<table>
<thead>
<tr>
<th><strong>School vision statement</strong></th>
<th><strong>School context</strong></th>
<th><strong>School planning process</strong></th>
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<tr>
<td>At Goonellabah Public School we believe our community is an important part of the school learning environment. We work collaboratively with colleagues, students and families and the wider community by building positive, respectful relationships based on honesty, respect and integrity. Through high expectations we provide quality education, where individual children are known and understood. We focus on positive teacher–student relationships and promote student engagement through active participation in the learning process. We support students to develop as self–directed learners as we cater to the evolving needs of the whole child. We continually reflect on what we do to embrace innovative and creative ways of thinking and learning as we respond to the needs of the students, our school and the wider community.</td>
<td>Goonellabah Public School is located on the Northern Ridge residential area of Lismore. We serve a diverse student population of 275; 46% of our students are from an Indigenous background. We provide a caring, happy and safe educational environment where children can learn and develop as individuals. We value mutually respectful relationships, shared concern and individual responsibility. Goonellabah Public School accesses a number of equity programs that give us extra funding and staff to improve learning outcomes. Our school is involved in the Early Action for Success (EAFS) strategy supporting staff and students K – 3 in literacy and numeracy. Staff strongly support the Aboriginal Education and Training Policy goal that Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population with all Indigenous students having ‘Personalised Learning Pathways’ developed in consultation with their family. The school is impacted by high mobility. Strong systems and structures are in place to support all students who present for enrolment. The district opportunity class is based at our school. This class provides intellectual stimulation and an enriched environment for academically gifted and talented children in Years 5 and 6.</td>
<td>The planning process for the 2018 – 2020 School Plan began at the beginning of Term 3 2017. It involved consultation with school staff, students, parents/carers and the broader community. Students, parents/carers and staff were surveyed. They were asked to respond to three questions: • What do we need to keep? • What do we need to develop? • What do we need to drop? Feedback was also requested regarding the ‘School Vision Statement’. Responses were collated and shared. Common threads were then identified to assist with the development of the plan. Participants were encouraged to be involved in and contribute to the decision making and planning process. Specific data from NAPLAN, school assessments, PLAN and the School Excellence Framework were also analysed and used to inform the strategic directions. As a result three strategic directions were identified as a basis for a shared commitment for future developments. A draft School Plan was then developed and discussed at the end of Term 4 2017. It will be presented to the P &amp; C and staff for comment. The feedback received will be incorporated into the final plan.</td>
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**School strategic directions 2018–2020**

**STRATEGIC DIRECTION 1**
Excellence in Learning

**Purpose:**
Students will be actively connected to their learning, have positive and respectful relationships and experiences and a sense of belonging to their school community. Students will be respected, valued, encouraged, supported and empowered to succeed and grow. Teachers will use information about individual students' capabilities and needs to plan for students' learning. Teachers work in partnership with parents as active participants in their child's education.

**STRATEGIC DIRECTION 2**
Excellence in Teaching

**Purpose:**
To ensure success for our students through the delivery of high quality teaching practices. Teachers demonstrate personal responsibility for improving their teaching practice in order to improve student learning including analysis of student engagement, learning growth and outcomes.

**STRATEGIC DIRECTION 3**
Excellence in Leading

**Purpose:**
Lead teaching and learning through school and community collaboration and quality practices that foster a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success.
## Strategic Direction 1: Excellence in Learning

### Purpose
Students will be actively connected to their learning, have positive and respectful relationships and experiences and a sense of belonging to their school community. Students will be respected, valued, encouraged, supported and empowered to succeed and grow. Teachers will use information about individual students’ capabilities and needs to plan for students’ learning. Teachers work in partnership with parents as active participants in their child’s education.

### Improvement Measures
- Improve the % of students that meet or exceed minimum standards in literacy and numeracy.
- All students achieve growth as measured by PLAN 2, Best Start, NAPLAN and school based assessments.
- Increased % of students identify that they are connected to their learning, have positive, respectful relationships and have a sense of belonging to their school.

