

School plan 2018-2020

Gorokan Public School 4517



School background 2018–2020

School vision statement

Gorokan Public School is a well respected school where students actively learn. The school values the importance of student wellbeing and supports healthy and active living. We link the community with the school, working together in order to prepare and inspire our students to be their best in a quickly changing global society.

School context

Located in the Wyong Shire of NSW, Gorokan Public School has an approximate enrolment of 590 students of which 18% are of Aboriginal or Torres Strait Islander descent, and 5% from language backgrounds other than English. The school's motto, Learn to Live, underpins the quality education and the diverse opportunities that the school offers. The students are provided with modern resources to cater for all interests and to engage them in the learning process. The school services a diverse community, is supported by School Based Allocation Resource (SBAR) funding and is an Early Action for Success and Bump it Up targeted school. Students are supported with a broad, flexible and innovative learning program incorporating academic, sporting, performing and cultural arenas.

The school is committed towards maximising the potential of all students and provides a safe and supportive learning environment that is strongly focused on the engagement and wellbeing of students, staff and the community. The School as Community Centre (SaCC) facilitator, Aboriginal Education Officer (AEO) and Learning Support Team (LST) are available to further assist students and their families. Gorokan Public School works collaboratively with the Muru Bulbi AECG and the Wallarah Learning Community of local Primary and High Schools to develop the continuum of learning from K to 12. Teachers, support staff, learning support officers and clerical staff are all united in delivering a quality educational experience for our students.

Our teaching staff are committed to improving academic outcomes for all students focused on achievement to ensure we are meeting the educational needs of 21st century learners.

School planning process

School planning was undertaken with input from staff, parents, students and community members. Opportunities included written surveys, telephone interviews, group forums and meetings, AECG feedback and P&C meetings.

Staff evaluated current programs and practices and the school executive team examined all available student and school data including NAPLAN and TTFM to evaluate performance and identify areas of further focus. Additional information was gathered from the Premier's, State's and Department's priorities, and research was examined to determine what was making the most difference to student performance.

Current programs and practices were evaluated against the evidence of impact that was matched to the School Excellence Framework v2 in order to determine key areas for growth and future improvement.

All gathered information was evaluated and aligned to determine the school's vision, the three strategic directions and the school's planning priorities. This information formed the structure of the 2018 – 2020 school plan.

School strategic directions 2018–2020



**STRATEGIC
DIRECTION 1**
Learning and Leading



**STRATEGIC
DIRECTION 2**
Living



**STRATEGIC
DIRECTION 3**
Linking

Purpose:

To ensure all students have a strong foundation in literacy and numeracy, deep content knowledge and confidence in their ability to learn, adapt and be responsible citizens.

Purpose:

To provide a strategic and planned approach to teaching and learning that supports the cognitive, emotional, social, physical and spiritual wellbeing of all students, preparing them to lead rewarding lives as engaged and connected citizens in a complex and dynamic society.

Purpose:

To promote a positive school culture by building genuine partnerships with all key stakeholders to deliver quality learning opportunities and experiences for all students to achieve personal success.

Strategic Direction 1: Learning and Leading

Purpose

To ensure all students have a strong foundation in literacy and numeracy, deep content knowledge and confidence in their ability to learn, adapt and be responsible citizens.

Improvement Measures

By 2020, increase the proportion of students in the top two NAPLAN bands for reading by 10% to 39%, 29% and 25% for Year 3, 5 and 7 respectively (baseline 2015–2017 data). By 2020, increase the proportion of students in the top two NAPLAN bands for numeracy by 12% to 32%, 23% and 23% for Year 3, 5 and 7 respectively (baseline 2015–2017 data).

Bump it Up target by 2019 is to increase the proportion of students in the top two NAPLAN bands to 24%.

By 2020, increase the proportion of Aboriginal students in the top two NAPLAN bands for reading and numeracy by 35%, in line with the State Priority (baseline 2015–2017 data 18% and 12% for Year 3 and 5 students respectively).

