

GOLD CREEK SCHOOL

Annual Action Plan Report 2017



Vision: We aim to give you an outstanding world-class education and provide opportunities to develop your whole of life skills within a multi-cultural environment. Our focus is on academic excellence and rigour in both teaching and learning across all key learning areas.

Mission Statement: Gold Creek School is committed to providing high quality educational programmes.

The Gold Creek learning community fosters innovative lifelong learners who:

- strive for excellence;
- celebrate their own and others' success;
- embrace and demonstrate mutual respect of others;
- promote inclusiveness, acceptance and understanding; and
- positively engage in citizenship.

Context

Gold Creek School was established in 1998 through the amalgamation of Nicholls Primary School and the newly constructed secondary school in 1998. The school now consists of three campuses: Junior (P–6), Senior (7–10) and a preschool facility located in the nearby suburb Hall. The junior site shares facilities with a co-located Catholic primary school, Holy Spirit School, and the only such arrangement in the Australian Capital Territory (ACT). The schools share a library, gymnasium, canteen, out of school hours care service and a synthetic sports field. This joint facility has been in operation since the inception of both schools in 1996.

The school enrolls students from a broad geographical area. In addition to its own P–6 cohort, students from two feeder primary schools join the senior site in year 7. Student enrolment numbers have remained relatively stable, increasing slightly from 2016. Increased enrolments in kindergarten would suggest that the school will increase in enrolments in this next strategic planning cycle. The school currently attracts enrolment of 81.13 percent from within the priority area. Cultural and linguistic diversity is a feature of Gold Creek School, with the number of Aboriginal and Torres Strait Islander students, and students who bring English as an additional language increasing over the last four years. The International Baccalaureate attracts interest from families beyond the priority enrolment area.

Students from Gold Creek School's preschool groups generally transition to the school's kindergarten classes or Holy Spirit School. The continuation of enrolment from preschool to kindergarten has risen from 36 percent in 2015 to 63 percent in 2016. The number of students transitioning to the neighbouring catholic high school from years 6 to 7 remains relatively small.

Student attendance rates have remained relatively constant across years P–7 with a decrease in 2016 for years 5, 8, 9 and 10. The number of teachers at Gold Creek School has increased from 92

in 2016 to 115 in 2017 to meet recent growing enrolment demands. While the number of permanently employed teaching staff remains relatively constant, the number of temporary teaching staff has increased.

There have been some changes to the leadership team during this planning cycle. A new principal commenced duties in 2017. The school has two Associate Principal's, each of whom leads the Junior and Senior Site respectively. They are supported by a team of ten School Leader c's across both sites. Three new SLC's were appointed at the end of 2017. The team is supported by a Business and Facilities Manager and in 2018 will also have the support of a Human Resource Manager. The team will be complemented by a Community Coordinator (Social Worker) in 2018. This newly created position will lead the student services team across both sites.

Methodology

Evidence of progress was collected over the course of 2017 in preparation for the school review in term 3. This evidence was triangulated by a representative group consisting of all executive staff, teaching staff, administration staff and a parent representative. Updates were provided to the community through P and C forums as well as through newsletter articles. The School board contributed to reviewing the data and summative report for the school review in term 3. The P and C also contributed to the development of the 2018 Strategic Planning through the use of a prioritising protocol.

Gold Creek School committed considerable time to staff reflection and improvement planning during this cycle. Through the use of structured protocols, staff engaged in data analysis during staff meeting times. Teachers were also provided with multiple updates from Executive staff on progress towards achieving AAP goals. All staff contributed to the development of the 2018 strategic plan through 'Diamond 9' prioritizing protocol.

This collaborative model for reflection and planning has ensured school improvements are the responsibility of and owned by all stakeholder groups.

