At Goolmangar Public School, we will foster social responsibility and community partnership within the school and beyond, we will inspire creative, resilient, confident 21st. century learners to become active citizens in a sustainable future.

Curriculum programs will build on educational achievements by promoting student responsibility for ongoing performance improvement particularly in writing, numeracy, creative arts and emotional wellbeing.

High quality teaching experiences drive syllabi implementation and build teacher capabilities.

Community partnerships and learning alliances are developed with other schools and organisations.

Achieving Excellence Together
School Background 2015 - 2017

School Vision Statement

At Goolmangar Public School, we will foster social responsibility and community partnership within the school and beyond. We will inspire creative, resilient, confident 21st century learners to become active citizens in a sustainable future.

School Context

Goolmangar Public School students come from our local farming area and travel from Lismore. The school community work hard to maintain an inclusive culture where ideas are valued and shared to continue to raise the bar at Goolmangar Public School. It has 21st century learning facilities whilst incorporating an open plan playground promoting an active environment for learning and play. We provide a flexible, creative curriculum to build learning capacities such as inquiry learning. All students are supported to reach beyond their potential. Specialist teachers in technology and arts have successfully extended students in these areas. The School Community maintained strong support for the school by contributing to implementation of policies and maintenance of an effective, innovative P&C. The staff and community throughout the year have ensured that the students at Goolmangar Public School have been provided with every opportunity to achieve and excel. The school plan is a joint plan relevant to where our school is at the moment and where our vision is heading.

School Planning Process

In 2014, the School Community - students, staff and families were all consulted in a variety of ways to provide directions for the school over the next three years. The evidence collected from surveys, parent conversations and P&C meetings both in the planning stages and draft review of this document ensured that the community is committed to delivering an innovative academic and social curricula. As a result, three key strategic directions were identified as a basis for future directions. These are:

1. Curriculum programs will build on educational achievements by promoting student responsibility for ongoing performance improvement particularly in writing, numeracy, creative arts and emotional wellbeing.
2. High quality teaching experiences drive syllabi implementation and build teacher capabilities.
3. Community partnerships and learning alliances are developed with other schools and organisations.

School strategic directions 2015 - 2017

**STRATEGIC DIRECTION 1**
Curriculum programs will build on educational achievements by promoting student responsibility for ongoing performance improvement particularly in writing, numeracy, creative arts and emotional wellbeing.

**Purpose:**
**So all students:**
- Confidently and creatively reach their full potential by targeting writing, numeracy, creative arts and student wellbeing.
- Develop self-awareness in their learning pathways.
- Are provided with life skills to be active 21st century learners and leaders.

This strategic direction relates mainly to the learning element in the *School Excellence Framework* although it links the teaching element of effective teaching practice. It incorporates the *Wellbeing Framework* by promoting a positive emotional wellbeing mindset.

**STRATEGIC DIRECTION 2**
High quality teaching experiences drive syllabi implementation and build teacher capabilities.

**Purpose:**
**To:**
- Build capabilities for staff to implement the *Performance and Development Framework for Principals, Executives and Teachers in NSW Public Schools* and supporting the ongoing improvement of student outcomes.

This strategic direction relates mainly to the teaching element in the *School Excellence Framework* but is strongly linked with markers from the learning and leading elements also.

**STRATEGIC DIRECTION 3**
Community partnerships and learning alliances are developed with other schools and organisations.

**Purpose:**
- To achieve a high level of excellence in teaching/learning by providing more extra-curricular learning opportunities within the Big Scrub Learning and First North Learning Communities.
- So parents and staff have an active role in improving student learning and the school environment.
- To build staff capabilities and improve student outcomes.

This strategic direction relates mainly to the leading element in the *School Excellence Framework* but is linked to markers in teaching and learning elements also.
**Strategic Direction 1:** Curriculum programs will build on educational achievements by promoting student responsibility for ongoing performance improvement particularly in writing, numeracy, creative arts and emotional wellbeing.

