mentoring abilities and knowledge of the NSW DoE reform agenda.

School leaders will actively support students and staff by providing new research; evidence based programs and the facility to develop innovation that supports every individual student in our school.

Parents/Carers

Parents and carers will be actively involved

Processes

Active engagement of staff in Professional Learning in Literacy, Numeracy and well-being with these sessions being closely tied to their Personal Professional Development Plans and goals, to ensure that all staff are focused on programming for student improvement and development.

Collaboration of whole school (K-12) in student well being, Literacy and Numeracy to foster a climate of high achievement, high support and positive student wellbeing throughout the school. Whole school wellbeing initiatives align to the Department of Education's Wellbeing Framework (it is essential to ensure that all staff are cognisant of this Framework and utilise it in their work).

Develop whole school community's understanding of the importance of clear career pathways for every student as a culmination of individual student work from Kindergarten, right through school.

Evaluation Plan

Evidence-based, research-driven employment of new pedagogies and strategies to enhance and drive learning. This will be measured by student growth in internal and external assessment data:

EAfs data

PLAN2

NAPLAN

PAT Maths

PAT Reading

PAT Spelling

Practices and Products

Practices

Embed a clear understanding of the new learning progressions; the effective utilisation of internal and external data and SCOUT so that staff are accurately assessing students on the learning progressions in both literacy and numeracy, utilising consistent teacher judgement.

Embed knowledge of new systems, pedagogies, assessments and programs to ensure that every student's individual learning and wellbeing needs are attended to and that these needs and achievements are clearly communicated to our community.

Knowledge and understanding of our Career Pathways program is evident from the early years, so that all of our learning community are cognisant of the 'end product' of our endeavours for every individual student.

Products

All teaching and learning programs have evidence based practice including: learning intentions; explicit systems of assessment and tracking; student conferencing and feedback to inform point-in-time teaching and learning. Differentiation will be evident in all programs.

Explicit collaborative systems, providing modelling of best practice, classroom observations and reflective feedback will be evident across our school.

Students, staff and community will have a clear understanding of our whole school goal, to ensure that every child has an

Strategic Direction 1: Excellence in teaching and learning

Improvement Measures

All students will have and Individual Education Plan that will follow them through school from Kindergarten to Year 12. These plans will be modified as they progress through school, working towards a career pathway outcome in the latter years.

People

in the ongoing School Planning with a view to supporting new programs, pedagogies and career choices of every student.

Students

Students will develop their social and emotional intelligences to be better able to work collaboratively in the local and global community, so that they may develop positive career pathways in the future.

Students will work to a high level of achievement according to their personal ability.

Processes

Benchmarking/running records/CTJ while marking/observations/ anecdotal records

SCOUT data

PBL data/attendance/suspensions Logic model assessments

Logic model assessments

Relevant staff are trained in the pedagogies of EAfS, TEN; English Contextual Concepts and Focus on Reading to support and facilitate growth across the areas of literacy and numeracy. 100% of staff use internal and external assessments to measure student growth and the effectiveness of their programs.

A K–12 assessment protocol is implemented, so that similar tasks across the stages can be programmed, to inform our teaching and learning. Evidence of this will be documented using ongoing tracking records for individual students.

20% of students will be in the top two bands in literacy and numeracy testing in NAPLAN.

Evidence of the quality of wellbeing programs and their delivery being of a high value will be reflected in an increase in attendance to 90% and a reduction in suspensions by 10%.

Utilisation of the Tell Them From Me survey to gauge student engagement.

* Classroom observations and critical/supportive feedback.

Practices and Products

individual learning and career pathway, that is build along their journey at our school.

Evidence-based and research-driven pedagogies enhance learning in both strictures of learning and well-being.

