School plan 2018-2020

Forest Hill Public School 1930

School background 2018–2020

School vision statement

Forest Hill Public School strives to be a safe learning environment where the whole community is positively encouraged and fully engaged. The school is an inclusive environment and the staff support the diversity of all students through their teaching and learning programs.

Forest Hill Public School strives to be a centre of excellence known for innovative practice and excellent growth.

Students experience excellent teaching and are absorbed in learning and social experiences which develop their life–long success.

This enables us to create active and engaged citizens ready for the challenges of tomorrow.

School context

Forest Hill Public School is located opposite the Wagga Wagga RAAF Base. The school provides an educational setting for students from the Defence Force families who represent 20% of our community. In some cases Forest Hill teaches students whose parents are on regular deployment. Forest Hill Public School has 10% of the population who identify as having Aboriginal or Torres Strait Islander Heritage. The school seeks to create an environment that is secure, accepting and educationally challenging. It aims to tailor its programs to meet the needs of students who experience numerous changes of school plus due to family deployment, a transitory lifestyle as well as those who are long term residents. Accordingly, the school seeks to have students, staff and parents working to enhance each student's academic, cultural, physical and social development so that each may become a motivated learner able to work independently and co–operatively whilst striving for excellence.

Forest Hill Public School attracts funding for students who fit into the categories of low socio economic, disability, rural and remote and Aboriginal heritage.

School planning process

At the end of the 2015–2017 School Planning cycle Forest Hill Public School sought the input of parents and the wider community. Throughout the process all parties have been able to incorporate their needs and expectations. The school collects feedback about the school in terms of **the strategic directions**.

The evaluation process includes a review of the strengths, opportunities and areas for development across the school.

As a result, three key strategic directions were identified as a basis for a shared commitment to future developments across the school community.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1
Empowered Learning

STRATEGIC DIRECTION 2
Innovative Teaching

STRATEGIC DIRECTION 3
Connected Community

Purpose:

To empower learners through the use of needs based programming and differentiation while encouraging and fostering the ability of students to commit to life long learning and being self driven and motivated. Learning experiences will be connected to real life and will incorporate technological competency, collaboration and goal setting.

Purpose:

To implement quality and innovative teaching practices that enable high student engagement and are inclusive. The staff will engage in Professional Learning, embrace change supported by research and develop future focused teaching incorporating STEM activities across the whole school. The staff will develop innovative teaching practices to close the gap for Aboriginal and Torres Strait Islander students.

Purpose:

To develop strong partnerships between the school and the community that empowers all stakeholders to engage and contribute positively to the school culture. Whilst incorporating representation from our diverse community including the Aboriginal and Torres Strait Islander Community and the Defence Force. The staff will develop stronger two–way communication between school and the community by engaging with modernised strategies such as Facebook.

Strategic Direction 1: Empowered Learning

Purpose

To empower learners through the use of needs based programming and differentiation while encouraging and fostering the ability of students to commit to life long learning and being self driven and motivated. Learning experiences will be connected to real life and will incorporate technological competency, collaboration and goal setting.

Improvement Measures

- All students will have access to needs based and differentiated programs.
- All students have individualised goals for their own learning with a focus on performing at or above proficiency and achieving above expected growth in Literacy and Numeracy.
- All students participate in lessons that focus on the general capabilities specifically with technology and collaboration.

People

Staff

Develop teaching and learning programs that are needs based and differentiated while ensuring that the general capabilities are addressed.

Students

Know how they learn and what they need to learn to set appropriate goals while striving to achieve at or above proficiency in Literacy and Numeracy.

Parents/Carers

Participate in meetings and goal setting opportunities while supporting the school through collaborative practice to enhance the Literacy and Numeracy results of the students.

Processes

Students participate in three way conferences to set SMART goals for their own learning, focusing on achieving at or better than proficiency.

Staff differentiate learning programs utilising the general capabilities and needs based assessment.

Staff implement programs that incorporate the general capabilities with a focus on technology and collaboration.

Staff develop Literacy and Numeracy programs designed to support the individual growth and achievements of each student.

Evaluation Plan

All results will be analysed collaboratively:

- Student and parent surveys focused on progress towards goals.
- Supervision of teaching programs to identify differentiation and needs based lessons.
- Personalised Learning Plans and Personalised Learning Pathways including SMART goals.
- Continued and ongoing review of NAPLAN data.
- School based assessment data.
- Classroom observations focussing on differentiation.

Practices and Products

Practices

Partnerships with parents and students support clear improvement aims and planning for learning.

Teaching and learning programs describe expected student progression in knowledge, understanding and skill and the assessments that measure them.

Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge. Most students can articulate their learning and understand what they need to learn next to enable continuous improvement.

Products

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence.

Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.

Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning. Teachers involve students and parents in planning to support learning, and share expected outcomes.

Strategic Direction 2: Innovative Teaching

Purpose

To implement quality and innovative teaching practices that enable high student engagement and are inclusive. The staff will engage in Professional Learning, embrace change supported by research and develop future focused teaching incorporating STEM activities across the whole school. The staff will develop innovative teaching practices to close the gap for Aboriginal and Torres Strait Islander students.

