Gold Creek School Strategic Plan
2018-2020
North Gungahlin Network

Endorsement by School Principal

Name: Angela Spence

Signed

Date: 31/5/18

Endorsement by School Board Chair

Name: Michael Rush

Signed

Date: 17/5/18

Endorsement by School Network Leader

Name: Judith Hamilton

Signed

Date: 16/7/18

Strategic Priority 1: Literate Global citizens

Student outcomes to be achieved:
1) Improved academic growth of high performing students in reading and writing.
2) Improved students critical and creative use of language.

Targets:
By the end of 2020 the school will achieve:

- increase in the percentage of mainstream Year 1-3 students achieving above year level range the ACT ED Benchmark Reading range from end 2017 data by 5 percentage points
- increase in the percentage of mainstream Year 4-6 students achieving above age level range in PROBE Reading Assessment from end 2017 data by 5 percentage points
- increase in the percentage of K-6 students achieving proficient or outstanding for reading and writing for semester reporting
- increase in the percentage of years 7-10 students achieving MYP 5 - 7 for semester reporting for Language and Literature
- increase in the percentage of students achieving at or above the expected growth in PIPS language use by 15 percentage points from the 2014 figures
- increase in the percentage of students achieving at or above expected growth in PIPS reading by 15 percentage points from the 2017 figures
- increase in the average percentage point growth of students in the 75% + percentile band in NAPLAN reading by 3 percentage points from the 2017 growth data
- increase in the percentage of mainstream students achieving in the top two bands for

  Reading: year 3, 5, 7 and 9 NAPLAN by 5 percentage points from 2017 NAPLAN data

  Writing: year 7 by 5 percentage points, year 9 by 10 percentage points from 2017 NAPLAN Data

- the identification of a set of reliable measures to track student growth in vocabulary use from Preschool to year 10 (to be implemented from 2019)
- increase in the percentage of year 7-10 students answering correctly the items 'language use' in NAPLAN by 5 percentage points from 2017 figures
- increase in the percentage of years 7-10 students achieving 6-8 for MYP criteria D in English and Language Acquisition by 5 percentage points from 2017 figures
- establish baseline data using the AtL Communication (ACARA General Capabilities) continuum (use this in following years to improve achievement from 2019 onwards)

National Quality Standard Area covered by this priority
- QA1 Education Program and Practice
- QA6 Collaborative Partnerships with Families and Communities

Key Improvement Strategies	Timelines and milestones	Lead roles/ Accountabilities/ Delegations	Targeted Resources	Key Performance Indicators
Develop an agreed approach to the teaching of literacy aligned with IB philosophy.	* End of 2018 - Language working party established and action plan developed *End of 2019 (Language Policy and Procedures to be reviewed by end of 2019)	Executive Team	*Time allocation in staff meeting schedule *Staffing Allocation for language working party (6 days)	• The governing body, administrative and pedagogical leadership and staff demonstrate understanding of IB philosophy. • Language Policy and procedure has been reviewed and updated indicating alignment with IB philosophy. • All staff use the Language Policy and Procedures to guide planning and teaching of literacy. • Evidence of impact of policy in planning documents for all teams. • PL activities are focused on building teachers understandings of highly effective teaching strategies in language & literacy.
Build the capacity of staff to strengthen English language learning through the use of Mother Tongue and multicultural perspectives	*Staff PL scheduled in 2019 *End of 2020 -	Executive Team EALD Teachers	*Professional Learning budget *Time allocation in staff meeting schedule	• All staff are using best practice to build language learning that caters for the diversity of students language needs, evident in planning documents, walk through visits and classroom observation records. • Increased staff capacity through whole school PL with school leaders learning alongside

				teachers.
Develop a multidisciplinary approach to literacy teaching with a focus on the developmental progression of literacy learning	*End of 2019 - Procedures developed to support literacy learning across disciplines	Executive Team	*Time allocation in staff meeting schedule *Staffing Allocation for language working party (6 days) *Professional Learning budget	● visible use of vertical alignment of literacy learning to inform cross curricular planning ● planning documents and reflection during collab planning demonstrate multidisciplinary approach ● Written curriculum demonstrates a multidisciplinary approach towards literacy learning
Build a shared understanding of differentiation which supports teachers to use data to make judgements about individual student needs in literacy.	*Staff PL scheduled in 2019	Executive Team	*Professional Learning budget	Decrease in student numbers in the selected and targeted ranges for RTI ● Staff consistently review RTIs during data meetings. (Every 2 weeks) ● Team/ shared responsibility reflect on RTIs during data meetings and collaborative planning.
Identify and use data to inform the teaching of communication, as an approach to learning, to improve student outcomes.	*End of 2018 - ATL's mapped to units in each subject equally *End of 2018 - Tracking tool for Vocabulary identified ready for implementatio n in 2019 *End of 2019/2020 - Communicatio n ATL assessed	IB Coordinators	*Time allocation in staff meeting schedule *Professional Learning budget *Budget allocation	● The school provides opportunities for students to participate in, and reflect on, the assessment of their work. ● Reliable data sets identified ● Implementation of a systematic collection and analysis plan ● Identify gaps - monitor improvement and growth over years ● Professional Learning attendance on building teacher's data literacy skills ● All teachers articulate data language with sophistication

