**Goodooga Central School**

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| **School vision statement** |  | **School context** |  | **School planning process** |
| At Goodooga Central School we will provide a dynamic, engaging and inclusive education for all students. We will ensure all our students are able to fulfil their dreams 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. |  | 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 35 students who are Kindergarten to Year 12.  All 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).  The school has a highly dedicated staff with a mix of experienced and early career teachers. All staff constantly engage in purposeful professional learning to ensure the school is able to deliver high quality educational opportunities. |  | During the planning process; staff, students and community were actively engaged in consultation which led to a collaboratively developed School Plan.  The school provided opportunities for the community to have input into the plan through community forums, AECG and CWP meetings and surveys. This consultation found that community members wanted more community collaboration, a focus on personalised learning, increased opportunities for students to engage in cultural awareness and increased leadership opportunities.  Students were surveyed and members of the school’s Student Representative Council were interviewed to determine priorities. Students believed they needed more sporting opportunities and a greater emphasis placed on the Creative and Performing Arts.  Staff engaged in professional learning around the new planning process, the Melbourne Declaration and current educational research to inform their decisions around the plan. As well as being surveyed, staff collected and interpreted data from sources such NAPLAN, PLAN, student assessments and student reports. The data analysis highlighted the need to focus on literacy and numeracy across a broad and inclusive curriculum. |
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| **Purpose:**  To ensure our students are successful learners who have well developed literacy and numeracy skills transferable to all situations. Our students will be lifelong learners who are capable of participating meaningfully in the local community and as global citizens. |  | **Purpose:**  To use community engagement to enable our students to develop into respectful students who possess the emotional, social and cultural awareness necessary for success. |  | **Purpose:**  We will provide an environment which is positive and productive, offers high levels of social and emotional support and will allow students to reach their full potential. |

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| Strategic Direction 1: Excellence in Teaching and Learning | | | | | | |
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| **Purpose** |  | **People** |  | **Processes** |  | **Products and Practices** |
| To ensure our students are successful learners who have well developed literacy and numeracy skills transferable to all situations. Our students will be lifelong learners who are capable of participating meaningfully in the local community and as global citizens. |  | **Students:**  Students will be engaged in personalised learning with a focus on literacy and numeracy. They will develop a greater understanding of their own learning.  **Staff:**  Staff will develop their capabilities through engaging in professional learning with a focus on literacy, numeracy and differentiation. Support structures such as Learning and Support Teams, coaching models and whole staff collaborative planning will be implemented and strengthened.  **Parents and Caregivers:**  Parents and caregivers will be involved in literacy and numeracy workshops to develop their own skills and to develop a deeper understanding of goal setting for their children.  **Community:**  The Goodooga community will engage with, and support, new curriculum implementation. |  | **Personalised Learning Plans**:  PLPs will be revisited and refined on an ongoing basis.  **Professional Learning**:  All staff engage in professional learning on the use of the literacy and numeracy continuums for tracking student progress.  All staff engage in Professional Learning in the New Syllabus documents with a focus on English and Mathematics (and others).  K-2 Staff will implement the Early Action for Success strategy and our Instructional Leader will provide professional learning in pedagogical practice.  **Whole School Approach to planning, implementing, assessing and evaluating curriculum:**  KLA Leaders identified through self-nomination and/ or by executive.  Leaders responsible for planning in areas of expertise K-10.  **Evaluation Plan:**  Groups of teachers will regularly plot and monitor students on the literacy and numeracy continuums.  Student PLPs are monitored and reviewed every five weeks by teachers, students and parents. |  | **Product:** All students, Kindergarten to Year 10, progress on the literacy and numeracy continuum.    **Practice:** All staff will use the literacy and numeracy continuums to measure student progress a minimum of once per term.  **Product:** 100% of students are achieving the goals set out in their Personalised Learning Plans (PLPs).  **Practice:** All initial PLPs are negotiated via 3 way conferences. Reviews will be held on a 5 weekly basis between teacher and student.  **Product:** Increase the number of students reaching state level benchmarks in reading and writing.  **Practice:** Teachers will use assessment data as the basis for individualised learning plans. This will then be used as a basis for quality teaching.  **Practice:** Staff KLA strengths will be utilised K-10 to develop integrated units of work in line with the Australian Curriculum. |
| **Improvement Measures** |  |
| * All students, Kindergarten to Year 10, progress on the literacy and numeracy continuum. * 100% of students are achieving the goals set out in their Personalised Learning Plans (PLPs). |  |