### People

#### Students
- Will be appropriately challenged to learn new things – high expectations. Access quality support to facilitate a positive transition across all stages of learning.

#### Staff
- Cater for the diverse learning needs of all students to ensure they receive the instruction they need to build their potential.
- Collaborate across schools to share practice and participate in professional learning.
- Use PLAN 2 and the Learning Progressions to monitor student progress and to inform teaching and learning programs.

#### Parents/Carers
- Partnerships with parents and students support clear improvement and planning for learning. Parent feedback is used to monitor and refine a whole school approach to wellbeing and engagement.

#### Community Partners
- Engage with local schools to facilitate sharing of expertise, resources and programs.

#### Leaders
- Engage staff in formal and informal conversations about literacy and numeracy teaching and learning via the analysis of individual student and class data.

### Processes
- Professional learning opportunities provided to teachers to assist them to support student learning and progress. PLAN 2 / Learning Progressions.
- Staff know their students, how they learn and how to support their individual learning needs. Targeted support provided, including flexible learning spaces and the use technology as a learning tool.
- Student wellbeing and engagement is promoted across the school to ensure optimum conditions for student learning as evidenced by student and staff feedback.
- Evidence based learning conversation are conducted every, two weeks (K – 2) and three weeks (3 – 6).
- Feedback is provided to students that focusses on improving tasks, processes and student regulation. What was your goal? Where to next?
- Regular feedback to parents through reports, parent teacher interviews, newsletters, assemblies, morning teas and informal conversations.
- Increase teacher capacity with digital technologies.

### Evaluation Plan
- Goals, progress and achievements (Milestones) to be reviewed every 5 weeks and refined as required. PBL priorities identified and action plan implemented.

### Practices and Products

#### Practices
- Targeted PL provided.
- The ‘Instructional Leader’ works closely with staff K – 3. EAFS strategies utilised 4 – 6.
- Data is used to monitor, plan and report on student learning.
- Learning is future focussed and flexible.
- Explicit PBL/You Can Do It lessons delivered in all classrooms.
- Regular review of SENTRAL data.
- There is a focus on building positive teacher–student relationships.
- Consistent whole school approach to wellbeing and engagement.

#### Products
- All students achieve growth.
- All students requiring learning adjustments are catered for.
- Teaching and learning programs describe expected student progression.
- Staff collect and analyse data to inform practice.
- Students can articulate their learning and understand what they need to learn next to enable continuous improvement.
- The wellbeing and engagement needs of the students are supported to improve student learning outcomes.
## Strategic Direction 2: Excellence in Teaching

### Purpose
To ensure success for our students through the delivery of high quality teaching practices. Teachers demonstrate personal responsibility for improving their teaching practice in order to improve student learning including analysis of student engagement, learning growth and outcomes.

### Improvement Measures
- All teachers use professional standards and PDPs to identify and monitor areas for development that align with the School Excellence Framework and school priorities.
- High quality, relevant and personalised teaching and learning experiences are planned for, delivered and evaluated based on the Teaching and Learning cycle.
- Increased % of staff report that professional learning opportunities build their capacity to personalise their teaching to meet the needs of all students in their class.

### People

#### Students
Access high quality teaching and learning programs that are highly engaging and responsive to individual needs.
Can articulate where they are heading next, through the use of ‘I can statements and goal setting.’

#### Staff
Access professional learning to target specific goals as identified in their PDP and the school plan.
Undergo a rigorous self and peer reflection and assessment.
Engage in professional learning that is targeted to meet the needs of the students in literacy and numeracy.
Continually monitor student achievement and growth in literacy and numeracy.

#### Parents/Carers
Will be provided with information about student learning.
Reflect on student progress and achievement to develop plans for improvement.

#### Leaders
Support staff in achieving their personal goals within their PDP.

### Processes

#### Individual staff professional learning needs identified through the performance and development framework.

#### Deliver, sustain and grow, L3, L3S1, TEN and TOWN to explicitly deliver improved literacy and numeracy outcomes to Early Stage 1 and Stage 1 students.

