

# School plan 2015-2017

## Green Hill Public School 2071



# School background 2015–2017

## School vision statement

We believe education should address the needs of the whole child including cultural, spiritual, cognitive, physical and emotional needs – in a safe, child-centered environment using a variety of open-ended activities to maximize the growth of each individual. Students need to be supported to “develop into confident and creative individuals with the personal resources for future success and well-being.”

## School context

Green Hill Public School is a small school on the edge of Kempsey, a large regional town on the mid-north coast of NSW. The school has an enrolment of 23 students with 100% of enrolled students identifying as Aboriginal. The school is in a low socio-economic area and caters for students with a range of challenges and talents, in collaboration with a highly supportive Aboriginal community (Dunghutti). The school places a high priority in implementing the NSW Department of Education Aboriginal Education Policy with respect to local culture, history and educational support, high expectations and community aspirations for its students.

## School planning process

Green Hill Public School works with the community in informal, inclusive contexts. Many times parents and carers find it difficult to attend workshops and to answer surveys. In these circumstances private interviews, a yarn at the fence, PLP interviews and school functions provide opportunities to gain feedback, to develop relationships and to value new input. These discussions can be broad based and later be focused on the more explicit input the school encourages. Family surveys, meetings and interviews, consultation and collaboration with community organisations, AECG meetings, input from Elders, Aboriginal health organisations, Dalaigur pre-school and larger schools in the town have given the school a comprehensive insight into the student's needs and community aspirations. School staff have tracked Best Start and Plan data, NAPLAN data and Personalised Learning Plans in line with the Literacy and Numeracy continuums, as well as classroom and whole school assessments to identify the needs of individuals and the whole school learning community in order to maximise each student's learning potential. These have been communicated and discussed with parents and overall data explained to the community.

# School strategic directions 2015–2017

## STRATEGIC DIRECTION 1

Raising expectations and  
enhancing the quality of student  
learning

### Purpose:

To improve the performance of all students through a targeted approach across the school.

## STRATEGIC DIRECTION 2 Quality Teaching

### Purpose:

All teachers committed to identifying the most effective teaching methods to develop each student's achievement. This would include staff commitment to professional development, effective use of data, evidence driven decision making, whole school responsibility for every students learning, collaborative planning and whole school approach.

## STRATEGIC DIRECTION 3 Strong Communities

### Purpose:

Organisational improvement through a collaborative , three tiered approach to decision making that is accountable, transparent and reflects local, and systematic priorities

# Strategic Direction 1: Raising expectations and enhancing the quality of student learning

Purpose	People	Processes	Practices and Products
To improve the performance of all students through a targeted approach across the school.	<b>Staff</b>  Instructional leader to work collaboratively with staff and principal to Lead literacy and numeracy directions across the whole school and for every student.  Staff will provide high quality, personalised assessment and classroom teaching based on evidence and data analysis, relationships with the community and the child.  Teaching practice to focus on individual student needs. Teachers will develop and maintain quality teaching standards and professional learning.  AEO and SLSO staff will support individual students and small group work as programmed and explained by the teacher. Staff will maintain the support of each individual or group within that session.  Individual learning plans to be developed with LST, student and carer input.  All staff to raise expectations and provide quality practice.  Three tiered approach to learning. External experts and other support in place for individual students	Long term quality transition programs to prepare students for the learning environment of school and to the changes in moving to senior studies. Transition programs also put in place for all new students.  L3 literacy, TEN numeracy strategies and assessment to be implemented across the school.  Early identification of the level of attainment in literacy and numeracy of each individual child (K–2) and (K–4) and tailoring a specific program of learning to that child's needs.  Systems in place to include and welcome parents or carers in discussions in the ongoing planning, monitoring and attainment of appropriate levels against the literacy and numeracy continuums, and to include home in learning activities.  Plans based on health (e.g., anaphylaxis, asthma, epilepsy, emotional issues, autism), will be written in consultation with parents/ community organisations and specialist input.  Personalised learning plans developed in literacy and numeracy with student and interested stakeholders.  Explanation of continuums and assessment practices to be discussed planned and implemented with carers, all staff, and student and capacity matrices developed to support each child in their learning.  Daily routines and rosters put in place to manage every child's access to individualised learning.	<b>Practices</b>  1. Early identification of student needs to develop a specific program in literacy and numeracy that caters explicitly to student's individual needs.  2. Quality professional development for all staff linked to School management Plan.  3. Implementation of L3 and TEN across the whole school.  4. Collaboration between all stakeholders involved with each student.  5. Whole school focus on individual learning.  6. Routines established for assessment, professional learning, LST evaluations, opportunities for interventions and collaborations  7. Aboriginal education standards addressed.  8. Evidence based use of tiered intervention /s in literacy and numeracy according to need.  <b>Products</b>  <b>Literacy Targets 2016 Kindergarten</b>  <b>Reading</b>  1. 50% will be on a Reading Recovery level of 9 or above.  2. 50% will be on a Reading Recovery level of 3–8.  <b>Writing</b>

# Strategic Direction 1: Raising expectations and enhancing the quality of student learning

## Improvement Measures

## People

## Processes

Ongoing, close monitoring of individual student progress against the Literacy and Numeracy continuum

## Evaluation Plan

## Practices and Products

1. 50% will have a written vocabulary of 20+ words.
2. 25% will have a written vocabulary of 15+ words.
3. 25% will have a written vocabulary of 5–10 words.

