School plan 2015–2017

Goulburn West Public School – quality education in your local community
**School vision statement**

Goulburn West Public School will foster a well rounded curriculum supported by quality teaching and positive behaviour initiatives. We aim to offer wide learning opportunities to rural students so they may reach their potential as able citizens of the future. Students will value responsibility, respect, safety and learning well day to day.

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**School context**

Goulburn West enjoys strong community support, set in a leafy neighbourhood, to the west of the main Goulburn CBD.

Launched in 1952, Goulburn West enjoys a fine reputation in the area, Our school is changing as older residents leave the neighbourhood, and younger families enjoy the advantage of well constructed homes on large suburban blocks. We are quite close to major services such as the Hume Highway, a growing light industrial and commercial area, parks and wide roads.

In 2013, 2014 and 2015, Goulburn West has grown in student numbers. Excellent programs in English, Mathematics, Sport, Creative and Performing Arts and Student Welfare assist each student to take advantage of a well rounded education.

Our vision is for quality teaching and positive behaviour to provide a strong foundation for each student to reach their full potential. Our parents support the school in its vision, with a team effort between school and home an important factor in success.

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**School planning process**

As a school community, Goulburn West reflected on plans for 2012-2014, with the purpose of identifying strengths and weaknesses. We incorporated views from all sections of the school community for future directions of Goulburn West as we adapt our processes and practices to meet the changing needs of students, staff and the wider community.

In order to do so we:

1. Met as a staff, identifying growth in literacy, numeracy, professional learning and engagement as our main purpose;
2. Completed the 'Tell Them From Me' teachers' survey looking at aspects of confidence in teacher practice, assessment, leadership, collegiality and the integration of technology;
3. Addressed a P and C forum on these areas and noted the frank discussion that followed;
4. Facilitated ongoing professional learning in the School Excellence Framework as a foundation for our growing capacity in identifying student progress on continuums, personal professional needs in a learning plan and to build our knowledge of the National Syllabus and National Professional Teaching Standards for all teachers.
School strategic directions 2015 - 2017

**Purpose:**
Previous results show that building student and teacher capacity to engage in the explicit teaching of language and numeracy must be a strategic practice at the school.

Explicit programs are ability based and will be communicated clearly to the school community to build understanding and strong support in the home.

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**Purpose:**
Professional learning will offer all staff the building blocks they need to refine their pedagogy, management systems and positive welfare approach to meet standards, provide quality education that meets student need, and ensure all areas of the school community have the information they need to best support student growth.

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**Purpose:**
Data and school community feedback shows that dynamic teaching in an ability based classroom where all types of learner is encouraged and valued is needed at Goulburn West.

High expectations, engaging classrooms and explicit teaching combined with a positive behaviour program is needed to build confidence in teaching and learning.
## Strategic Direction 1: Literacy and Numeracy

### Purpose

Previous results show that building student and teacher capacity to engage in the explicit teaching of language and numeracy must be a strategic practice at the school.

Explicit programs are ability based and will be communicated clearly to the school community to build understanding and strong support in the home.

### Improvement Measures

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<tr>
<th>Kindergarten, Year 1, Year 2, Year 3 and 5 students will achieve average proficiency in NAPLAN and L3 levels (Spelling, Reading and Writing). Students will reach minimum benchmarks and achieve personal growth of at least state average.</th>
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<tbody>
<tr>
<td>All teaching staff will implement pre and post planned assessments in literacy and numeracy linked to the continuums. Pre and post assessments will show individual student growth of at least one cluster or more per semester.</td>
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<td>100% of assessment will have three platforms: Criterion referencing eg continuum, rubric, Anecdotal/observational Written Verbal</td>
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### People

- **How do we develop the capabilities of our people to bring about transformation?**
- **Students:**
  - **Growth through** explicit teaching using engaging teacher practice and resources
- **Staff:**
  - **Build capacity through** professional learning, collegial observation and reflection, consistent use of the literacy and numeracy continuum for planning and assessing

### Processes

- **How do we do it and how will we know?**
- **Staff professional learning** in the quality teaching model (L3, FoR, How2Learn, PLAN) (explicit teaching, classroom environment) and Positive Behaviour for Learning.
- **Student feedback** through reference to the criteria for each lesson eg rubrics, discussion, open ended activities and questioning.
- **Consistent open ended lesson structures** allow for discussion, exploration and evaluation of the lesson concept

### Products and Practices

- **Evaluation Plan**
  - All students referenced to the literacy and numeracy continuum through PLAN software and showing growth of at least one cluster per semester.
- **Student pre and post assessment of spelling, writing, comprehension, problem solving, working mathematically for each unit of work/ text (oral, written, class discussion, small grouping)**
- **Annual Tell them From Me parent, teacher and student survey will reflect on school literacy and numeracy strengths and weaknesses.**

### Products

- **L3 K-2 will be implemented for all students, enabling students to work at their ability levels, students to work 1:3 with their teacher three times per week/ engage students in supportive, rich text.**
- **A school trainer will be trained in Focus on Reading during 2015 to enable site based training and collegial learning in 2016 and 2017.**

### Practice

- **What are our newly embedded practices and how are they integrated and in sync with our purpose?**
- **Practice:**
  - Staff mentored in explicit literacy and numeracy teaching through classroom observations, professional learning and collegial discussion
  - **Practice:**
    - Staff trained in the use of the literacy and numeracy continuum to enable consistent judgement, tracking of student results and clear concise indicators for reporting to parents.