

School plan 2015 – 2017

Goodooga Central School



Excellence in
Teaching and
Learning

Community and
Cultural Connections

A Successful Learning
Environment



School vision statement

Goodooga Central School 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 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 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.

Goodooga Central School is a member of the Northern Borders Senior Access (NBSA) initiative which also incorporates Boggabilla, Mungindi and Collarenebri Central Schools'. The NBSA ensures that Goodooga is able to offer a diverse curriculum including TAFE courses to its senior students and quality professional learning to its teachers.

School planning process

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 as 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.



STRATEGIC DIRECTION 1

Excellence in Teaching
and Learning

Purpose:

Our students will be successful learners who have well developed and transferable, future focused skills. They will be lifelong learners who are capable of participating meaningfully in the local community and as global citizens.

Goodooga Central School students will receive consistent high quality teaching from teachers who are supported in their focus on quality practice.

STRATEGIC DIRECTION 2

Community and Cultural
Connections

Purpose:

Community engagement will enable our students to develop into respectful students who possess the emotional, social and cultural awareness necessary for success. It will provide families with the opportunity to be part of the student's success.

STRATEGIC DIRECTION 3

A Successful Learning
Environment

Purpose:

We will provide an environment which is positive and productive, offers high levels of social and emotional support and will allow all students to reach their full potential.

Strategic Direction 1: Excellence in Teaching and Learning

Purpose

Our students will be successful learners who have well developed and transferable, future focused skills. They will be lifelong learners who are capable of participating meaningfully in the local community and as global citizens.

Goodooga Central School students will receive consistent high quality teaching from teachers who are supported in their focus on quality practice.

Improvement Measures

- ❖ 100% of students achieve growth in student performance measures. E.g. PLAN and NAPLAN.
- ❖ Quality student assessment and data analysis inform teaching practice.
- ❖ Teaching programs reflect BOSTES syllabus documents, school scope and sequences, QT practices and contain evidence of curriculum differentiation.
- ❖ Staff will have a Performance Development Plan which aligns to their students' and accreditation needs.
- ❖ 100% of students are achieving at or above the expected cluster on the continuums.

Reform Agenda Links

1. Opportunity Choice Healing Responsibility Empowerment
2. Quality Teaching Successful Students
3. Great Teaching Inspired Learning
4. Early Action for Success

People

Students:

Students will be engaged in high quality, personalised learning with a focus on literacy and numeracy. They will develop a greater understanding of their own strengths and areas for improvement with the aim of developing a lifelong love of learning.

Staff:

Staff will develop their capabilities through engaging in professional learning with a focus on literacy, numeracy and differentiation. They will be engaged in coaching models, whole school collaborative planning and the Performance Development Framework to improve their pedagogical practices.

Parents and Caregivers:

Parents and carers will be given opportunities to engage in their child's learning. All Personalised Learning Plans will be developed collaboratively between teachers, parents and students.

Leaders:

The schools executive will ensure strong, explicit mentoring and coaching is established in the schools culture. They will receive professional learning in coaching techniques, enabling them to improve teacher quality.

Community:

The Goodooga community will be given opportunities to engage in and support new school learning initiatives.

Processes

Personalised Learning:

A systematic process for developing and implementing Yarn Ups (Personalised Learning Plans) is developed and refined on a regular basis. PLPs will aim to improve student performance measures. (1)

Quality Teaching Practices:

– Quality Assessment and Feedback

Build staff capacity in developing, implementing and evaluating student assessments with the aim of providing quality, personalised feedback to students.

– Curriculum Planning and Implementation

Staff develop a deep understanding of all syllabus documents and the QT Framework. Teachers will develop their skills to differentiate the curriculum. (2)

– Teacher Accreditation

Teacher Accreditation practices support teachers in all phases of their career. The Australian Professional Standards for Teachers will be used to benchmark teacher quality. (3)

Literacy, Numeracy and EAfS:

Initiatives such as L3, TEN and FoR are implemented to ensure high quality teaching of literacy and numeracy. (4)

Evaluation Plan:

Milestones developed and monitored.

Products and Practices

Product: 100% of students achieve growth in student performance measures. E.g. PLAN and NAPLAN.

Practice: All students will have a PLP developed and implemented which is linked to their individual learning needs.

Product: Clear and concise student assessment processes, policies and practices are collaboratively developed.

Practice: Professional learning in best practice assessment and data analyses is supported by a collaborative approach to assessment development.

Product: Teaching programs reflect BOSTES syllabus documents, school scope and sequences, QT practices and contain evidence of curriculum differentiation.

Practice: Teachers engage in professional learning on the new syllabi and collaborate to plan units of work. All teachers regularly receive feedback on their pedagogical practice with a focus on differentiation.

Product: Staff will have a Performance Development Plan which aligns to their students' and accreditation needs.

Practice: School accreditation procedures reflect the Australian Professional Standards for Teachers and ensure quality mentoring and coaching for all teachers.

Product: 100% of students are achieving at or above the expected cluster on the literacy and numeracy continuums.