Evaluation of Performance

Priority

Maximise Learning outcomes for students

Targets

- *Achieve Reading and Numeracy Targets as set by the Directorate for years 3,5,7 and 9*
- *Increase the percentage of students achieving top two bands in NAPLAN reading and numeracy*
- *Increase percentage of students who make more than expected progress in the Performance Indicators for Primary Schools (PIPS) tests from 84% to 88%*

Progress

No.	Target Progress	Notes on progress
1	<p>Reading – All targets for years 3, 5, 7 & 9 were within the confidence range set by the ACT Education Directorate.</p> <p>Numeracy – All targets for years 3, 5, 7 & 9 were within the confidence range set by the ACT Education Directorate.</p>	<p>The school has developed and implemented a Response to Intervention model across the school. This has supported both selected and targeted interventions across the school. The Junior School has embedded multiple interventions for literacy and numeracy both in and outside of the mainstream classroom. The senior site has introduced MacqLit as a selected intervention in 2017 before school.</p> <p>All teaching teams analyse student learning data using the Response to Intervention model, however, there is a need to have an increased focus on academic learning data on the secondary site during 2018. This will be supported by the transition to use of MYP Criteria during semester 2 2017.</p> <p>All teachers are observed multiple times throughout the year. They receive feedback about their practice and reflect on their practice using the AITSL Classroom Continuum. 70% of staff agree they receive useful feedback about their work, which is higher than the ACT average for this item in system feedback surveys.</p>
2	<p>Increase the percentage of students achieving top two bands in NAPLAN reading and numeracy not achieved</p>	<p>Performance data indicates that the number of students in the top two bands has been inconsistent over the years of the strategic plan and consistently below the ACT in years 7 and 9. A focus on universal strategies to support differentiation and an increased focus on inquiry based learning in the next strategic plan will allow the school to enhance outcomes for our top performing students.</p> <p>There has been an increased emphasis on formalised data meetings across the school and the introduction of MYP criteria in 2017 on the senior site has impacted the shift in culture from performance data to growth data across the school. This process will be further developed in 2018 to enhance the response to intervention model used at the school.</p>

		NAPLAN data indicates a need to focus on literacy in the next strategic plan, especially the areas of language use and vocabulary to support literacy development. This will be an area of focus of all students P -10 in 2018.
3	Increase percentage of students who make more than expected progress in the Performance Indicators for Primary Schools (PIPS) tests from 84% to 88% not achieved.	<p>PIPS results have shown a decline over the last few years. There has been an increase of students with a language background other than English with 21% LBOTE represented in the Kindergarten cohort. Whilst EALD support has been provided to eligible Kindergarten students, the impact of this support is not yet evident.</p> <p>The school will continue to develop its differentiated practices supported by the use of the response to intervention model and formal data meetings.</p> <p>A close analysis of the data indicates a need to review class programs to ensure increased emphasis on high challenge tasks to ensure high achieving students continue to grow in their learning.</p>

Priority

Increase student engagement and leadership

Targets

- *Increase staff satisfaction 'Student behaviour is well managed at this school' (54% to 58%)*
- *Increase staff satisfaction 'staff are well supported at this school' (55% to 58%)*
- *Increase staff satisfaction 'I can talk to teachers about my concerns' (47% to 50%)*

Progress

No.	Target Progress	Notes on progress
1	Increase staff satisfaction 'Student behaviour is well managed at this school' (54% to 58%) not yet achieved	<p>Whilst this target was not meet, corresponding 2017 Climate Survey data indicates 94% of years 5 and 6 students reported Adequate or Excellent levels of Perceived Support and Safety. 6% of students reported low levels of Perceived Support and Safety. This is above the ACT school average. Year 7-10 climate data indicates a 1% point difference to the ACT school average for the same item.</p> <p>Staff at Gold Creek School rated Staff and Student relations as excellent on the School Climate survey in 2017, whereas Shared Values and Approach was perceived as needs improvement. Student feedback was gathered throughout the year on student engagement in the classroom. This evidence also indicated the need for consistency across classrooms for managing behaviour, especially on the secondary site.</p> <p>As a result, the school has recruited a Community Coordinator (Social Worker) to support the student services team in 2018. The school has engaged experts with the view to implementing Positive Behaviours for Learning initiative in 2018. This will address the need for a shared understanding of behaviour management at Gold Creek School. This initiative will be implemented over several years with all stakeholders in the community.</p> <p>During Semester 2 an increased investment in time allowances for year level coordinators was approved to address escalating concerns regarding student behaviour. This positively impacted the follow up required for supporting both teachers and students in the classroom. This model will continue to be implemented in 2018.</p> <p>To support positive engagement in school, a Boys group was formed in Semester 2 on the senior site. This program was designed to address the social needs of young men, developing their increased sense of connectedness to the school and further enhance their social capacity to resolve conflict respectfully. This program has been positively received and feedback from both students and teachers suggests improved outcomes. This program will continue to run in 2018.</p>

