<table>
<thead>
<tr>
<th>School background 2015 - 2017</th>
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<tr>
<td><strong>School vision statement</strong></td>
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<tr>
<td>Gosford Public School is committed to providing <strong>quality education</strong> in a <strong>nurturing, innovative learning environment</strong> so that all students can become <strong>active, confident participants</strong> within our <strong>ever-changing, challenging</strong> world.</td>
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<tr>
<td><strong>School context</strong></td>
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<tr>
<td>Gosford Public School is an active member of the Gosford City Learning Community (GCLC). The staff provides a quality, nurturing, innovative learning environment ensuring excellent opportunities for every student. Our diverse school population of 527 students (420 families) consists of 4% from Aboriginal heritage and 32% from non-English speaking backgrounds. Currently, our twenty classes are organised into Year groups including 3 multi-age classes and two Opportunity Classes.</td>
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<td>We maintain an executive team of 1 Principal, 1 non-teaching Deputy Principal and 4 Assistant Principals. In addition to these positions we have 23 classroom teaching staff (17 permanent), 2 Reading Recovery teachers, 1 Teacher Librarian, 1 Computer Technology Teacher, 5 School Learning Support Officers, 3 Learning and Support Teachers (1 Aboriginal Education), 1 Language Background other than English Teacher (part-time), 1 Counsellor and 1 Chaplain.</td>
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<tr>
<td>Core literacy programs include Language, Literacy and Learning (L3), Best Start, PLAN and Focus on Reading (FoR). These programs reflect Quality Teaching and Learning and further enhance the skills of our teaching staff. Numeracy programs include Targeting Early Numeracy, Newman’s Error Analysis and Mathletics. Gosford PS staff undertake regular and rigorous Teacher Professional Learning with the current emphasis on implementation of the New NSW Syllabus for the Australian Curriculum.</td>
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<tr>
<td>Historically data indicates that Gosford PS has performed above NSW DEC state averages in NAPLAN.</td>
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<tr>
<td><strong>School planning process</strong></td>
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<tr>
<td>Gosford PS has been involved in an extensive self-evaluation process from the beginning of 2014; allowing the school community the opportunity to reflect upon the school’s strengths and weaknesses with the view of identifying best practice to underpin future directions. The School Evaluation and Planning team (SEaP) was established in February 2014 and a timeline initiated to guide the process for identifying and realising the educational priorities and aspirations for our school community in conjunction with Local Schools, Local Decisions. Key to the success of this initial phase, was the continued implementation of the previous School Plan (2012–2014) and the critical evaluation of existing educational methodologies and programs in providing a strong evidence-based platform for the next phase of planning. This involved a number of staff meetings throughout Term 3 (2014) with staff engaging in rich discourse to identify quality teaching and learning elements and practises which resulted in improved outcomes for students in a nurturing, innovative environment. The examination of key documents including, The Melbourne Declaration and Great Teaching and Inspired Learning were pivotal in developing a shared vision and inspirational directions for our school.</td>
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<tr>
<td>At the end of Term 3 the SEaP team engaged the staff, P&amp;C, broader parent community and student body in a number of focus groups, surveys and forums where data was gathered to establish a shared vision, identify 3 strategic directions and the formation of our 5P’s through the allocation of resources and finances to support this process. This ensured a high-level focal point for sustainable growth and development for the school whilst maintaining the standards outlined in the School Excellence Framework. This phase of planning involved over 100 families, 91 students and 32 staff.</td>
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<td>Throughout 2015 the SEaP team have continued to collaborate and consult with the parent body, staff, the Cooinda Local AECG, the Principal School Leadership team and other schools within the wider education network in order to critically review and refine our new plan. This process has been crucial in ensuring that our School Plan 2015-2017 was authentic, effective and transformative.</td>
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School strategic directions 2015 - 2017

**Purpose:**
To prepare each student to be successful in an ever-changing, challenging world through innovative and quality teaching and learning practices.

