

Goodooga Central School

External Validation Executive Summary



Introduction and summary of process

Over the course of 2015, Goodooga Central School (GCS) held initial discussions around the School Excellence Framework (SEF). We conducted professional learning for all staff on the framework's purpose and design and we began to use it to monitor and evaluate our current practice. The School's leadership team which comprised the Principal, Head Teacher, Assistant Principal and Instructional Leader used the SEF to evaluate the 2015-2017 School Plan and it found [links](#) between the two documents.

To prepare our Internal Validation against the SEF, The School's leadership team plotted where we believed our school was placed against each element. This team then collaborated with the whole staff to corroborate its decisions. The leadership team, with input from all other staff, identified evidence to justify our decisions and evidence collection was distributed to staff throughout the school. The internal validation, summary tables are linked here: [Learning](#), [Teaching](#) and [Leading](#).

Each staff member who was assigned with collecting a piece of evidence was also asked to write an annotation explaining its link with the SEF. These annotations appear in text boxes on each piece of evidence. All evidence was then saved to a central location on the school's server and the Principal screened each piece of evidence to ensure it matched with school's internal validation. The evidence collected during this process was then used to complete the SEF Surveys and Executive Summary.

Summary of schools judgment in the Learning Domain

GCS has collected evidence to justify assessing our performance as Delivering in the domain of Learning.

Learning Culture

GCS understands that learning and engagement are related. Our [2015-2017 School Plan](#) explicitly sets out priorities for improving both and ensures staff are aware of the connection between the two. The School has particularly focussed on improving its practice in Aboriginal education with an emphasis being placed on embedding the [Aboriginal 8 Ways of Learning](#) into all teaching and learning programs.

During 2015 GCS collaboratively developed a [Student Welfare and Discipline Policy](#) which outlines behaviour expectations based on the principles of the Positive Behaviour for Learning (PBL) strategy. The Schools' PBL Team then developed an [Expectation Matrix](#) which outlines expected behaviours in each school setting.

To monitor attendance at the school an [Attendance Policy](#) was developed. An [Attendance Team](#) was established which monitors attendance and puts into place actions to rectify problematic attendance and to implement proactive approaches to encourage attendance at school.

Wellbeing

GCS sought input from the community to develop a new [Student Welfare and Discipline Policy](#) in 2015. The policy was presented to the AECG and community members collaborated with the school to create its new school values of Safe, Respectful, Learners.

The School provided professional learning on catering for wellbeing needs in the classroom. This resulted in teachers making [adjustments](#) in their teaching and learning programs. The School also ensured its students developed a respect for their cultural identity through initiating programs such as [Journey to Respect](#), Cultural Immersion initiatives, actively participating in [NAIDOC Week](#) and embedding the [Aboriginal 8 Ways of Learning](#) into teaching and learning programs.

Curriculum and Learning

During 2015 GCS focused its attention on improving the performance of the Northern Borders Senior Access (NBSA) program which provides the school with an enhanced ability to deliver a flexible curriculum for its Stage 6 students. To achieve this, the schools created a [Shared Responsibility Agreement](#) which outlines the NBSA group's vision for future success.

As a central school GCS is able to provide unique and innovative transition models. This year the school developed new plans to transition students from [pre-school to Kindergarten](#) and from [primary school to high school](#).

GCS has a philosophy of personalising learning for each of its students. To achieve this, the school has an active Learning and Support Team which provides support for teachers to adjust their teaching to meet the needs of their

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students. The LST team follows a newly developed [LST Policy](#) and holds regular meetings to achieve its aims. This team also assists teachers in developing [Personalised Learning Plans](#) for all students. These plans are collaboratively developed between students, teachers and parents.

Assessment and Reporting

To monitor and evaluate progress on its Strategic Directions the school regularly analyses internal and external data sources such as [PLAN](#) and [NAPLAN](#) data. The school uses this data to report back to parents on their child's progress in twice yearly [reports](#) and during [PLP interviews](#). As well as these data sources the school has focused on improving its assessment practices and has created [negotiated assessment tasks](#) and [embedded assessment](#) in programs.