Strategic Direction 1: Excellence in teaching and learning

Processes

- * Program supervision that includes differentiation for all students.
- * Student Individual Education Planning.
- * Effective Staff Personal Professional Development Plans.
- * Modelling of effective practice.
- * Mentoring and coaching

Strategic Direction 2: Community and Cultural Connections

Purpose

At Goodooga Central School, we value our collaborative school community partnerships. These create a culture of collective focus on student continuous improvement. Our purpose is to strengthen and build sustainable partnerships where students, parents, carers, teachers, non-teaching staff, leaders and communities in our Hub collaborate to enhance learning, and support continuous improvement across our school.

Improvement Measures

Increase student satisfaction, indicating a positive sense of wellbeing and engagement in school life whilst enhancing community involvement and engagement with student learning.

All teachers demonstrate evidence of the Aboriginal 8 Ways pedagogy in their programs.

Staff, students and community are displaying an awareness and an embedded approach to the local language and a strong cultural awareness of our local land and its occupants.

People

Community Partners

The whole school community will be actively engaged and openly consulted with regards to school planning and management. This will be done through clear, open communication in newsletters and Facebook. We will develop an environment where community builds trust, confidence and belonging in our school.

Our school will also work collaboratively with our Hub group (Lightning Ridge and Weilmoringle), by building and sharing the capacity of our students, staff and community.

We will work collaboratively with our local AECG; Lands Council, CWP, E-Beacon; Aurora College and Prime Minister and Cabinet to support student learning and wellbeing.

Parents/Carers

Parents/carers will be actively involved in regular Yarn Ups across our school. Regular community days and open classroom days will be a feature of our school over the next three years.

Students

Students will be actively involved in our SRC, promoting our school to the community and supporting others in need by creating fundraisers.

Staff

Staff will engage with the local community to develop their understandings of local culture and language. They will build their

Processes

Develop staff's understanding of the Aboriginal 8 Ways of learning and their capacity to authentically embed this into their teaching practice.

Strengthen community partnerships through consultative decision making practices.

Identify and implement strategies to promote and celebrate student learning and achievement throughout the school and community.

Evaluation Plan

All stakeholders will be surveyed to measure the effectiveness of the programs and strategies implemented throughout this process.

The Logic Model assessment strategy will be employed with all groups to ascertain the validity of the measures that we have undertaken.

Data and statistics will be gleaned from attendance and behaviour referrals for ongoing adjustments to planning.

Parents, carers and community members increase their involvement in our school and contribute more deeply to student learning. This will be measured through increased attendance in our visitors' book so that we are able to track community participation.

During community events, we will provide transport, lunch and personal invitations to community (we will have a visitors book to gauge engagement) as well as having a comprehensive Facebook account to

Practices and Products

Practices

Teachers demonstrate an increased knowledge of and confidence in the Aboriginal 8 Ways of Learning and demonstrate aspects in their teaching and learning programs.

The school will use a variety of strategies to regularly consult and gather information from the whole school community so that all plans and programs are developed utilising a consultative approach and transparency is evident.

Classroom environments promote pride and belonging, with student work, language and belonging posters displayed right through the School.

Products

The Aboriginal 8 Ways of Learning is incorporated into all teaching and learning programs, while an investment in supporting staff and student cultural awareness are implemented. These will include; Bro and Sista Speak, Connecting to Country, Journey to Respect; Yawalaaway lessons and Cultural Awareness staff inductions.

Classrooms display local cultural artworks, stories, information reports and language around their rooms, promoting pride and belonging.

Parents, carers and community members regularly attend events; come into the classrooms to see their children working; attend Yarn Ups; attend planning meetings and AECG meetings. Their contributions are positive for our school and our children.

Strategic Direction 2: Community and Cultural Connections

People

capacity to implement the 8 Ways of Learning in all curriculum areas.

Teachers will ensure students are prepared for all transitions they make throughout their education.

Leaders

Leaders will ensure that authentic community engagement is at the forefront of whole school planning. They will facilitate community involvement and ensure all staff have the appropriate level of cultural awareness to perform their role.

Processes

encourage trust and belonging in our school.

Practices and Products

Structures and protocols will be put into place to create an inclusive environment where all school and community members feel a strong sense of belonging.