Increase the percentage of students receiving feedback in the TTFM Learning Culture survey report pertaining to written feedback to meet or exceed the NSW Gov't Norm (baseline 2017 data School 7.2 and State 8.0, difference 0.8).

People

Students

Build skills to self-assess and set learning goals, utilising a variety of literacy and numeracy tools, including learning progressions.

Staff

Understand which practices have the greatest impact on student learning and have the capacity to plan and implement these in all teaching opportunities. Value the importance of outstanding educational programs that promote quality teaching and set high educational expectations for all students.

Leaders

Adopt a coordinated approach to the teaching of both literacy and numeracy. Leaders have the skills to mentor and provide support, modelling exemplary practice with a focus on continuous improvement.

Parents/Carers

Understand effective literacy and numeracy practices and have the knowledge and skills to assist their child with their learning.

Community Partners

Value their contribution to the school community, sharing expertise and skills to assist students and their families as respectful partners in the learning process.

Processes

Implement and embed high quality, research-based, teaching and assessment practices in literacy that cater for the needs of all students.

Implement and embed high quality, research-based, teaching and assessment practices in numeracy that cater for the needs of all students.

Develop a whole school approach to capacity building where every teacher and leader improves every year.

Evaluation Plan

- Analysis of NAPLAN and school based data
- Lesson plans and teaching programs
- Observational rounds
- Professional learning and meeting minutes
- Student attendance data
- TTFM and school developed survey results.

Practices and Products

Practices

Assessment, feedback and a variety of other data is used to inform students, teachers and parents/carers of student learning, growth, next steps and improvement measures, ensuring everyone has a clear understanding of how to improve.

Learning will be collaboratively reviewed and differentiated by routinely monitoring student feedback, assessment data, student progress on the learning progressions and teaching programs.

Learning will be used to build the capacity of staff members and the community to implement the most effective strategies that lead to improved student results.

Products

Students have individual regular feedback sessions with their teachers to be informed and active learners, confident to seek help on individual learning intentions.

All teaching and learning programs are data based, differentiated for individual learning needs and demonstrate syllabus content measured by program reviews and student work samples. Learning environments include varied instruction and individualised learning opportunities supported by group work.

All professional learning is linked to strategic directions 1, 2 and 3 and shared with staff, with clear links to the Australian Professional Standards, where appropriate.

Strategic Direction 2: Living

Purpose

To provide a strategic and planned approach to teaching and learning that supports the cognitive, emotional, social, physical and spiritual wellbeing of all students, preparing them to lead rewarding lives as engaged and connected citizens in a complex and dynamic society.

Improvement Measures

By 2020, increase the percentage of students *Participation in School Sports* other than physical education in the TTFM student survey to meet or exceed the NSW Gov't Norm (baseline 2017 – School 59 and State 85).

Maintain *Excelling* achievement of K–3 students SCOUT Value Added Over Time report (2017) and increase results for Years 3–5 from *Working towards delivering to Delivering/Sustaining and Growing* and maintain results from Year 5–7 at *Sustaining and Growing*.

By 2020, increase the % of Year 5 students achieving greater than or expected growth to 60% in Reading and Numeracy. (baseline 2015–2017 – 43% and 37% respectively).

By 2020, increase the % of Year 7 students achieving greater than or expected growth to 60% in Reading and Numeracy. (baseline 2015–2017 – 44% and 59% respectively).

People

Students

Value safe, respectful learning behaviours and life choices, as appropriate to their age and level of understanding, as expressed in the school's student welfare policy.

Staff

Understand the need for consistency in responding to positive student behaviour and have the skills to successfully and proactively redirect and respond to inappropriate behaviour choices, in accordance with the school wellbeing policy.

Understand their role in making learning adjustments for students, ensuring access to an equitable education, recognising and respecting cultural identity and diversity.

Leaders

Acknowledge the importance of a systematic and consistent approach to manage wellbeing and engagement, including Learning Support Team's systems and attendance monitoring.

Parents/Carers

Understand and value the expectations under the school's student welfare policy and related programs such as *You Can Do It!* and overarching PBL values of students being safe, responsible learners.

Community Partners

Understand the importance of supporting students and their families, in partnership with the school.

