



TOGETHER WE SUCCEED

# GASCOYNE JUNCTION REMOTE COMMUNITY SCHOOL

## School Improvement Plan 2020-2022

*Working together in a unique and inclusive community to  
provide a safe and committed learning environment  
where students are guided to be resilient,  
courageous leaders with the confidence  
to reach their full potential.*

**TOGETHER WE SUCCEED**

***Gascoyne Junction Remote Community School***

36 Gregory St GASCOTNE JUNCTION 6705

E: [Gascoynejunction.RCS@education.wa.edu.au](mailto:Gascoynejunction.RCS@education.wa.edu.au)

Ph 99430515

## Acknowledgement of country

We respectfully acknowledge the past and present traditional custodians of this land, the Ingardda people. It is a privilege to be standing, working and living on Ingardda country. We respectfully acknowledge the contributions of Aboriginal Australians and non-Aboriginal Australians to the education of all children and people in this country we all live in and share together – Australia.”

Gascoyne Junction Remote Community School is situated in the town of Gascoyne Junction where the Lyons and Gascoyne Rivers meet.

It is on Ingardda Country, a place of vast open plains, wide skies and bright stars, that our unique school sits.

## Our context

Gascoyne Junction Remote Community School is situated 178 kilometres east of Carnarvon. The school services students living in the township of Gascoyne Junction, Woodgimia Community and surrounding pastoralist stations.

Employment within the community derives from the Shire Council, pastoralist stations, The Junction Pub and Tourist Park and the School. In some cases, single people are the dominant employee group. However, the Shire and The Junction Pub and Tourist Park encourages families to apply for jobs.

The number of classes running at Gascoyne Junction School is dependent upon the student cohort. This can alter significantly from term to term and from year to year and as a result, requires a plan that ensures routine and consistency for the stable cohort of students.

At the commencement of 2020, two classes catering for students from year one to year nine was established. There were five students in the school at the time of census who were supervised by two teachers, one Aboriginal Islander Education Officer, an Education Assistant and supported by the Principal as required. During the course of the year, extra students arrived and numbers more than doubled.

This situation occurs regularly in our school. Nevertheless, this is what makes the school unique and interesting. The change and variety of clientele provides real life situations where students practice life skills such as resilience, responsibility and respect. Furthermore, this is done within an environment where students feel safe. In this way they can safely practice important skills for social interaction across different cultures, ability groups and social groups that they may not experience in other educational contexts.

Staff commit to excellence, ongoing self-assessment and improvement to deliver high quality evidence based programmes. Our team is close knit and dedicated to providing our students with the skills necessary for life beyond Gascoyne Junction. We are confident our students will utilise skills learned and transfer them anywhere, anytime, any school.

***Working together in a unique and inclusive community to provide a safe and committed learning environment where students are guided to be resilient courageous leaders with the confidence to reach their full potential.***

## Our school

### Children are front and centre

of every decision made at our little school in the bush.

We understand that students may, in time, attend a larger school and need the skills and knowledge to succeed whenever and wherever they attend school. To this end, staff at Gascoyne Junction school acknowledge parents, families and communities as the first educators of their children and work with them to ensure solid, evidence based programmes are delivered to students. At our school, teachers are well versed in moderation activities to ensure true and valid judgements are given for each and every student.

Before we make a decision about our students we ensure we know the whole child, then our questions begin. What is best for this learner? What evidence suggests that a particular programme would benefit this student? What can I develop with what I know? What could I do differently to improve this outcome? What was successful and why?

Furthermore, as part of our continuous self- assessment plan for school improvement, we ask, “How are we going? How do we know? What can we do to improve?” These questions ensure we rigorously examine and modify our practice regularly to ensure success for all students.



## Self-Assessment

Judgement - How are we going?

Evidence - How do you know?

Planning - What are we doing to improve?

#### Vision

Working together in a unique and inclusive community to provide a safe and committed learning environment where students are guided to be resilient, courageous leaders with the confidence to reach their full potential.

**Mission** To focus on helping every student find success in a way that is meaningful to them.

**Motto** Together we succeed

**Values** Respect, Resilience and Responsibility

#### We believe in:

- positive teacher, parent-student relationships, high expectations and high quality teaching
- active, open communication and feedback with and from staff, students, parents and community, because it is essential to further support student engagement and progress.
- safe and inclusive learning environment for every child regardless of socio-economic status, cultural diversity, physical, intellectual or emotional development.
- whole school learning programmes that are evidence based and build upon where students are at with their learning. They are culturally and developmentally appropriate and have real-life application.
- consideration for the whole child– socially, emotionally, cognitively, creatively and physically.
- planning that is targeted and modified so every child is engaged in learning and experiences success.
- on-going self-assessment carried out frequently for continued self and school improvement.
- recruiting and retaining staff who are passionate about children’s education.

# FOCUS AREAS 2020 - 2022



## Strong Relationships

- Strong student, family and community partnerships
- Access to PL for all council members
- Relevant activities for family/community participation
- Strong governance and leadership
- Use of ESAT tool to record improvements
- Regular attendance
- Moderation workshops conducted for parents to assist with understanding and acceptance of grade allocation.



