## School background 2015 - 2017

<table>
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<tr>
<th>School vision statement</th>
<th>School context</th>
<th>School planning process</th>
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<tr>
<td>To provide students with essential, engaging and inclusive learning experiences that reflect parent /community aspirations in-line with department guidelines and outcomes. That every student, at each learning stage, be guided in their learning by highly effective teachers who, in their planning and lesson delivery, reflect consideration of individual educational, social and emotional needs as well as capabilities. That all stakeholders (school staff, P&amp;C / community, Cowra / Orange Network of Schools) primary focus, be to prepare all students to become active and competent participants in life.</td>
<td>Gooloogong Public School (PS) is a small rural school in the village of Gooloogong approximately 40 kilometres from Cowra and Forbes and a kilometre from the serene Lachlan River. Largely a farming area, the village of Gooloogong and surrounds supports a population of between 300-350 individuals. Historically, students entering high school transitioned to Canowindra, but with the expansion of school bus connections, parents are able to broaden schooling options to include the centres of Cowra and Forbes. Gooloogong Public School is situated on an acre and has occupied the site since 1869.</td>
<td>The Gooloogong Public School Learning Community (GPSLC) comprises of teaching, office staff and the Parents and Citizens. The development of the 2015-2017 School Plan commenced during Term 4 2014 and meets on a regular basis. At these meetings the school engages the GPSLC in awareness of and involvement in educational processes, practices and products. The GPSLC has a collaborative and active partnership in the school’s strategic educational directions for 2015-2017. The GPSLC communicates the school plan and its progress regularly via the school’s newsletter.</td>
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Purpose:

Students engage in essential Literacy and Numeracy learning that encourages excellence and are reflective of current educational best practices.

To improve student learning experiences that result in the development of students’ abilities to think critically, creatively and ethically and who are literate, numerate, socially, environmentally and culturally aware.

Purpose:

That teachers plan, implement, assess and modify student learning activities that are aligned with the NSW Department of Education & Communities Syllabus.

Teachers seek professional development opportunities to assist in delivering engaging and essential learning opportunities for every student in consideration of individual learning needs, capabilities and potential.

Purpose:

That the GPSLC work as partners to support the school in achieving the best educational outcomes for each student.

That the GPSLC highlight school activities, achievements and future directions within the community.
### Strategic Direction 1: Literacy & Numeracy

#### Purpose

Students engage in essential Literacy and Numeracy learning that encourages excellence and are reflective of current educational best practices.

To improve student learning experiences that result in the development of students’ abilities to think critically, creatively and ethically and who are literate, numerate, socially, environmentally and culturally aware.

#### Improvement Measures

- That individual student growth (Literacy & Numeracy) between Years 3-5 in NAPLAN equal or better that of State and Similar Education groups (SEG).
- To achieve 60% student growth in school-based assessments at the completion of each year in Literacy and Numeracy.
- Students maintain a rate of 75% Homework completion each term.

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<th>Purpose</th>
<th>People</th>
<th>Processes</th>
<th>Products and Practices</th>
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<td>Students engage in essential Literacy and Numeracy learning that encourages excellence and are reflective of current educational best practices.</td>
<td>How do we develop the capabilities of our people to bring about transformation?</td>
<td>How do we do it and how will we know?</td>
<td>What is achieved and how do we measure?</td>
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<tr>
<td>To improve student learning experiences that result in the development of students’ abilities to think critically, creatively and ethically and who are literate, numerate, socially, environmentally and culturally aware.</td>
<td>Students: Interact in an educational setting that values, cares for, nurtures, guides and drives students’ to be their best and to become independent learners.</td>
<td>Employ specialised teaching staff to program, implement and evaluate student learning outcomes in Literacy &amp; Numeracy K-6. [SD1LN1.1]</td>
<td>Product: That individual student growth (Literacy &amp; Numeracy) between Years 3-5 in NAPLAN equal or better that of State and Similar School Groups (SSG).</td>
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<td>Staff: Teacher professional development focused on effective learning strategies in Literacy and Numeracy.</td>
<td>Teachers access modern, highly effective Literacy &amp; Numeracy teaching resources and technologies to inform lesson planning and delivery. [SD1LN1.2]</td>
<td>Product: To achieve 60% student growth in school-based assessments at the completion of each year in Literacy and Numeracy.</td>
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<td>Parents/Carers: Appreciate the role homework plays in assisting children to feel positive and comfortable about their learning as well as helping them manage time and become inquisitive about new things in and out of school.</td>
<td>Ongoing analysis of student test data informs class and individual growth reflects Literacy and Numeracy outcomes. [SD1LN1.3]</td>
<td>Product: Students maintain a rate of 75% Homework completion each term.</td>
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<td>Community Partners: Encouraged to participate in school-based activities.</td>
<td>Evaluation Plan</td>
<td>What are our newly embedded practices and how are they integrated and in sync with our purpose?</td>
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<td>Leaders: Are committed to empowering the GPSLC as the catalysts behind educational success for all students.</td>
<td>Teachers regularly engage in analysis of SMART data and student testing results to inform and direct classroom practice.</td>
<td>Practice: Learning Support Coordinator and classroom teachers conduct regular student assessments as timetabled in the GPS Annual Testing Schedule.</td>
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<td>Ensure resource allocation, accountability requirements and strategic directions are sustainable and reflective of all stakeholders views and will support high levels of learning.</td>
<td>Teachers program learning activities and evaluate student achievement levels against Syllabus outcomes.</td>
<td>Practice: Consistent analysis of student assessment data be a focus of professional discussion during staff fortnightly staff meetings and informally.</td>
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[Planning template – V2.0]
Strategic Direction 2: Syllabus Implementation: Best Practice

**Purpose**

That teachers plan, implement, assess and modify student learning activities that are aligned with the NSW Department of Education & Communities Syllabus.