Processes

Continue to strengthen evidence-based whole school practices that result in measurable improvements in student wellbeing and behaviour management ensuring learning support for all students.

Implement a whole school approach to building positive, respectful and connected relationships to ensure optimal conditions for student learning and engagement.

Evaluation Plan

- Annual report
- Lesson plans, teaching programs demonstrate K–6 approach to teaching school behaviour expectations and YCDI keys
- Student attendance data
- Participation rates at school reward days
- Tell Them From Me surveys
- LST meeting minutes
- Playground and classroom incident reports
- SCOUT reports
- Participation rates in external agency supports, including dental and optical

Practices and Products

Practices

Programs and personnel are used to deliver initiatives to equip students with the skills to build and maintain positive relationships, self-monitor their emotions and seek appropriate supports in order to effectively contribute to the school, the community and the society in which they live.

The school consistently implements a whole-school approach to wellbeing that has clearly defined expectations and creates a positive teaching and learning environment, aligned to the Wellbeing Framework.

The learning community is actively involved in the planning and delivery of support offered by the school, and a variety of learning alliances, to enable all students to connect, succeed and thrive, based on student and community needs.

Products

Students are actively engaged in their learning and participate broadly in school and extra-curricular opportunities to promote student wellbeing.

The school environment is well-managed and promotes positive and respectful relationships, ensuring optimum conditions for student learning and growth.

Tailored learning programs are informed by school data and cater for the needs of the whole child, including emotional, social, developmental factors and student background.

Strategic Direction 3: Linking

Purpose

To promote a positive school culture by building genuine partnerships with all key stakeholders to deliver quality learning opportunities and experiences for all students to achieve personal success.

Improvement Measures

Maintained high levels of student, parent and staff satisfaction, above 90% (baseline 2017 annual school based survey – 122 participants of which 98% expressed satisfaction in the school).

By 2020, increase the TTFM *Two-way Communication with Parents* survey results Parents Feel Welcomed meets or exceeds the NSW Gov't Norm (baseline 2017 TTFM Parent – School 6.9 and State 7.4).

By 2020, the TTFM *Parents' Participation at School* survey report *Parent Talked with a Teacher* and *Parents Attend Meetings* increases to 70% (baseline 2017 TTFM Parent survey 41%).

People

Students

Understand the importance of the partnership between themselves, their family and school.

Staff

Value the importance and benefits of increased family and community engagement and have the confidence, skills and knowledge to clearly communicate, connect and feedback to parents and carers. Recognise the importance of actively engaging our Aboriginal community to build cultural understanding and develop the skills and capacity to work closely with parents to support students.

Leaders

Understand the positive impact community connections can have on student learning outcomes and have the skills and capacity to build strong, consultative practices in all areas.

Parents/Carers

Feel valued as a respected partner in the school improvement process and understand the valuable contributions they make to school life when they actively engage with two-way feedback opportunities.

Community Partners

Recognise the value and positive impact they have on student success when they actively support and connect with the school.

Processes

Implement and embed a whole school approach to build collaborative work practices with learning communities.

Review and strengthen communication processes and implement an improved, clearer process for reporting and providing feedback to parents and carers on student performance and future areas of focus on a regular basis.

Evaluation Plan

- Tell Them From Me survey and school survey data
- PATCH participation
- Annual Report
- Parent/carer attendance data for school interviews, transition programs and celebration events.
- School satisfaction survey
- P&C feedback

Practices and Products

Practices

The school community's input, including P&C and AECG is valued through an ongoing process of consultative decision making and is reflected in the school plan and school life.

Collaborative partnerships with the Muru Bulbi AECG and our Aboriginal community are evident with ongoing opportunities for consultation on how we can best support our Aboriginal students and their families.

Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

Communication channels are positive, varied and flexible to ensure the school and community have multiple opportunities to give and receive information and engage in ongoing, open discussions to increase student and school success.

Products

The school and its community engage regularly in consultative decision making practices and come together to learn and celebrate through varied means of regular communication.

Strong and effective learning communities are evident where teaching, learning and leading practices are shared with the wider learning community.