School plan 2015 – 2017
Gosford East Public School - 4218
**School background 2015 - 2017**

### School vision statement

We believe Gosford East Public School is creating a future through learning where everyone is challenged and supported through quality classroom practices, community participation and positive values. The school is striving to be a safe, fair and environmentally friendly school where every child aims for their personal best. It should be a place where everyone learns, is happy and has fun, takes pride in achieving quality and are given opportunities to reach their potential. People at our school should be positive citizens, are respectful and take responsibility for their actions.

### School context

Gosford East Public School is located 3km SW of Gosford. The school has quality programs in the academic, sporting and cultural areas. The school community is very supportive and has high expectations. There are approximately 333 students enrolled for 2015. 15 students identify as Aboriginal. The schools Family Occupation and Educational Index (FOEI) is 92 (100 being average) 54% of families are in the lowest two socio-economic bands.

School structure consists of 12 regular and multi-grade classes and three support classes. The school has benefitted from the recent refurbishment of most classrooms, is set in spacious and well maintained grounds, with all classes being air conditioned each room having a Smartboard. This supports quality teaching and learning by providing a positive learning environment for all students.

Currently, school-based data and external data shows that our students are performing around state average in all areas with Year 3 performing slightly better than Year 5. Writing is a priority area especially for Year 5.

Teaching staff are committed to achieving high quality outcomes for all students. The school offers a range of extra-curricular opportunities including a highly successful dance and choir program, sporting opportunities and regular technology and creative arts programs.

GEPS 2014 initiatives included one Assistant Principal off class for two days a week working as a Curriculum and Instructional Leader, (as part of the GTIL reforms), a revamp of the Learning and Support processes, developing scope and sequences and additional work on consistent teacher judgement. We also spent considerable funds in partnership with the P and C on technology including the purchase of tablets, making the school wireless and improving communication through a school App and social media. This will be followed this year by the creation of further assessment tasks, units of work, sharing best practice, including lesson study, and the implementation of PBL and PAVE and considerable professional learning including Focus on Reading and Count Me in Too. We will also participate in the Tell Them from Me surveys which will help in inform further direction.

Our three year plan aims to build on these partnerships and programs.

### School planning process

Our school has been involved in an extensive school self-evaluation process. Throughout 2014, parents and community members took part in surveys and forums. Thirty randomly selected parents were phoned and surveyed, and 88 parents were asked at student planning, review and PAVE meetings what they wanted for their child. Additional opportunities were also made available at Kindergarten Transition and PAVE meetings. Several P&C meetings were utilised to gather input and data. During NADIC Week, our Aboriginal community was consulted and provided valuable input for our future directions in for their child’s education.

Students were surveyed for Focus on Reading and PAVE (Preventing Anxiety and Victimisation through education) Staff were involved in several planning meetings and forums. Three teams were developed, Literacy, Numeracy and Learning Support and Welfare where information was gathered on the future directions of the school, our priority areas, our vision and what our data (such as NAPLAN, PLAN, attendance and on task behaviour) was saying in terms of where to next.

The executive and staff examined the department’s directions, reforms and blueprints. This information was assessed and evaluated in terms of the impact on the school’s future directions and informed future directions.

All staff were involved in working parties to identify common areas that led to the formation of our vision, strategic directions, purposes, products, practices, processes and people and ongoing input from community sought at P&C meetings. The AECG was consulted as part of our data gathering process.

The journey involved over 200 parents and community members, 20 staff members and 180 students.
Purpose: To improve student learning and outcomes in literacy and numeracy through the development and delivery of consistent high quality teaching practice in the areas of literacy and numeracy with a particular emphasis on reading, writing, problem solving and working mathematically.

STRATEGIC DIRECTION 1
Develop consistent, high quality educational practices and students' achievement to become successful 21st century learners in literacy and numeracy in line with the BOSTES Curriculum.

Purpose: Connecting all students and staff with the new curriculum outcomes across all KLAs. Create quality teaching programs that address the needs of and engage 21st century learners.

STRATEGIC DIRECTION 2
Build the capacity of teachers to effectively plan, implement and evaluate programs in line with the current educational reforms.

Purpose: Develop and maintain a welfare system which builds the capabilities of all students to plan and monitor their own success. Improve students' social and emotional well-being. Support and empower teachers to facilitate consistent welfare and learning support systems. Develop practices that reflect community values.

STRATEGIC DIRECTION 3
Develop and implement effective learning environments, whole school practices and strengthen community partnerships.
Purpose

Improving educational outcomes is central to everything we do. High-quality, evidence-based, instructional professional learning will improve student learning and outcomes in literacy and numeracy through the development and delivery of consistent high quality teaching practice with a particular emphasis on reading, writing, problem solving and working mathematically.