Improvement Measures

- All students will make improvements with the NMS with a specific focus on closing the gap for Aboriginal and Torres Strait Islander students while setting goals with high expectations.
- All staff will actively participate in Professional Learning linked to their professional learning goals and developing student competence.
- All students will have access to programs supporting the development of STEM activities with a focus on critical and creative thinking.

People

Students

Students will actively participate in all learning opportunities. Students will establish SMART goals setting high expectations for themselves.

Parents/Carers

Parents and Carers will support students to achieve their goals by reinforcing the importance of education and encouraging participation in all opportunities for learning are taken.

Leaders

Develop and timetable needs based Professional Learning linked to the Professional Standards and the learning goals of staff.

Staff

Staff participate in Professional Learning and actively source opportunities to support their learning goals, and which also continue to develop their teaching skills.

Processes

Staff will analyse the NAPLAN data and produce school wide Literacy and Numeracy intervention and extension programs designed to improve the overall achievements of students through evidence–based teaching while providing high expectations for all students.

Staff will participate in Professional Learning activities to support the development of innovative and reflective practice to enhance the outcomes for students.

Staff will develop and implement integrated STEM programs and ensure that the general capabilities have been considered.

Evaluation Plan

All results will be analysed collaboratively:

- Student and parent surveys focused on progress towards goals (SD 1).
- Supervision of teaching programs to identify incorporation and delivery of STEM activities.
- School wide Professional Learning timetable highlighting individual goals of each staff member.
- Continued and ongoing review of NAPLAN data with specific focus on Value Adding and Closing the Gap.
- Staff PDPs are consistent with the school plan and vision statement.

Practices and Products

Practices

The leadership team comprehensively analyses student progress and achievement data for insights into student learning and discusses results with the whole staff.

Teachers are proficient in their teaching of literacy and numeracy, meeting the needs of students in their subject/stage.

Teachers' Professional Development Plans are supported by a coordinated whole school approach to developing professional practice and informed by research. Whole school analysis of the teaching staff identifies strengths and gaps, with planning in place to build capabilities and source teachers with particular expertise to improve student learning outcomes.

Teachers engage in professional discussion and collaborate to improve teaching and learning in their classes, year groups, stages, faculties, or for particular student groups. This includes negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and practice.

Products

The learning goals for students are informed by analysis of internal and external student progress and achievement data. Progress towards goals is monitored through collection of quality, valid and reliable data. Reporting on school performance is based on valid and reliable data and analysis.

The school has a high performing teaching staff as measured against the Australian

Strategic Direction 2: Innovative Teaching

Practices and Products

Professional Standards, whose capacities are continually built to ensure every student experiences high quality teaching. The leadership team has participated in capacity development programs and implements principles of evaluative thinking, continually monitoring the impact of programs and approaches used by all teachers, improving practice as required.

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, school–wide improvement in teaching practice and student results.

Strategic Direction 3: Connected Community

Purpose

To develop strong partnerships between the school and the community that empowers all stakeholders to engage and contribute positively to the school culture. Whilst incorporating representation from our diverse community including the Aboriginal and Torres Strait Islander Community and the Defence Force. The staff will develop stronger two–way communication between school and the community by engaging with modernised strategies such as Facebook.

Improvement Measures

- The Forest Hill Community will be more authentically informed of the daily life and the running of the school.
- Forest Hill PS has embedded external support systems which enhance the students wellbeing and social competence.
- The Aboriginal and Torres Strait Islander Community actively participates in the school and provides cultural support.

People

Students

Participate in community events and engage with community members in a productive and relevant manner.

Parents/Carers

Support the school's participation in community events and attend school events where possible.

Assist with providing contacts to the community and to community organisations.

Community Partners

Engage in school activities and provide access to community events for the school to attend.

Be willing to assist and work with the school.

Staff

Staff will make adjustments where necessary to support the engagement of the community.

Staff will seek input from the Aboriginal and Torres Strait Islander Community as well as the Defence Force.

Staff will make the community members welcome to the school and will interact regularly with all aspects of the school community.

Processes

Draw on research in regards to Connected Communities to develop practices that engage the community authentically.

Develop and implement collaborative processes from community organisations to build embedded community practice.

Through participation and representation at the AECG meetings and connections to Elders through the REEC, the school will seek the support of the Aboriginal and Torres Strait Islander Community for authentic participation and support with cultural knowledge.

Evaluation Plan

All data will be analysed collaboratively:

- Community engagement and involvement survey.
- Teacher survey of authentic community engagement.
- Teaching program analysis to determine Aboriginal and Torres Strait Islander cultural inclusion.
- Teacher reflections on participation and authentic engagement.

Practices and Products

Practices

The leadership team analyses responses to school community satisfaction measures.

All school staff are supported to develop skills for the successful operation of administrative systems and a positive customer service ethic is evident.

Parents and community members have the opportunity to engage in a range of school–based activities which help build the school as a cohesive educational

Products

The leadership team measures school community (parent and student) satisfaction and shares its analysis and actions in response to the findings with the community.

Streamlined, flexible processes exist to deliver services and information and to support parental engagement and satisfaction.

The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school.