### Overall Literacy target for Kindergarten

1. 75% of students from will show growth of two clusters on the Literacy continuum.
2. 25% of students will show growth of one cluster on the Literacy continuum.

### Numeracy Targets: Kindergarten Perceptual Early Arithmetic Strategies

All students will be able to–

- Count visible items to find the total count.
- Build and subtract numbers by using materials or fingers to represent each number (with objects or fingers remaining in constant view while counting).

### Literacy Targets: Year One

#### Reading:

1. 20% of students will be on a RR level of 15 or above.
2. 40% of students will be on a RR level of

# Strategic Direction 1: Raising expectations and enhancing the quality of student learning

## Improvement Measures

## People

## Processes

## Practices and Products

12 or above.

3. 20% of students will be on a RR level of 10 or above.

4. 20% of students will be on a RR level of 10 or above.

### Writing:

1. 100% of students will show growth of one cluster or more on the Literacy continuum.

### Numeracy Targets: Year One

#### Figurative Early Arithmetic Strategies

60% of all students will be able to—

1. Visualise concealed items and determine the total by counting from one.

2. May use fingers to represent the concealed items when the total of two screen parts is greater than 10

#### Perceptual Early Arithmetic Strategies

40% of all students will be able to—

- Count visible items to find the total count.

- Build and subtract numbers by using materials or fingers to represent each number (with objects or fingers remaining in constant view while counting).

### Literacy Targets: Year Two

#### Reading:

# Strategic Direction 1: Raising expectations and enhancing the quality of student learning

## Improvement Measures

## People

## Processes

## Practices and Products

1. 33% of students will be on a RR level of 18 or above and will respond to, and think critically about a variety of texts.

2. 33% of students will be on a RR level of 15 or above and will respond to, and think critically about a variety of texts.

3. 33% of students will be on a RR level of 12 or above and will begin to respond to, and think critically about a variety of texts.

### Writing:

1. 100% of students will show growth of one cluster or more on the Literacy continuum.

### Numeracy Targets: Year Two

#### Figurative Early Arithmetic Strategies

80% of all students will be able to—

- 1. Visualise concealed items and determine the total by counting from one.
- 2. May use fingers to represent the concealed items when the total of two screen parts is greater than 10.

#### Perceptual Early Arithmetic Strategies

20% of all students will be able to—

1. Count visible items to find the total count.
2. Build and subtract numbers by using materials or fingers to represent each number (with objects or fingers remaining in constant view while counting).

# Strategic Direction 1: Raising expectations and enhancing the quality of student learning

Improvement Measures

People

Processes

Practices and Products

All students will make progress of at least two clusters in reading, talking and listening and number.



# Strategic Direction 2: Quality Teaching

## Purpose

All teachers committed to identifying the most effective teaching methods to develop each student's achievement. This would include staff commitment to professional development, effective use of data, evidence driven decision making, whole school responsibility for every students learning, collaborative planning and whole school approach.

## Improvement Measures

Development of valid, appropriate assessment.

Maintaining and being informed by Best Start and PLAN data.

Individual plans in place with explicit needs of all students identified and kept up to date.

Systems in place to provide feedback for teaching practice for all staff.

Achievement of high order teaching practice including consistency of teacher judgement, understanding of Aboriginal learning,

Community input and specialist interventions in place for identified students.

A culture of excitement for learning throughout the whole school learning community and the wider community.

## People

### Staff

Students will be fully engaged and making measureable progress in a culture of high expectations and quality learning experiences with a focus on individual needs. A three tiered approach to learning will create a more equitable approach by addressing the needs that can exclude individuals from some learning experiences.

Teachers develop and implement appropriate school wide assessment strategies and routines to identify student achievement and progress and to inform future directions in learning for all students.

Teachers will program and plan collaboratively using observation of lessons to provide feedback to sustain quality teaching practice.

All staff will participate in all mandatory professional learning and all professional learning that links directly with management plan.

All teaching staff will register and maintain teaching accreditation and continue to address the National teaching standards to achieve higher levels of accreditation.

Teachers will become proficient in their understanding of L3 and TEN and will design quality experiences in their practice to use this proficiency to support the progress of individual students.

One teacher will work toward trainer status in L3. Aboriginal and disability support staff provide support to students and teachers to maintain smooth flowing routines and

## Processes

Teachers develop and maintain registration and development across the professional teaching standards.

Professional learning in literacy and numeracy aligned to the school plan and the quality of teaching and learning outcomes evaluated accordingly.

Whole school processes enable all staff to regularly assess and identify student achievement and progress to inform student directions through Best Start, PLAN, PLPs, Literacy and Numeracy continuums tracking and NAPLAN assessment.