**Purpose**

*Why do we need this particular strategic direction and why is it important?*

**So all students:**
- Confidently and creatively reach their full potential by targeting writing, numeracy, creative arts and student wellbeing.
- Develop self-awareness in their learning pathways.
- Are provided with life skills to be active 21st century learners and leaders.

**People**

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

**Students:**
Build capacity so they can effectively monitor their learning by understanding what they know and where to next. Develop willingness to engage with creative opportunities and programs such as mindfulness/PBL/Growth Mindset to develop a positive wellbeing. Accept responsibility for leadership roles and implement plans.

**Staff:**

**Parents/Carers:**
Are informed of all self-awareness programs.

**Leaders:**
Further develop required leadership skills.

**Processes**

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

**Students are:**
Monitoring their learning pathway using visible learning strategies. Capable of being self-directed, take initiative and grasp opportunity.

**Staff are:**
Addressing differentiation for students in relation to writing, numeracy and creative arts. Participating in P/L Visible Learning' by John Hattie and implementing strategies, Mindfulness and Growth Mindset programs.

**Student Leaders:**
Plan, implement and review activities or decisions made. Support the learning of their peers.

**Leader:**
Provides parents with information and strategies to support children in Visible Learning, Mindfulness and a Growth Mindset.

**Evaluation Plan**

PLAN software, Staff Performance and Development Plans, Student/Staff/Community surveys. Trial *Tell Them From Me* surveys.

**Products and Practices**

*What is achieved and how do we measure?*

School and national data measures indicate improvement in focus areas of writing and numeracy. Student interviews will show 75% of all students are able to indicate their learning pathway in writing, creative arts and numeracy. Student surveys indicate 75% of students accept responsibility for self-directed/team (SRC) plans and monitor their own self-awareness to be a resilient learner. What are our newly embedded practices? How are they integrated and in sync with our purpose?

**Practice:**
Students demonstrate confidence as learners.

**Practice:**
Staff will implement effective teaching practices based on research, including analysis of engagement, learning growth and outcomes, to plan for ongoing learning of each student in their care.

**Product:**
75% of students are aware of their learning pathway in writing, numeracy and creative arts.

**Product:**
75% of students are actively using Mindfulness strategies, PBL and a Growth Mindset.

---

**Improvement Measures**

School and national data measures indicate improvement in focus areas of writing and numeracy.

Student interviews will show 75% of all students are able to indicate their learning pathway in writing, creative arts and numeracy.

Student surveys indicate 75% of students accept responsibility for self-directed/team (SRC) plans and monitor their own self-awareness to be a resilient learner.
### Strategic Direction 2: High quality teaching experiences drive syllabi implementation and build teacher capabilities.

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Why do we need this particular strategic direction and why is it important?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>To:</strong></td>
<td>- Build capabilities for staff to implement the Performance and Development Framework for Principals, Executives and Teachers in NSW Public Schools and supporting the ongoing improvement of student outcomes.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>People</th>
<th>How do we develop the capabilities of our people to bring about transformation?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Staff:</strong></td>
<td>Develop purposeful and collaborative Performance and Development Plans focussing on the design and implementation of high quality learning experiences.</td>
</tr>
<tr>
<td><strong>Leaders:</strong></td>
<td>Acquire necessary expertise to lead the development of authentic professional growth strategies in the school. Lead teachers in the development of effective teaching strategies resulting in improved numeracy outcomes for students.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Processes</th>
<th>How do we do it and how will we know?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Staff:</strong></td>
<td>Structured professional learning provided for staff to build their capabilities and implement teaching strategies that result in students achieving learning outcomes from the updated syllabi. To train in PBL strategies and implement them in the classroom.</td>
</tr>
<tr>
<td><strong>Leader:</strong></td>
<td>Lead accreditation procedures through professional learning as provided by DoE. Liaise with colleagues to build leadership capabilities through the Performance Development Framework and the Australian Professional Standards for Principals.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Products and Practices</th>
<th>What is achieved and how do we measure?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Staff and Principal</strong></td>
<td>Will provide evidence to show improvements in best practice through lesson observations, education research, staff meetings, and the reviewing process of Personal Development Plans. Staff will train and implement new syllabus outcomes and Positive Behaviour for Learning strategies. This will be evident in class practice where applicable.</td>
</tr>
</tbody>
</table>