2	<p>Increase staff satisfaction 'staff are well supported at this school' (55% to 58%) achieved</p>	<p>The school has met and exceeded this target. School climate data indicates 0% of staff believes professional development needs improving. Gold creek School exceeds ACT averages in regards to staff professional development on the School Climate Survey. There has been strong investment in professional learning throughout 2017 for both leadership and classroom teachers. A reduced teaching load for School leaders has also allowed increased time for observations, feedback and coaching. This model will continue to be implemented in 2018.</p> <p>All of the leadership team have attended professional learning in 2017 to enhance their leadership capacity. The IB Coordinators attended the IB Conference in Yokohama, Japan and the remaining leadership team attended the annual EduTech conference in Sydney. Six members of the leadership team were trained in Cognitive Coaching. Gold Creek School hosted this eight-day workshop presented by Gavin Grift for educators across the ACT. Cognitive coaching is used as part of the school's performance and development cycle.</p> <p>The school has engaged an international consultant in 21st century learning and experts in Positive behaviours for learning to further support staff development in the coming years.</p>
3	<p>Increase student satisfaction 'I can talk to teachers about my concerns' (47% to 50%) not achieved</p>	<p>Whilst this target has not been met School Climate Survey data indicates 94% of years 7-10 students and 99% of year 5 and 6 students reported excellent or adequate levels of staff and student relations, which is greater than the ACT averages. This data has improved significantly since 2015, whereby only 84% of year 7-10 students rated excellent or adequate staff and student relations.</p> <p>In 2018, changes to the structure of the year 7-10 master schedule has allowed for increased pastoral care time for students. The school will continue to implement the Kids Matter and Mind Matters programs in 2018.</p>

Priority

Increase key stakeholder involvement in school

Targets

- *Increase staff satisfaction 'The use of learning technologies is an integral part of learning and teaching at this school'*

Progress

No.	Target Progress	Notes on progress
1	Increase staff satisfaction 'The use of learning technologies is an integral part of learning and teaching at this school' - Achieved	<p>Gold Creek School made considerable investment in hardware particularly on the junior campus. This has meant that students in years 5 and 6 have had access to a one to one device for at least 50% of their learning time. Professional leaning was provided to staff during Term 1 on the use of google applications for education. Many teachers on the Senior campus use google classroom as part of their teaching and learning programs. Five teachers were given the opportunity to attend the Google summit held mid-year. The leadership team has supported the shift to using online platforms for communication and professional learning through both the executive leadership meetings and through site specific communication platforms.</p> <p>A Digital Strategy team was formed and has developed a digital vision and draft digital strategy ready for presentation to the school board. This draft plan includes both human and asset management of ICT for the next 5 years.</p> <p>The school will continue to invest in both hardware and software to support teaching and learning in 2018. This includes moving to online platforms to support learning in both mathematics from K-10 and Language Acquisition in years 7-10. Early Years students will have increased access to iPads to support their learning.</p> <p>A consultant will support staff at Gold Creek School in 2018 to enhance their teaching programs to meet the needs of global digital students of the future. This will further enhance the schools mission to develop citizens who are innovative lifelong learners.</p>