#### Implement the Early Action for Success strategy K – 6.

#### Track and evaluate K – 6 students’ achievement and growth.

#### Teachers will regularly and accurately collect, record and act on PLAN 2 data K–6.

#### DoE reforms embedded to generate real and sustained improvements.

#### Engagement of School Learning Support Officers and Learning and Support staff as a means to support and enrich the teaching and learning environment.

#### Learning conversations occur regularly, focussing on student progress and data.

### Evaluation Plan
Goals, progress and achievements (Milestones) to be reviewed every 5 weeks and refined as required.

All teachers have a PDP and regularly engage in learning conversations.

NAPLAN, school assessments and PLAN 2 data analysed to track improvements in literacy and numeracy.

### Practices and Products

#### Practices
High quality, culturally relevant teaching and learning experiences are planned for and delivered.

Lesson observations with structured feedback, guidance and/or reflection on teaching practice occur regularly.

Teachers’ feedback supports improved student learning.

Utilise the ‘What Works Best Reflective Tool’ to evaluate school practices in literacy and numeracy.

Teachers are encouraged to trial innovative or evidence based, future focused practices.

Supervision of teaching and learning programs.

#### Products
A culture of intelligent accountability as measured through performance review process.

Staff skills developed in–line with their short/long–term professional goals.

Improved skills contribute to the overall skill–base at the school and impact positively on the quality of leadership/teaching & learning at the school.

Improved K – 6 student performance in literacy and numeracy.
### Strategic Direction 3: Excellence in Leading

**Purpose**

Lead teaching and learning through school and community collaboration and quality practices that foster a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success.

**Improvement Measures**

- Increased teacher capacity to improve student engagement through the use of digital technologies and flexible learning spaces.
- Increased % of staff provided with shared leadership responsibilities.
- Increased % of student and parent/carer engagement and satisfaction.

### People

#### Staff

- Value and promote close and collaborative relationships with parents and community.
- Understand what they need to do to help address the school plan’s strategic directions and meet the school’s improvement measures.

#### Parents/Carers

- Work collaboratively with the school to provide feedback on school performance.
- Actively involved in the creation of Learning Plans.
- Aboriginal parents/carers involved in the PLP process.

#### Community Partners

- Work in collaboration with the school to increase capacity of staff and students.

#### Leaders

- Provide opportunities for current and aspiring leaders to refine their skills in leadership. Identified staff (school based, non-school base, executive and SASS) will have the opportunity to build leadership skills across the network.

### Processes

- The leadership team focuses on continuous improvement of teaching and learning.
- Parents and community members have the opportunity to engage in a range of school related activities to help build the school as a cohesive educational community.
- Physical learning spaces are used flexibly to meet a broad range of student learning interests and needs.
- Technology is accessible to all staff and students to enhance the learning experience.
- SENTRAL software is used for management of student data, reporting and in-school communication.
- The school’s staffing is organised to ensure an effective learning environment.
- Continued commitment to and engagement with the local Lismore Aboriginal Education Consultative Group (AECG).
- Provide leadership opportunities to all staff who wish to lead in areas of interest or expertise.
- Parent feedback informs school planning and reporting.

### Evaluation Plan

- Goals, progress and achievements (Milestones) to be reviewed every 5 weeks and refined as required.
- Parent, staff and student surveys to be completed.

### Practices and Products

#### Practices

- Shared school responsibility is evident through purposeful community engagement.
- Staff implement explicit teaching into their programs that supports student wellbeing.
- Students are recognised and rewarded for positive behaviour choices.
- Resources provided to support the strategic directions.
- A school-wide culture of high expectations and a shared responsibility for student engagement, learning, development and success is promoted and nurtured.
- Teachers and leaders reflect on their practice.

#### Products

- Increased community engagement and satisfaction.
- Systems well understood by all staff and implemented consistently across the school.
- More efficient delivery of educational and administrative services.
- Technology is used to enhance learning and service delivery.
- Staff and students are well supported.
- Happy, responsible and engaged students.
- Collaboration confirms quality practices and continuous improvement.