**STRATEGIC DIRECTION 1**
Quality, Innovative Teaching and Learning Practices

**Purpose:**
To ensure all students are responsible and resilient learners in a nurturing environment that values and celebrates diversity.

**STRATEGIC DIRECTION 2**
Quality, Inclusive Learning Environment

**Purpose:**
To embed a system of values that builds positive partnerships, shared responsibilities and a culture of success.

**STRATEGIC DIRECTION 3**
Positive, Proactive Community Partnerships
Strategic Direction 1: Quality Innovative Teaching and Learning Practices

**Purpose**

To prepare each student to be successful in an ever-changing, challenging world through innovative and quality teaching and learning.

**Improvement Measures**

NAPLAN – higher number of students achieving above National Minimum Standards

Increase the average scaled growth for Year 5 students in reading from 74.4 to 78.4 and numeracy from 86.9 to 88.8

Individualised and differentiated programming for identified students.

Individual growth in PLAN data.

Improved outcomes for all Aboriginal students – NAPLAN and school-based assessments.

Aboriginal cultural perspectives and history embedded across all teaching and learning programs.

**People**

Students understand themselves as learners, reflect upon their own progress and know how to set goals for future learning.

Students value the opportunity to take risks and persist with challenging learning experiences.

Teachers have a deep understanding and knowledge of new syllabus documents and how to differentiate learning experiences to ensure they are engaging, effective and significant for every student in every class.

Teachers understand the importance of providing a quality learning program which incorporates innovative pedagogies and current technologies which enhance the students’ intellectual quality.

Teachers consider the effect that quality assessment and feedback have upon student motivation, achievement and self-efficacy and embed these into their teaching practices.

Parents understand and value the role they play in their child’s learning and appreciate the partnership they have with the school in providing an effective and holistic education for their children.

Every teacher uses data to inform and differentiate their teaching and learning by tracking student progress on the literacy and numeracy.

School leaders recognise the significance of providing strong and effective leadership to support the professional development of staff as they aim to improve teacher quality and student learning outcomes.

Community members appreciate and promote effective and authentic cultural connections within the GCLC with an emphasis upon the implementation of the new History syllabus.

**Processes**

Quality Teaching and Learning

Personalised Learning Plans (PLPs) established in consultation with students, teachers and parents for all Aboriginal students and for all other students identified by the school LST and monitored using NCCD and PLASST.

All staff provided with ongoing professional learning in quality teaching pedagogies as outlined in Great Teaching Inspired Learning (GTIL) and School Excellence Framework.

School Leaders provide ongoing support to staff through the accreditation process and the Australian Professional Standards for Teachers.

Curriculum Implementation

Students will be engaged with quality learning experiences that are innovative and challenging involving technology – BYOD.

All staff provided with ongoing professional learning to support new syllabus implementation through the collection of teaching and learning programs in line with the Performance & Development Process.

Establish a scope and sequence within the GCLC through the Community of Schools Program ‘Building Transition Communities in History, Stages 3 & 4.’

Assessment and Reporting

All staff provided with ongoing professional learning in data analysis through the use of SMART data and PLAN to accurately and systematically track student performance.

Evaluation Plan:

This strategic direction will be monitored through the Performance & Development Framework for Principals, Executives & Teachers, Quality Teaching (QT) and GTIL frameworks in NSW Public Schools.

**Products and Practices**

Products:

Increase the average scaled growth for Yr. 5 students in reading, spelling, grammar & punctuation and numeracy so that they are comparable with, or exceed, state results.

In NAPLAN, increase the number of Year 5 & Year 7 students achieving equal to or above expected growth in reading and numeracy.

All Aboriginal students demonstrating growth as comparable to their cohort and measured by NAPLAN and school-based assessments.

100% of students demonstrating growth as measured by the literacy and numeracy continuums.