## Learning Environment

- Positive behaviour support
- Classroom management strategies used in all classes
- Programmes to build and support resilience, health and well being SDERA
- Student engagement, through flexible, focussed teaching and learning
- Safe, responsive learning environments
- Resilient, responsible and respectful students



## Teaching Quality

- Collaborative planning occurring weekly
- Professional learning and dialogue around evidence based practice and whole school programmes (PLD) (BTFM)
- Timely interpretation of, and response to data and feedback
- Continual self reflection, peer observation and feedback
- ESAT tool used as warehouse for documentation



## Student Achievement

High expectations, quality feedback, evidence based programmes and practice

Consistent implementation of whole school processes and programmes

All teachers use the Gradual Release Model of Instruction and explicit teaching

Moderation tasks once a term-Brightpath,Back To Front Maths

Individualised plans, lead teachers, external agencies sourced for assistance



## Shared Leadership

School council actively promoting the school

Staff actively promoting the school

Identified values modelled and practised by all staff

Empowered staff identifying areas of expertise and committing to leadership opportunities

Opportunities for staff to upskill colleagues

Ownership and attainment of school targets and goals



## Targeted Resources

Targeted plan to ensure high quality staff employed

Resources linked directly to operational plans and identified student needs

Staff utilising correct documentation for resource requests linked specifically to school priorities

Budgetry details discussed at each council meeting

# TARGETS 2020-2022



## Strong Relationships

- Monthly meetings with CEO Shire Upper Gascoyne
- 20% Improvement in community satisfaction as indicated by National Schools Opinion Survey (NSOS)
- 60% of council members commit to and complete professional learning (PL) opportunities
- 66% of students attend 90% of the time
- 80% of Families contribute to and participate in school events



## Learning Environment

- 100% of stable cohort students respond to resilience strategies 80% of the time.
- 50% increase in achieved items in National Quality Assurance Standards (NQAS) and Early Years Learning Framework (EYLF)
- 100% engagement of students 80% of the time as determined through behaviour management data. (traffic lights, Positive Behaviour Support (PBS) and behaviour slips)



## Teaching Quality

- 100% of teaching staff implement behaviour policy as indicated by behaviour tracking mechanisms
- 50% increase in student engagement due to ongoing monitoring and adapting of teaching practice.
- 100% of staff use Electronic Schools Assessment Tool (ESAT) to track and record professional development and improvement in target areas
- 20% growth in National Schools Opinion Survey (NSOS) feedback



## Student Achievement

Moderation exercise once per term

100% of stable student cohort achieve at least one year level, or higher for English and mathematics

100% of Individual Education Plans (IEPs) include personalised targets to be signed and discussed with parents each term

On entry assessment completed PP, Yr 1 and Yr 2

NAPLAN results indicate high progress/high achievement in 80% of students



## Shared Leadership

50% of staff provide PL to colleagues

25% of staff present PL at other schools

100% of staff present at KANBAN meeting

100% of staff accept responsibility for a designated area according to interest and expertise and provide evidence to substantiate



## Targeted Resources

100% of staff use budget proforma

100% of programmes chosen are evidence based and selected according to school, teacher and systemic data/initiative.

Budgetary information presented at every School Council meeting. (Four times per year)

Staff attraction and retention

Completed and maintained staff planning document

## Grounds and Work Area Improvement Plan 2020-2022

**Preamble** In order for staff to achieve excellence and maintain high standard of delivery, the organisation and maintenance of purpose built equipment and appropriate resources is essential.

In order for students to develop essential life skills, pride and confidence in themselves and their school, organisation, purpose and a safe, engaging, educational environment are necessary. Resources are carefully thought out based on feedback, targeted initiatives, quality assurance compliance and research evidence.

Grounds improvement	Learning Area Improvement – furniture and fittings
<p><b>Play areas</b></p> <p>Sand pit enlarge <b>\$8000</b>                      Reticulation                      Shade-house reticulation                      Carport for school vehicle                      Shade between room 2 and library                      Court/minor games                      Paving replaced                      Ping Pong table removed or shaded                      Shade for ping-pong table                      Self-closing gates latch <b>\$1000</b>                      Signage <b>\$500</b>                      School sign <b>\$ 2000</b>                      Play equipment for early childhood (mobile) <b>\$3,000</b>                      Targeted Initiative Early Childhood access                      Resurface basketball court                      Mural community project</p>	<p><b>Classrooms</b></p> <p>Tote Trolleys                      Mats                      Computers <b>\$13,000</b>                      Pin up boards <b>\$5,000</b>                      Student chairs                      Appropriate Storage (Dianna Rigg resources)                      Storage/ bench space in EC Room Kitchen                      Paint classrooms ??                      Ladders for classrooms – small/tall                      Signage <b>\$500</b> (Library)                      Telephone <b>Sensory Room</b></p>
	Resources
	<p>Key boards/drum kits <b>\$2000</b>                      Puzzles <b>\$1000</b>                      Headphones with microphones                      Headphone without microphones</p>
Machinery and Equipment	Administration Area Improvement – furniture and fittings
<p>Lifting Trolley                      Mobile pinup boards library <b>\$ 1000</b>                      Fertiliser machine                      Lawnmower??                      PA</p>	<p><b>Reception</b></p> <p>Coffee table and lounge chairs in staffroom                      Storage in teacher’s work room                      Appropriate seating                      Computer tables                      Power point realign                      Guillotine                      Long arm stapler electric <b>\$1000</b>                      2 hole punch electric <b>\$200</b></p>