Student Performance Measures

GCS has received varied results in NAPLAN this year. The results show many students in Year 5 made value added gains over the past two years but they also demonstrated a lack of growth in years 7 and 9. The schools [NAPLAN results](#) indicated a majority of Year 3 and 5 students were at the National Minimum Standard in literacy and numeracy however students in Year 7 and 9 are not yet meeting these benchmarks. As an Early Action for Success school, there is an emphasis on monitoring students' progress on the *literacy and numeracy continuums*. The majority of the school's K-2 students are making significant gains on these assessment tools.

Summary of schools judgment in the Teaching Domain

GCS has collected evidence to justify assessing our performance as Delivering in the domain of Teaching.

Effective Classroom Practice

GCS's teachers' regularly review and revise their [programs](#) and demonstrate that learning is planned based on revisions of previous content.

In 2015 an emphasis has been placed on ensuring the school's classrooms are well managed with minimal disruption. An analysis of [SENTRAL Data](#) and the results of [formal lesson observations](#) reveal that classroom disruptions are decreasing and that teachers are running well managed environments.

Data Skills and Use

The 2015-2017 School Plan prioritises the use of PLAN data to track student's progress. To ensure teachers are able to use this tool consistently the school's Instructional Leader conducted [professional learning](#) on its use. The school was able to use [PLAN](#) and [NAPLAN](#) data to identify the learning needs of its students and used it to create and monitor the [milestones](#) to achieve the goals of the School Plan. The executive team regularly monitors this data and has used it to increase and adjust interventionist support in its K-2 classrooms.

Collaborative Practice

All staff at GCS regularly collaborate to improve teaching practice. This occurs through [systematically planned constructive feedback](#) in the form of [classroom observations](#) and during regular [faculty meetings](#).

The school has identified strengths within its staff to best support the aims within the School Plan. We created [Strategic Direction groups](#) which are based on staff expertise and which routinely meet to monitor and evaluate the Plan.

Learning and Development

Each teacher at GCS has a [Performance and Development Plan](#) (PDP). PDPs are produced following the school's embedded [process](#) for their development. Teachers' goals link with the priorities in The School Plan and professional development is planned to support these goals.

To support beginning teachers, the school has developed a [Beginning Teachers Policy](#) which details support mechanisms and assists in teachers gaining [accreditation](#) at the proficiency level.

Professional Standards

[Teachers' programs](#) at GCS demonstrate their understanding and implementation of curriculum requirements. They are able to set goals which are part of their [PDPs](#) and professional learning is institutionalised to support teacher development.

Summary of schools judgment in the Leading Domain

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GCS has collected evidence to justify assessing our performance as Delivering in the domain of Leading.

Leadership

Community and parent involvement within the school is a priority set out in the [2015-2017 School Plan](#). To enhance the relationship between the community and the school, the school holds a range of activities which engage the community. The best example of this is the annual [Indigenous Games](#) which bring approximately 400 people into the school. The school also prioritises input from its students. During 2015 a [Student Representative Council](#) was established to provide students with a voice and to help inform decision making.

During 2015 the school commissioned a report into its Aboriginal education practices. The [report](#) was conducted by MCE Consultancy and it found that the school community is overwhelmingly positive about the direction of the school and is supportive of its School Plan.

School Planning Implementation and Reporting

The 2015-2017 School Plan was collaboratively developed with the school community. The community was consulted during a series of [meetings](#) which were well attended. The [School Plan](#) has had [milestones](#) created to monitor, review and progress its aims. The Plan aligns with system priorities, particularly Early Action for Success and Great Teaching Inspired Learning. The Plan's progress is regularly communicated to the school community and will be reported on in the Annual School Report.

School Resources

As a rural and remote school, the school uses a range of technologies to ensure [curriculum requirements](#) are fully met. This includes students attending TAFE, completing studies via Distance Education and attending "Get Togethers" with other schools.

During 2015 the School had a financial audit completed and its recommendations resulted in an [action plan](#) being created to ensure school finances were being properly managed.

Management Practices and Processes

During 2015 the School created many opportunities for the community to provide constructive feedback. These included involvement in the [MCE Snap Shot Report](#), design of the PBL symbols and regular community meetings. The school is acutely aware of the need to communicate effectively with its community. To do this more efficiently the school created a [Facebook Page](#) and regularly holds community events such as the [Cultural Immersion Day](#).