100% of Teaching / Learning programs are data-evidence based, differentiated for individual student learning needs and demonstrate syllabus content measured by program review & student work samples.

Practices:

Students are confidently and successfully meeting appropriate outcomes which are matched to their learning potential.

Students are actively engaged in quality learning opportunities that are innovative and challenging.

All staff explicitly and systematically teaching from the new syllabus.

Every teacher uses data to inform and differentiate their teaching and learning by tracking student progress on the literacy and numeracy continuum.

All staff better equipped with a deeper understanding of Aboriginal culture, histories and languages and embeds these perspectives in teaching and learning programs in line with new syllabi.

Formal written reports distributed to parents articulating student progress and development - academically, socially and emotionally.

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Strategic Direction 2: Quality, Inclusive Learning Environment

**Purpose**
To ensure all students are responsible and resilient learners in a nurturing environment that values diversity.

**Improvement Measures**

- Improved student behaviour and emotional and social well-being.
- 100% of students receive praise-based incentives associated with the YCDI Program.
- Improved relationships in the classroom and playground.
- Aboriginal students are actively encouraged to take on leadership roles.
- Increased engagement between the school, community and parents in supporting regular attendance for all students.
- Increased student independence and resilience.

**People**

- Students recognise that they are responsible for their own choices and behaviour at school.
- Students value the importance of positive relationships and the use of effective techniques for resilience, persistence, organisation, confidence and getting along with others.
- All students understand and appreciate their cultural connectedness and rich family history.

Teachers understand the need for a consistent and explicit approach in developing the student’s social and emotional well-being. Teachers understand and appreciate the importance of values education and recognise the significance of positive relationships in quality teaching and learning.

Parents understand and support the importance of the social and emotional curriculum in their child’s learning. They recognise and support the school’s values program and understand the importance of regular school attendance for their children.

School leaders recognise the importance of creating a positive climate and nurturing environment that supports teacher quality to increase the capacity of staff to translate professional learning opportunities into sustainable and effective practices which support and enhance student well-being.

**Processes**

- **YCDI**

  Students receive awards in class, playground and at weekly assemblies associated with the 5 Foundation values. Every student receives a YCDI values booklet and tracks their progress. Teachers explicitly teach YCDI program during weekly PDHPE lessons and distribute YCDI awards.

  Effective and open channels of communication with parents maintained providing ongoing information about student behaviour and progress – e.g. weekly newsletters, assemblies, forums.

  **Learning and Support**

  Identified students’ needs are discussed, monitored and actuated at weekly LST meetings – tracked using the following platforms: SENTRAL, NCCD and PLASST.

  Staff will receive ongoing support and professional learning opportunities to identify, support, and monitor the individual learning needs of students through the LST referral process.

  Daily Planning Room register maintained on SENTRAL and reviewed by LST.

  The LST and Attendance Officer will monitor student attendance using SENTRAL and engage the HSLO if necessary as outlined in the NSW DEC Attendance Policy and Education Act 1992.

  **Evaluation plan**:

  This strategic direction will be monitored through the school’s student well-being procedures (including attendance, planning room and suspension data) and tracked using SENTRAL.

**Products and Practices**

- **Products**:

  Improved student behaviour and positive peer relationships - 100% of students receiving praise-based incentives.

  Well-being data reflects decreased incident referrals by a minimum of 15% over three years.

  Improved attendance of students as compared to the state.

  Improved leadership opportunities for all Aboriginal students.

  Teachers establish PLPs and ILPs for all students requiring learning adjustments.

  Improved parent satisfaction with school well-being practises and systems as identified through Survey Monkey.

- **Practices**:

  Students participate in weekly YCDI lessons as per the school’s scope and sequence.

  Aboriginal students are actively encouraged to take on leadership roles.

  All staff explicitly teaching the social and emotional curriculum as per the YCDI Program.

  Every teacher uses a common language when teaching and reporting upon the social and emotional domains.