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

**Practice:**
Teaching activities that incorporate differentiated strategies to meet the specific learning needs of students across the full range of abilities.

**Product:**
Staff professional planning will reflect on practice analysis and collaboration in the development of quality pedagogy to improve student outcomes. Principal and teachers will share their skills; will participate in professional dialogue, share programs, assessment strategies that reflect changes to pedagogy and curriculum delivery. Students will articulate their learning path.

---

**Evaluation Plan**
- Principal Training Semester One, 2015.
- Principals to provide training with Teachers Federation Rep. to teachers in their workplace.
- Key Phases of the annual performance and development process.

---

**Improvement Measures**
- Staff and Principal will provide evidence to show improvements in best practice through lesson observations, education research, staff meetings, and the reviewing process of Personal Development Plans.
- Staff will train and implement new syllabus outcomes and Positive Behaviour for Learning strategies. This will be evident in class practice where applicable.
Strategic Direction 3: Community partnerships and learning alliances are developed with other schools and organisations.

<table>
<thead>
<tr>
<th>Purpose</th>
<th>People</th>
<th>Processes</th>
<th>Products and Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why do we need this particular strategic direction and why is it important?</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>
</tr>
<tr>
<td>▪ To achieve a high level of excellence in teaching/learning by providing more extracurricular learning opportunities within the Big Scrub Learning and First North Learning Communities.</td>
<td>Students: Build capacity in a collaborative learning environment.</td>
<td>Students: Have opportunities to attend special events.</td>
<td>80% of students agree or strongly agree that attending extracurricular learning opportunities builds positive partnerships &amp; social skills with peers.</td>
</tr>
<tr>
<td>▪ So parents and staff have an active role in improving student learning and the school environment.</td>
<td>Staff: Use a range of effective strategies to engage parents. Build skills to communicate with families. Revise school communication policy. Are confident to share knowledge of innovative professional learning with other colleagues.</td>
<td>Staff: Investigate the promotion of the school through a variety of communication mediums and where appropriate implement new strategies. Regularly collaborate and share information with other schools and organisations through digital/print mediums.</td>
<td>75% of families agree or strongly agree that they have an active role in improving student learning and the school environment.</td>
</tr>
<tr>
<td>▪ To build staff capabilities and improve student outcomes.</td>
<td>Parents/Carers: Value communication and feel they can contribute to events, community plans and policy information.</td>
<td>Parents/Carer: Organised opportunities for the school community to collaborate to implement events and programs to make it easier for people to be involved with the school.</td>
<td>75% of staff agree or strongly agree that engaging in learning opportunities with community partnerships enhances their teaching capabilities.</td>
</tr>
</tbody>
</table>

Improvement Measures

80% of students agree or strongly agree that attending extracurricular learning opportunities builds positive partnerships & social skills with peers. 75% of families agree or strongly agree that they have an active role in improving student learning and the school environment. 75% of staff agree or strongly agree that engaging in learning opportunities with community partnerships enhances their teaching capabilities.

Evaluation Plan

At the end of each school event feedback sought.

What are our newly embedded practices? How are they integrated & in sync with our purpose?

Practice:
- School practices provide explicit information about the school’s functioning to promote improvement.
- The school culture values collaborative planning and learning to improve student learning outcomes.

Product:
- Teachers collaborate within stages across schools to ensure consistency of curriculum delivery.
- Inter-school relationships provide mentoring support to ensure the ongoing professional learning of all staff.