Teachers seek professional development opportunities to assist in delivering engaging and essential learning opportunities for every student in consideration of individual learning needs, capabilities and potential.

**People**

How do we develop the capabilities of our people to bring about transformation?

**Students:** Given opportunities to monitor and reflect on their learning, ask questions and opportunities to practice familiar and new skills.

**Staff:** Develop well-designed, engaging and essential learning experiences for students which are designed through explicit knowledge and use of NSW Syllabus.

**Parents/Carers:** Are aware that student reports are measures of student progress assessed against staged syllabus outcomes and inform future learning directions.

**Community Partners:** Engage the GPSLC in discussions regarding the school's strategic directions based on syllabus requirements.

**Leaders:** Ensure teachers are provided with the necessary professional development and opportunities to explore, develop, modify and consolidate the use of NSW DEC Syllabus to make consistent assessments for, as and of learning for each student.

**Processes**

How do we do it and how will we know?

- The focus of lesson planning, delivery and outcomes for each subject and modules are formed by explicit knowledge of each syllabus and their outcomes for each learning stage. [SD2SYL2.1]

- Forecast budgets for resource replacement and teacher professional development indicative of syllabus content. [SD2SYL2.2]

- Students engage in classroom activities that integrate a wide variety of resources including electronic media. [SD2SYL2.3]

**Evaluation Plan**

- Regular staff training in the analysis, implementation and reflective practice of the NSW Literacy and Numeracy and syllabus outcomes K-6.

- Parent/carer feedback from semester reports and informal discussions used to inform future individual student progress.

**Products and Practices**

What is achieved and how do we measure?

- Learning assessments indicate the knowledge and skills expected to be achieved by most students by the end of a stage.

- Student progress reported to parents/carers formally and informally that articulate student growth measured against syllabus outcomes.

- Parent response to semester reports reflect an awareness of student progress in alignment with stage outcomes.

What are our newly embedded practices and how are they integrated and in sync with our purpose?

**Practice:**

- Teacher assessments reflect student progress measured against Literacy and Numeracy continuums and syllabus outcomes.

**Practice:**

- Parents familiar with NSW syllabus outcomes at each learning stage.

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[Improvement Measures]

- Learning assessments indicate the knowledge and skills expected to be achieved by most students by the end of a stage.

- Student progress reported to parents/carers formally and informally that articulate student growth measured against syllabus outcomes.

- Parent response to semester reports reflect an awareness of student progress in alignment with stage outcomes.
## Strategic Direction 3: Community Partnerships

### Purpose

That the GPSLC work as partners to support the school in achieving the best educational outcomes for each student.

That the GPSLC highlight school activities, achievements and future directions within the community.

### People

**How do we develop the capabilities of our people to bring about transformation?**

**Students:** Recognise that the learning community play an active role in their learning.

**Staff:** View community partnerships as an essential element in broadening the children’s learning experiences and awareness of their community and place within it.

**Parents/Carers:** Recognise that a child’s educational development is dependent upon interaction from a wide variety of sources of which they play a pivotal role.

**Community Partners:** View the school as a community resource that is shared by which play an important role in assisting students become critical and independent life-long learners.

**Leaders:** Developing the whole-child is dependent on fostering a caring, sharing, engaging and vibrant learning environment that integrates all stakeholders in a cohesive, respectful and encouraging manner.

### Processes

**How do we do it and how will we know?**

- The GPSLC meet each term to collaborate, discuss, plan, implement and monitor the school’s strategic directions.
- Teachers facilitate parent/carer involvement in the classroom and extra-curriculum experiences.
- Parents and Community members encouraged to attend school initiatives and special functions.

**Evaluation Plan**

Annual parent, carer and community surveys reports high levels of satisfaction in relation to the school’s strategic directions and profile.

### Products and Practices

**What is achieved and how do we measure?**

- The formation of the Gooloogong Public School Learning Community (GPSLC).
- Teachers seek parents, carers and community members to assist in literacy, numeracy and sporting programs / initiatives.
- The school accesses community facilities when undertaking curriculum and extra-curriculum activities.

**What are our newly embedded practices and how are they integrated and in sync with our purpose?**

**Practice:**

- The GPSLC meet on a regular basis to discuss, plan, monitor and enhance current school practices and initiatives.

**Practice:**

- The GPSLC are familiar with the avenues in which the school communicates activities and initiatives.