  Collaborative partnerships with the Cooinda Local AECG and Aboriginal families are strengthened through the PLP process.

  School leaders establish, implement and monitor Personalised Learning Plans in consultation with class teachers, parents and other DEC personnel.
**Strategic Direction 3: Positive, Proactive Community Partnerships**

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<tr>
<td>To embed a system of values that builds positive partnerships, shared responsibilities and a culture of success.</td>
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<thead>
<tr>
<th>Improvement Measures</th>
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<tr>
<td>Increased parental engagement and involvement in school activities.</td>
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<td>Authentic partnerships and engagement between the school, local community and the Cooinda Local AECG.</td>
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<td>Aboriginal traditions and cultural events are acknowledged and recognised with student and family participation.</td>
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<td>Improved communication with the wider community.</td>
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<td>Improved student learning outcomes and engagement.</td>
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<td>Improved cultural connectedness for all EAD/L students.</td>
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<td>Students feel proud to involve their families in cultural celebrations.</td>
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<td>Staff appreciate the relationship GPS has with its parent community and recognise the importance of effective and open channels of communication in establishing and sustaining authentic partnerships. Teachers recognise they are responsible for using appropriate technologies when communicating with the wider community. Staff acknowledge the important role the local Cooinda Local AECG play in providing authentic opportunities for Aboriginal students. Staff realise the importance of making links with EAD/L students and their families to develop their cultural connectedness and how this partnership will improve student learning outcomes. Parents understand they can contribute to school activities and have something valuable to offer. They recognise the importance in working in partnership with the school to improve opportunities and outcomes for their children. School leaders understand the importance and benefits of working within a broader educational network to ensure all staff, students and parents are supported throughout their educational journey.</td>
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<td>Sesquicentenary (150 years): Students are actively engaged in learning experiences which celebrate our sesquicentenary and reflect upon the rich and unique history of our school, community and Aboriginal culture. Teachers are actively promoting the school’s 150th Year Celebrations through the Commemorative Fair, public flyers and historical book. Community organisations provide sponsorship to the school to help celebrate our sesquicentenary. Authentic Partnerships and Effective Communication: Staff provided with professional learning in the use of technologically-based channels of communication and are trained in ‘Strengthening Family and Community Engagement’ framework. Parents provided with opportunities to engage in the life of the school through information sessions, parent-tutoring program, open days, Education Week activities and weekly assemblies. Ongoing and effective communication with parents through class and school newsletters and a variety of social media outlets (e.g. website, Face book). Cultural Diversity: Significant cultural events are celebrated in partnership with Aboriginal and EAD/L students and their families. Evaluation plan: This strategic direction will monitored by tracking the level of parental engagement in school programs and parental satisfaction through surveys and forums.</td>
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<tr>
<td>Products: All EAD/L and Aboriginal students provided with opportunities to engage with cultural programs with satisfaction levels being monitored through student surveys. Improved student outcomes and engagement in extra-curricular activities as measured by student participation rates and reported in Semester 1 and 2. Greater than 80% of parents attend parent / teacher interviews each year. Over 85% of parents feel that their contributions to school life have increased and are valued as identified through satisfaction surveys and parent forums. Community partnerships strengthened and enriched with an increase in the number of parents responding to school surveys by a minimum of 15%. Increase in the number of hits on the school website ‘Parent Information’ page by 10% annually. Increase the number of parents accessing the school newsletter through Facebook, website or app. by 20% over three years. Practices: Students are actively engaged in school activities which hold cultural significance for them and their families. Teachers communicate regularly with parents using a variety of platforms All staff better prepared to promote inclusivity and connectedness for all students and their families. Positive parent interactions to facilitate diverse learning opportunities for all students. Collaborative partnerships with the Cooinda Local AECG and other community groups to enhance learning opportunities for all Aboriginal and EAD/L students.</td>
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