Improvement Measures

To increase student growth 3-5 and 5-7 on a rolling three year average in reading and numeracy by 10%. (Average 14, 13, 12 baseline)

To increase the number of students who achieve in Bands 7 and 8 in Year 5 and Bands 5 and 6 in Year 3 on a rolling 3 Year average by 10% in Reading and Writing

PLAN data showing at least 85% of students in K-2 achieve grade appropriate levels in Reading and Comprehension

People

STUDENTS: Engage students in their own learning by ensuring they have clear understanding of expectations of their performance and what is required to achieve at the highest levels.

STAFF: Provide a program of personalised professional development for all teaching staff through a range of strategies that focus on feedback, self-evaluation and sharing of professional practice

STAFF understand the importance and value of professional goal setting and self-reflection and recognise their skills, expertise and responsibility in maintaining accreditation and identifying their own professional development needs.

PARENTS: Design a multi-faceted communication strategy to build awareness and understandings amongst parents of the schools approach to literacy and numeracy teaching and learning. This will include tips for parents on supporting the learning of their children in relation to this focus.

The SCHOOL LEADERSHIP TEAM understands the impact of strong, effective leadership on improving student outcomes and increases their capacity to support the professional learning of staff at all levels of their career within their school and beyond.

Processes

Whole school approach to scope and sequencing, planning and assessing.

Develop a whole school scope and sequence for conceptual, integrated units of work incorporating the new NSW BOS syllabi (K-6); develop high quality assessment, planning, programming and teaching models for students and teachers.

Differentiation. Build staff capacity to collaboratively plan and differentiate programming, teaching and pedagogy in literacy and numeracy using the Quality Teaching Elements. Create school-wide systems, network alliances and structures to support differentiation.

Student Engagement. Promote literacy and numeracy effectively through quality teaching, effective feedback, differentiated programs and the availability of 21st century learning experiences to enhance student engagement and improve student learning outcomes.

Professional Learning. Further develop understanding and teaching practices through the use of evidenced based research including Focus on Reading. Implement whole staff training on the effective use of the continuaums and PLAN software.

Evaluation Plan

PLAN continuum, NAPLAN, observations

Products and Practices

Product: To increase student growth 3-5 and 5-7 on a rolling three year average in reading and numeracy by 10%. (Average 2014, 2013, 2012 baseline)

Product: To increase the number of students who achieve in bands 7 and 8 in Year 5 and Bands 5 and 6 in Year 3 on a rolling 3 Year average by 10% in Reading and Writing

Product: At least 85% of students in K-2 achieve grade appropriate levels in Reading and Comprehension

Practices: High quality teaching and learning practices demonstrated and supported through teaching and learning programs, assessment, PDF and improved learning outcomes

Practices: Regular combined professional learning activities occurring between ELC schools.

Practices: Technology is linked with C21 learning activities to engage students and enhance the learning experience
Strategic Direction 2: Build the capacity of teachers to effectively plan, implement and evaluate programs in line with the current educational reform.

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<td><strong>STUDENTS:</strong> Engage students in the development of inclusive quality learning within the school.</td>
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<td><strong>STAFF:</strong> Develop capabilities for teaching staff in the area of differentiated learning. This will include planning for skill development for staff to design and implement appropriate program and lesson design.</td>
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<td><strong>PARENTS:</strong> Build awareness amongst parents of the school focus on differentiated learning within the Australian Curriculum.</td>
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<td><strong>COMMUNITY PARTNERS</strong> Engage with ELC schools to develop staff capacity within and between schools.</td>
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<td><strong>Develop Effective Teaching Practices.</strong> Build staff capacity to collaboratively plan and differentiate programming, teaching and pedagogy in Numeracy using the Quality Teaching Elements (QTF). Create school-wide systems, network alliances and structures to support differentiation.</td>
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<td><strong>Increase Student Engagement.</strong> Promote numeracy effectively through quality teaching, differentiated programs and the availability of 21st century learning experiences to enhance student engagement and improve student learning outcomes.</td>
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<td><strong>Professional Learning.</strong> Utilise an instructional leader to further develop staff understanding and teaching practices K-6 through the development of scope and sequences, authentic units of work, assessment schedules and the effective use of the continuums and PLAN software.</td>
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<td><strong>Parents and Community Involvement.</strong> Engage, involve and inform parents on the development and implementation of numeracy programs that reflect the community’s values.</td>
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<td><strong>Evaluation Plan</strong> PLAN continuum, NAPLAN, Classroom and program observations</td>
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<td><strong>Product:</strong> Highly engaged students achieving outcomes based on the new NSW BOSTES Curriculum with evidence of connectivity to the local community and global citizens.</td>
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<td><strong>Product:</strong> Student engagement and improved student outcomes through quality teaching, differentiated programs and 21st century learning experiences.</td>
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<td><strong>Product:</strong> Engaging Teaching Programs incorporating the Quality Teaching Framework and current curriculum.</td>
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<td><strong>Product:</strong> 100% of staff members develop a PDP with identified professional goals and evidence of achievement.</td>
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<td><strong>Practices:</strong> Teachers work in and across stages to facilitate professional learning and share practices including classroom observations and reflections.</td>
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<td><strong>Practices:</strong> Teachers develop, utilise and follow a whole school scope and sequence ensuring relevant content, skills and outcomes addressed.</td>
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<td><strong>Practices:</strong> Regular combined professional learning activities occurring between ELC schools.</td>
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**Improvement Measures**

