

# GORDON WEST PUBLIC SCHOOL PLAN FOR 2006 –2008



<b>1. School Context</b>	
<b>2. School Purpose</b>	
<p><b>Vision Statement:</b> To be seen as a school of excellence with a definite purpose and direction.</p> <p><b>Mission Statement:</b> At Gordon West Public School we strive to develop in our students self-discipline and a desire to do their personal best, to develop to their full potential in all facets of school life, in a caring environment where the school and community work closely together to achieve this end. We aim for the school community to collaboratively develop a shared understanding of how effective learning occurs.</p>	
<b>3. Longer-term school strategic directions (3 year horizon)</b>	
<ul style="list-style-type: none"> <li>• English - Writing - Benchmarking K-6</li> <li>• Assessment and Reporting</li> <li>• Teacher Professional Learning</li> <li>• Quality Teaching Model</li> </ul>	<p style="text-align: center;">All programs are in the final year of our 3 year strategic directions cycle.</p>
<b>4. Shorter-term school strategic goals (1 year horizon)</b>	
<ul style="list-style-type: none"> <li>• Syllabus evaluation - Environmental Education (SEMP)</li> <li>• School Map Best Practice Statements - Teaching</li> </ul>	

<b>The plan has been endorsed by:</b>							
<b>Principal:</b>		<b>Date:</b>		<b>School Education Director:</b>		<b>Date:</b>	

Principal's Initials: \_\_\_\_\_



School Priority Area:A	Expected Outcomes and Targets	Strategies	Indicators	Years			Responsibility	Allocation \$	Funding Source	DET Priority 1-6
				1	2	3				
English Writing	<ul style="list-style-type: none"> <li>Systematic teaching –best practice</li> <li>increased teacher confidence and knowledge</li> <li>student learning outcomes enhanced</li> <li>benchmarking of writing in texts K-6</li> <li>benchmarked levels appropriate to this school</li> <li>More effective assessment and reporting of writing K-6 including administration of standardised tests.</li> <li>Identifying specific access in Basic Skills, writing for explicit, systematic teaching</li> <li>Benchmarking of specific writing tests K-1</li> <li>Stage 3 writing enhanced by use of electronic media in teaching/learning programs</li> </ul>	<ul style="list-style-type: none"> <li>Use Basic Skills resources</li> <li>Review Basic Skills writing evaluation techniques</li> <li>Writing strategies for various text types</li> <li>Using current basic skills material for systematic teaching Year 2-6</li> <li>Reflecting on current assessment practices while trialling other strategies eg Rubrics</li> <li>Modifying school assessment techniques</li> <li>Individual student writing folders/books for collation of writing throughout the year</li> <li>Explicit, systematic of identified areas of need in writing</li> <li>Building of resources for writing and modelling and writing</li> <li>Samples of students writing as a teaching resource re benchmarking</li> <li>Samples of students writing as a teaching resource re benchmarking</li> <li>Working with Middle School Strategies</li> </ul>	<ul style="list-style-type: none"> <li>Staff awareness of Basic Skills evaluation techniques and processes</li> <li>more informed staff on writing strategies in a variety of text types</li> <li>assessment techniques specific to writing</li> <li>Student progress evident in writing</li> <li>An upgraded and relevant resource bank</li> <li>staff knowledge of writing assessment enhanced.</li> <li>staff knowledge of writing assessment enhanced.</li> <li>Successful use of electronic white boards as a teaching/ learning resource</li> </ul>	✓	✓	✓	<ul style="list-style-type: none"> <li>Consultant Trained Staff</li> <li>All staff in grade groups Assessment and reporting committee</li> <li>All staff</li> <li>Staff consultant</li> <li>Basic Skills Evaluation committee</li> <li>Staff K-1</li> <li>Staff Year 5-6</li> </ul>		English Budget	2
				✓	✓	✓				3
				✓	✓	✓				1
				✓	✓	✓				3
				✓	✓	✓				3
				✓	✓	✓				3
				✓	✓	✓				
				✓	✓	✓				
				✓	✓	✓				
				✓	✓	✓				