Explicit routines of consultation with student and/or cares to discuss directions in learning provide feedback and input opportunities.

Regular collegial dialogue, observations and professional development to sustain quality teaching practice.

All staff engage in professional learning to develop understandings in the culture of the local Aboriginal community.

## Evaluation Plan

## Practices and Products

### Practices

1. Quality assessment and recording procedures uniform across the school.
2. All staff take responsibility for the progress of all students in the school.
3. Quality teaching practice monitored, reviewed and reflected on to move toward improvement.
4. Quality practice and learning activities through understanding of individual students interests, learning needs, preferred learning style/s and in collaboration with families and wider community.
5. Teachers maintaining excitement for teaching and learning, aspirational, high expectations for students and seeking progress in their own achievement of higher accreditation through recognition of higher skills and understandings.

### Products

1. Explicit, individual learning plans in literacy and numeracy in place for all students.
2. All staff proficient in teaching L3 and TEN pedagogy.
3. Staff consultation, collaboration, consistency of judgement informing teaching practice.
4. Regular, valid assessment informing individual student learning needs.

## Strategic Direction 2: Quality Teaching

### Improvement Measures

### People

individual programs guided by teachers.

Instructional leader will conduct professional learning days and provide opportunities for observations between all teachers. She will also monitor very closely (with Principal collaboration the progress of teaching practice and student achievement.

Principal will develop explicit systems to enable professional dialogue and observations and training as well as whole school assessment feedback and decision making with all stakeholders.

Principal and Instructional Leader will work with teachers to identify learning goals and directions and evaluate the quality of teaching and learning outcomes for staff

### Processes

### Practices and Products

# Strategic Direction 3: Strong Communities

## Purpose

Organisational improvement through a collaborative, three tiered approach to decision making that is accountable, transparent and reflects local, and systematic priorities

## Improvement Measures

Deficits in ability to access equity in learning identified and addressed.

Aboriginal and health services and health specialists working with school and family to address student needs.

Plans in place specific to the needs of individual students.

Staff maintain professional learning to inform their practice when teaching special needs students and issues specific to the learning of Aboriginal students.

## People

### Staff

Staff gain proficiency in Anaphylaxis, asthma, epilepsy and other mandatory or identified potential health emergency student needs.

Staff maintain professional learning in behaviour management in collaboration with Aboriginal Police liaison officer and community Elders.

Staff develop plans to enable students with cognitive, behavioural, health or mental health issues to cope with routines in mainstream education to manage access to learning. Regular dialogue enabled with staff, student and specialist agencies to develop understandings in all stakeholders.

All students provided with Personalised Learning Plans with documented interventions toward learning progress.

Community Elders and carers as well as community organisations included in learning activities by linking with Aboriginal celebrations and cultural and family days.

Learning workshops in informal settings presented as fun activities and explained as educational context afterward. Through these less threatening means we encourage community to be involved with their students and the school.

Home reading and "home play" will take the place of homework.

## Processes

Lessons in Dunghutti language continue and include interested community members.

Key partnerships maintained and developed with community organisations including:

- Dunghutti Elders Association to develop health and behaviour support for the school students and community and enable cultural Understandings and protocols.

- Durri Aboriginal Medical centre

- Burrun Dalai children's services.

- Dalaigur Pre-School.

- Aldavilla Primary School, Kempsey West Public School and Kempsey South Public School.

- Burrun Dalai college

- University of Newcastle.

- Benevolent Society.

- NCIS

- MALPA

Provide community and student access to health in a three tiered approach to provision of equity in education, including:

1. Speech pathology services weekly with professional training for staff in delivery of effective speech activities to Develop receptive and expressive speech ability in identified students

## Practices and Products

### Practices

Specialist interventions for all identified students.

Aboriginal students and carers have access to Aboriginal community input regarding behaviour and support for external legal, social and economic problems. These services work with the school to assess the service needs for the identified students.

Specific Plans developed for individual students identified needs, in collaboration with carers and community sources.

Staff professional learning in special education processes and programs. School maintain strict regimes of health practice and develop systems to accommodate professional dialogues and decision making between all stakeholders.

### Products

All students will have PLPs which address their specific level of attainment in literacy and numeracy, provide explicit needs to make progress and any other plans or advice to enable each student access to quality teaching and learning. These plans will include technological, educational, human resources to provide equity and inclusion

.Quality data driven assessment will be applied to all individual progress and collaborative decisions in direction in learning made with carers, teachers and students.

Interventions will include home and school

# Strategic Direction 3: Strong Communities

## Improvement Measures

## People

## Processes

.2. Hearing consultant input into effective practice in the management and teaching of students with hearing issues in collaboration with medical specialists and carers and community.

3. DET and external specialist input in mental health including autism, emotional disturbance and behavioural issues.

4. Dental services through Elders association.

5. General health promotion through Durri Aboriginal Medical Centre such as hand washing, sun protection, healthy eating, child protection, including community workshops.

## Practices and Products

feedback and advice. Interventions to have the purpose of providing better access to learning for all students.

Key partnerships in place with respect to cultural and legal protocols.

## Evaluation Plan