- TTFM survey reveal that student engagement and satisfaction is 7.5 or above.
- TTFM survey illustrate teacher engagement and satisfaction is 7.5 or above.
- Through programming and PDF students are effectively engaged in teaching that addresses outcomes from the new curriculum.
- PLAN data showing all Aboriginal students working at expected levels.
- 100% of staff members develop a PDP with identified professional goals and evidence of achievement.
## Strategic Direction 3: Develop and implement effective learning environments, whole school practices and strengthen community partnerships.

### Purpose
Develop and maintain a welfare system which builds the capabilities of all students to plan and monitor their own success. Improve students’ social and emotional well-being. Support and empower teachers to facilitate consistent welfare and learning support systems. Develop practices that reflect community values.

### People

| STUDENTS: | Develop students’ capacity to play a positive role in their approach to school based activities. Personalised learning. |
| STAFF: | Further develop capacity to provide support welfare and teaching and learning programs. Support the needs of students through personalised learning. |
| PARENTS: | Further develop a collaborative school community ensuring that the well-being and development of students and their families is developed in a cohesive manner. |

**STUDENTS:** Develop students’ capacity to play a positive role in their approach to school based activities. Personalised learning.

**STAFF:** Further develop capacity to provide support welfare and teaching and learning programs. Support the needs of students through personalised learning.

**PARENTS:** Further develop a collaborative school community ensuring that the well-being and development of students and their families is developed in a cohesive manner.

**LMG Principals from Erina Learning Community** understand the importance and benefits of sharing excellent practice across schools to drive system improvement and supporting teacher leaders and executive as part of LMG professional learning teams.

**Executive** understand and model the importance of reflective practices and have the skills and capacity to work with the whole school community to assess the school against the School Excellence Framework.

### Processes

**Student Engagement.-Develop effective student management systems.** Utilise programs such as PAVE to build resilience and strengthen peer relationships. Build consistent welfare systems to support engagement and management of students.

**Differentiated Instruction- Further develop learning support systems and practices.** Coordinated planning for student learning support needs. Support individual curriculum requirements. Whole school planning, coordination and management of resources. Community engagement and shared responsibility for students with identified needs.

**Strengthen community partnerships.** Enhanced communication through social media, newsletters and parent forums. Create more opportunities for parent involvement in their child’s education. Training and development for community members. Formal and informal opportunities for parents to provide feedback. Consultation is regularly sort from

### Products and Practices

**Product:** To increase student attendance and engagement in their learning and all school activities.

**Product:** Strong parent engagement and participation in all school activities.

**Product:** High quality learning support practises provide optimal outcomes for students and engaged parents covered above.

**Practices:** ELC work together to effectively transition students from local pre-school to primary school settings and from primary school to high school.

**Practices:** Promotion and development of school welfare system based on PBL.

**Practices:** Staff appropriately utilise practices and process to support the implementation of learning support.

**Practices:** Collaborative partnerships with the Aboriginal Education Consultative Group and our Aboriginal community are strengthened with ongoing opportunities for input on how we can best support our Aboriginal students and their families. The School Excellence Framework forms the basis for ongoing reflective practices.

### Improvement Measures

**TTFM survey reveal student engagement and satisfaction at 7.5 or above.**

**TTFM survey reveal parental satisfaction with school communication practices at 7.5 or above.**

Clear, systematic and individualised support processes for students with learning and other difficulties as evidenced by PLP’s ILP’s and parental involvement in processes.

### Evaluation Plan

Tell Them From Me and PBL surveys