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| Strategic Direction 2: Community and Cultural Connections | | | | | | |
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| **Purpose** |  | **People** |  | **Processes** |  | **Products and Practices** |
| To use community engagement to enable our students to develop into respectful students who possess the emotional, social and cultural awareness for success. |  | **Students:**  Will increase awareness of their cultural identity through developing their understanding of cultural practices and the local Yuwaalaraay language.  **Staff:**  Will engage with the local community to develop their understandings of local culture and language. They will build their capacity to implement the 8 Ways of Learning in all curriculum areas.  Staff will develop their capacity to incorporate Aboriginal perspectives into programs and develop integrated units of work.  **Regional Support Staff and Aboriginal Language and Cultural Nest**  The Aboriginal Education & Engagement Officer will be engaged in conjunction with the Schools Aboriginal Education Officers and the Aboriginal Language and Culture teacher to assist in the development of culturally appropriate programs and practices.  **Parents caregivers and community**:  Will be invited to attend information sessions on the 8 Ways of Learning.  Parents and caregivers will be involved in implementing the Journey to Respect and Connecting to Country programs. |  | **Professional Learning:**  All staff will receive Cultural Awareness and 8 Ways of Learning professional learning.  **Increasing community Involvement**  Journey to Respect and Success (JTRS) and Connecting to Country (CTC) will be developed collaboratively with the local community.  Community members will be offered a place on the schools Positive Behaviour for Learning (PBL) team, Finance Committee and School Planning teams. These teams will meet a minimum of twice per term.  The school, in collaboration with the Language and Cultural Nest, will develop a scope and sequence for teaching Language and Culture in collaboration with AECG.  KLA Leaders will develop integrated units of work with Aboriginal perspectives with support given by the AECG and local community.  **Evaluation Plan:**  Records of parent and community interactions will be kept and data will analysed each term.  Teaching and Learning programs will be evaluated each term by teachers and executive. |  | **Product:** There will be an increase in parent and community involvement within the school.  **Practice:** The school regularly reviews the effectiveness of parent community involvement.  **Product:** Staff will show evidence of the implementation of the 8 Ways of Learning in their teaching and learning programs.  **Practice:** The Aboriginal 8 Ways of Learning will be embedded in all curriculum areas and will be reflected in programming and planning.  **Product:** The local Aboriginal Education and Consultative Group will provide advice on cultural additions to syllabus implementation.  **Practice**: KLA leaders will collaborate with the AECG to identify culturally appropriate additions to the syllabus. |
| **Improvement Measures** |  |
| * There will be an increase in parent and community involvement within the school. * Staff will show evidence of the implementation of the 8 Ways of Learning in their teaching and learning programs. |  |

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| Strategic Direction 3: A Successful Learning Environment | | | | | | |
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| **Purpose** |  | **People** |  | **Processes** |  | **Products and Practices** |
| We will provide an environment which is positive and productive, offers high levels of social and emotional support and will allow students to reach their full potential. |  | **Students:**  Will develop their social and emotional intelligences to be better able to work collaboratively in the local and global community.  Students will develop their leadership capacity and be given the opportunities to display leadership skills.  **Staff:**  Will collaborate with the schools executive to develop areas of responsibility which link to the school plan. These areas of responsibility will link to their individual professional learning plans.  Staff will develop their capacity to interpret data to inform decision making around student welfare and discipline.  **Parents and Community:**  Will play an active role in evaluating and creating the schools welfare and discipline policy.  Community members will be invited to attend regular PBL meetings. |  | **Develop Effective Student Support and Welfare Systems:**   * Evaluate the schools welfare and discipline procedures and policies. * Fortnightly PBL meetings will be data driven and PBL lessons will be developed based on this data. * Develop a focus on emotional intelligence using the Six seconds framework and implement social skills lessons in the form of Circle Time and Bounce Back.   **Build Leadership Capacity:**   * Develop a distributive leadership approach. All teaching staff will take leadership responsibilities in targeted areas for improvement based on the School Plan and Professional Learning Plans. Staff meetings will be based around these areas. * A student leadership process/program will be implemented. * Students will link with high performing SRC groups in other schools.   **Evaluation Plan**  Complete PBL SET survey in term 4. Hold fortnightly PBL meetings.  Staff professional Learning Plans developed and reviewed each term. |  | **Product:** 2015’s external PBL validation result will show an increase in Tier 1 implementation and demonstrate capacity to move to Tier 2.  **Practice:** The school’s PBL team will fortnightly evaluate SENTRAL datato develop focus areas and lesson plans.  **Product**: All teaching staff will have an area of responsibility linked to the School Plan and their professional development needs.  **Practice:** Staff responsible will lead 3 weekly KLA reviews.  **Product:** SRC role description developed and leadership capabilities enhanced.  **Practice:** School organisational structures provide regular student leadership opportunities. |
| **Improvement Measures** |  |
| * 2015’s external PBL validation result will show an increase in Tier 1 implementation and demonstrate capacity to move to Tier 2. * All teaching staff will have an area of responsibility linked to the School Plan and their professional development needs. |  |