Practice: Teachers facilitate individualised student learning and implement tiered teaching practices.

Strategic Direction 2: Community and Cultural Connections

Purpose

Community engagement will enable our students to develop into respectful students who possess the emotional, social and cultural awareness necessary for success. It will provide families with the opportunity to be part of the student's success.

Improvement Measures

- ❖ Teachers demonstrate an increased knowledge of and confidence in the Aboriginal 8 Ways of Learning.
- ❖ Parents and community members make an increased contribution into decision making within the school.
- ❖ 100% of Pre –School, Year 6 and Stage 5/6 students have individualised transition plans reviewed, developed and implemented annually.
- ❖ All students are taught the Yuwaalaraay Language and increase their knowledge of traditional, local culture.

Reform Agenda Links

1. Opportunity Choice Healing Responsibility Empowerment
2. Quality Teaching Successful Students

People

Students:

Students will increase awareness of their culture through developing an understanding of cultural practices and the Yuwaalaraay language.

They will be well prepared for transitions to, within and from school and have clear pathways to employment and further education.

Staff:

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.

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.

Parents caregivers and community:

The whole school community will be actively engaged and openly consulted with in regards to school planning and management.

Processes

The Aboriginal 8 Ways of Learning:

Staff actively participate in professional learning on the Aboriginal 8 Ways of Learning and receive ongoing support to authenticate its delivery. (1) (2)

Authentic Community Partnerships:

Community partnerships will be built and improved through a focussed range of consultative and decision making strategies. (1)

Effective Transition Programs:

Transition students through the different phases of schooling with a focus on utilising the community's strengths and skills. NBSA students will build connections with other Stage 6 students and with teachers from within the network. (1)

Teaching culture and language:

The Yuwaalaraay Language Nest will support the school to teach language and culture to all students K-12. (1)

Evaluation Plan:

Milestones developed and monitored

Products and Practices

Product: Teachers demonstrate an increased knowledge of and confidence in the Aboriginal 8 Ways of Learning.

Practice: The Aboriginal 8 Ways of Learning is incorporated into all teaching and learning programs.

Product: Parents and community members make an increased contribution into decision making within the school.

Practice: The school will use a variety of strategies to regularly consult and gather information from the whole school community to receive input into decision making.

Product: 100% of Pre –School, Year 6 and Stage 5/6 students have individualised transition plans reviewed, developed and implemented annually.

Practice: Transition plans are collaboratively evaluated and developed focusing on school and career readiness.

Product: All students are taught the Yuwaalaraay Language and increase their knowledge of traditional, local culture.

Practice: Initiatives to support staff and student cultural awareness are implemented. These will include; Bro and Sista Speak, Connecting to Country, Journey to Respect and Cultural Awareness staff inductions.

Strategic Direction 3: A Successful Learning Environment

Purpose

We will provide an environment which is positive and productive, offers high levels of social and emotional support and will allow all students to reach their full potential.

Improvement Measures

- ❖ Reduce the number of negative incidents by 75% on 2015 numbers.
- ❖ Increase secondary attendance rates to 92%.
- ❖ 100% of students at school leaving age leave with a school (E.g. HSC) or TAFE qualification.
- ❖ Aspirational staff are identified and an aspirant development program is created, implemented and reviewed.

Reform Agenda Links

1. Wellbeing Framework
2. Opportunity Choice Healing Responsibility Empowerment
3. Leadership Pathways

People

Students:

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:

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 Performance Development Plans.

Staff will develop their capacity to interpret data to inform decision making around student welfare and discipline.

Leaders:

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.

Parents and Community:

Parents and community will be involved in the school's welfare and discipline procedures.

Processes

Develop Effective Student Support and Welfare Systems:

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. (1)

Big Picture, NBSA and eBeacon

Embed the Big Picture Learning Design in years 7-12. Big Picture is a personalised; project based learning design to engage students in school and the community. Big Picture will support the NBSA and the eBeacon initiative to broaden the senior curriculum and develop a careers focused education. (2)

Build Leadership Capacity:

A distributive leadership approach will be developed across the school to allow all staff the opportunity to develop their leadership skills. (3)

Evaluation Plan:

Milestones developed and monitored.

Products and Practices

Product: Reduce the number of negative incidents by 75% on 2015 numbers.

Practice: Implement the three tiers of Positive Behaviour for Learning across the school by 2017.

Product: Increase secondary attendance rates to 92%.

Product: 100% of students at school leaving age leave with a school (E.g. HSC) or TAFE qualification.

Practice: The Big Picture learning design is implemented across the secondary school. This will include: Dedicated advisory time, student goal setting, learning plans, programs and exhibitions each term and internships in place from year 9.

All students 7-12 will be involved in the e-Beacon initiative to support careers focused education.

Product: Aspirational staff are identified and an aspirant development program is created, implemented and reviewed.

Practice: Identified staff are provided with professional learning in Growth Coaching and a coaching model is implemented to develop teaching and leadership practices.