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				1	2	3				
Assessment and Reporting	<ul style="list-style-type: none"> <li>Staff introduced to new DET reporting to parents format and commercial models based on same principle.</li> <li>Implementation of new reporting format using word descriptors for grading</li> <li>All staff understand how to use new reporting proforma</li> <li>A fair and equitable process of assessment established to determine gradings in reporting</li> <li>Staff reflect on reporting process</li> <li>Community - parents informed of new or modified reporting process</li> <li>Updates from DET assessment and reporting process recognised and acknowledged</li> <li>Successful modification of reporting format if required to further enhance an effective reporting process</li> </ul>	<ul style="list-style-type: none"> <li>Staff meetings</li> <li>Grade meetings</li> <li>Specific staff training in the use of IT reporting format</li> <li>Using the reporting model selected as appropriate</li> <li>Inservice of all staff</li> <li>Continuing inservice of all staff as modifications made</li> <li>Criterion referenced testing</li> <li>Collaborative programming, assessment and determination of gradings</li> <li>Staff meetings</li> <li>Grade meetings</li> <li>Individual discussions with teachers (1/2 yearly interviews)</li> <li>Written Communication</li> <li>P&amp;C informed of new report formats</li> <li>Staff informed and changes actioned</li> <li>Introduction of specific standardised testing to support school assessment practices including staff training</li> <li>ACER representatives to meet with executives</li> </ul>	<ul style="list-style-type: none"> <li>Confident, informed staff</li> <li>Using the selected proforma effectively</li> <li>Heightened staff understanding of new or modified reporting process.</li> <li>develop and confine constructive teacher comments</li> <li>shared understanding of syllabus standards in making a judgement of student performance in allocations of word descriptors</li> <li>Appropriate assessment tools developed.</li> <li>Feedback from staff</li> <li>Individual discussions with classroom teachers</li> <li>1/2 yearly interviews with parents</li> <li>P&amp;C informed of new reporting format &amp; further modifications</li> <li>Feedback from the community</li> <li>More thorough assessment</li> </ul>	✓			\$600		3	
				✓					Assessment and Reporting Committee Grade Supervisor	2
					✓	✓			Assessment and Reporting Committee All staff Grade Supervisors Assessment & Reporting Committee	6
				✓	✓	✓			Grade Staff	
				✓	✓	✓			All Staff	6
				✓					Assessment and Reporting Committee Grade supervisors	
				✓	✓	✓			Principal Assessment and Reporting Committee	6
					✓	✓			Executive	

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**GORDON WEST PUBLIC SCHOOL - SCHOOL PLAN 2006—2008**



**TEACHER PROFESSIONAL LEARNING**

School Priority Area:A	Expected Outcomes and Targets	Strategies	Indicators	Years			Responsibility	Allocation \$	Funding Source	DET Priority 1-6	
				1	2	3					
Teacher Professional Learning	• Staff have opportunities for professional development	• Staff made aware of DET courses available eg COGS, GATS	• Staff reporting on professional develop courses attended	✓	✓	✓	TPL Team Staff		Teacher Professional Learning Funding (DET)	6 3	
	• Staff select courses they wish to attend	• Staff enthusiastic to attend courses	• Staff reporting on professional develop courses attended								
	• Collegial learning is enhanced	• Staff select courses they wish to attend	• Staff enthusiastic to attend courses	✓	✓	✓	Staff				3
	• Sharing of newly acquired knowledge and teaching strategies to staff as relevant	• Shared collegial learning grade and stage groups	• Shared collegial learning grade and stage groups	✓	✓	✓	Staff				3
	• Students outcomes are enhanced	• Sharing of newly acquired knowledge and teaching strategies to staff as relevant	• Shared collegial learning grade and stage groups	✓	✓	✓	Staff				3
• Beginning teachers are guided and mentored	• Implementation of newly acquired strategies into teaching and learning programs	• Quality guidance provided for beginning teachers	• Beginning teachers more confident and knowledgeable	✓	✓	✓	Executive and Supervisors Experienced Staff			6	
• Executive development	• Mentoring staff executive roles	• Staff readily accept responsibilities	• Staff keen to undertake development opportunities	✓	✓	✓	Executives Principal			5 5	
	• Encouraging staff to develop potential management opportunities	• Staff readily accept responsibilities	• Staff keen to undertake development opportunities	✓	✓	✓	Executives Principal			5 5	

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**QUALITY TEACHING**

School Priority Area: A	Expected Outcomes and Targets	Strategies	Indicators	Years			Responsibility	Allocation \$	Funding Source	DET Priority 1-6
				1	2	3				
Quality Teaching	<ul style="list-style-type: none"> <li>Enhancement of Quality Pedagogy across Key Learning Areas</li> <li>Aspect of Quality Teaching dimensions and elements embedded in COGS units recognised and taught effectively</li> <li>Enhanced student learning</li> </ul>	<ul style="list-style-type: none"> <li>Embedding Quality Teaching dimensions and elements into the teaching of COGS and linking KLAs</li> <li>Staff revisit the dimension and element of the NSW QT framework</li> <li>Collegial programming and planning</li> <li>Staff implement select elements in teaching/learning programs</li> <li>Collegial sharing of strategies</li> <li>Inservice and professional development of staff</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of higher order teaching/learning experiences for students</li> <li>Staff more confident and familiar with dimensions and elements</li> <li>Application of a wide variety of strategies evident in teaching/learning programs</li> </ul>	✓	✓	✓	QT Committee Executive		Within COGS (TPL) and KLA budgeting	3
				QT Committee Staff	1					
				Staff	2					
				Staff	3					
							QT Committee			6

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