				● All teachers have access to online data on individual and class performances e.g. PIPS, NAPLAN, Acer etc
Develop a strategic Professional Learning Plan to build the capacity of staff in relation to literacy learning, including working collaboratively across sites.	*End of 2018 - A five year PL plan *End of 2019/20 - PL plan reviewed annually	Principal Associate Principal's	*Time allocation in staff meeting schedule	● Professional Learning Plan documented and transparent to all stakeholders
Embed thinking as an approach to learning to challenge and extend students.	*End of 2018 - ATL's mapped to units in each subject *End of 2019/20 - Thinking ATL assessed and tracked for every student	IB Coordinators	*Time allocation in staff meeting schedule *Professional Learning budget	● All teaching and learning engages students as inquirers and thinkers. ● Teaching and learning uses a range and variety of strategies. ● Teaching and learning differentiates instruction to meet students' learning needs and styles.
Utilise curriculum planning dynamically to teach the IB Approaches to Learning as a key part of the learning cycle.	*End of 2018 - ATL's mapped to units in each subject *End of 2019 - All staff and students identify ATL's as an integral part of learning	IB Coordinators	*Time allocation in staff meeting schedule *Professional Learning budget	● All IB planners include reflections on the effectiveness of teaching the Approaches to Learning

Strategic Priority 2: Strong Learning Culture

Student outcomes to be achieved:
1. Improved perception of students and staff in relation to school safety
2. Improved use of digital technologies
3. Increased attendance rates in students from years 7 -10
4. Improved student engagement and challenge in learning

Targets:
By the end of 2020 the school will achieve:

- reduce the gap in agreement between the school and ACT like school in the System Survey question "Student behaviour is well managed" from 2017 figures
  - students (2017-5%) by 5 percentage point
  - staff (2017-24%) by 10 percentage points
  - parents (2017- 8%) by 3 percentage points
- a decrease in students reporting low levels of perceived support and safety in ASCSIMT in years 7-10 (new baseline data to be gathered in 2018)
- an increase in agreement in the System Survey question " At this school I have access to equipment such as computers, internet and digital cameras" from 2017 figures for years 5 and 6 students
  - students (2017-84.71%) by 5 percentage points
- an increase in agreement in the System Survey question "The use of learning technologies is an integral part of learning and teaching" from 2017 figures
  - staff (2017-x%) by y percentage points - Junior Site only
    - parents (2017- 71.15%) by 5 percentage points
- an increase in attendance rates in years 7-10 to be above 90% each term
- an increase in attendance rates of Aboriginal and Torres Strait Islanders students in years 7-9 by 5% points each term compared to 2017 term percentages
- a decrease in students reporting low levels of behavioural engagement in ASCSIMT in years 7-10 (2017 - 6%) to 4%
- an increase in students reporting excellent levels of emotional engagement in ASCSIMT in year 7-10 (2017 - 18.2%) to 22%

National Quality Standard Area covered by this priority
- QA2 Children's health and Safety
- QA3 Physical Environment
- QA6 Collaborative Partnerships with Families and Communities

Key Improvement Strategies	Timelines and milestones	Lead roles/ Accountabilities / Delegations	Targeted Resources	Key Performance Indicators
Develop and implement a schoolwide educative approach to managing student behaviour	*End of 2018 - PBL Action Plan Developed * End of 2018 - Review and publishing of Relational Policy and associated procedures *End of 2019 -	Principal Associate Principals PBL Team	*Time allocation in staff meeting schedule *Staffing Allocation for PBL working party *Professional Learning budget	- Schoolwide behaviour expectations are clearly articulated-policy, handbooks etc - Whole school participation and engagement with PBL. - Evidence that common language used by all school staff and students to convey agreed expectations. - Improved attendance - Reduced number of reported disruptive student behaviours in line with action plan success criteria.
Utilise digital technologies to enhance teaching and learning programs.	*End of 2018 - Digital Strategy ratified by School Board *End of 2018 - JS purchase new ICT hardware *End of 2018 - SS makerspace in full use *End of 2019 - Online parent communicatio n platforms	Principal Directors of Technology and Innovation	*Budgets for purchase of new equipment *Budgets for purchasing of software *Time allocation in staff meeting schedule *Professional Learning budget	- Digital strategy developed, published and implemented across the school. - Differentiated learning activities using digital technologies are evident in teaching and learning programs. - Increased communication with parents through online platforms evidenced in parent satisfaction data. - Tracking and analysis of ICT use by students across the school. - Tracking and analysis of data through online booking system

	established for all subjects and year levels			of the Maker Space in the Senior Site.
Develop and Implement whole of school attendance monitoring and intervention processes	*End of 2018 - SAS attendance module rollout and associated procedures developed *End of 2019 - revised procedures fully implemented	Associate Principals SAS Change Team	*Time allocation in staff meeting schedule *Professional Learning budget (staffing)	• Systematic use of SAS to record attendance and provide attendance data to staff. • Clearly defined processes when using RTI documentation in the support of students • evidence of embedded use of RTI documentation (updated from SAS) to inform staff in their support of students. • Processes documented in handbooks, websites etc
Build a shared understanding of personalised learning to engage and challenge students	*End of 2018 - Implementation of Solutions Fluency in units of inquiry *End of 2019 - Implementation of multiple fluencies to support inquiry learning across multiple units	IB Coordinators Executive team	*Time allocation in staff meeting schedule *Professional Learning budget	Decrease in student numbers in the selected and targeted ranges for RTI • Reflect regularly on RTIs and ILPs/ PLPs to ensure individual learning is meeting individual needs. • Whole staff development in the solutions fluency teaching model to be implemented effectively in the inquiry classroom. • A shared commitment to challenge all students is reflected in the fact that teachers regularly invite leaders and colleagues to visit classrooms to observe their teaching. • IB attitudes and skills are embedded to allow for meaningful student action in response to their own needs and the needs of others.