

School plan 2018-2020

Green Hill Public School 2071



School background 2018–2020

School vision statement

Green Hill Public School's vision involves strengthening and embracing three key components – Quality Partnerships, High Expectations and Strong Culture. We do this by staying true to a core values and belief system which enables us to provide the appropriate environment for all students to succeed and thrive. Our values are clear and continually communicated to all stakeholders so that GHPS students exit our school equipped with the necessary skills and strategies to become citizens who are actively engaged in making positive contributions to their community.

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 28 students with 96% 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

Our strategic directions and 5P planning for the 2018–2020 School Plan was developed from data gathered from;

1. Parent forums
2. Community Yarn Up meetings
3. Student, parent and staff surveys
4. Professional learning with our Principal School Leadership Officer
5. Collegial planning with our Instructional Leader and EAfS Small Schools Strategy community
6. Consultation with the Director, Public Schools NSW
7. Whole staff discussions both formal and informal
8. Location evaluation
9. Analysis and review of current processes including the development of the 2017 Annual School Report

From this comprehensive process of consultation and review of current practices our school's strengths and areas for development were identified which have formed our two strategic directions.

Our school planning was guided by; School Excellence Framework, Local Schools Local Decisions, Australian Professional Standards For Teachers and the Melbourne Declaration of Education Goals for Young Australians (Dec 2008)

School strategic directions 2018–2020



Purpose:

At Green Hill Public School we believe that in order for learners to be self-directed they need an understanding of how they learn which develops student agency. We ensure that our school has a strong culture which actively values educational aspiration and ongoing performance improvement. There is a strategic and planned approach to positive growth mindset so that all students can connect, succeed, thrive and learn. Our students benefit from quality teaching, curriculum planning and delivery, and assessment which allows for a responsive point of need approach to learning excellence.



Purpose:

Our purpose is to have highly skilled and passionate teachers who identify, understand and implement the most effective, explicit, evidence-based teaching methods in a stimulating, challenging and supportive professional environment. We understand the need for genuine collaborative planning, dialogue and reflection and use whole-school data to identify student achievement, progress and inform school directions.

Strategic Direction 1: Inspiring Independent Learners

Purpose

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Improvement Measures

Making a whole-school movement in Learning Culture from Sustaining and Growing to Excelling as set out in the Learning domain of the School Excellence Framework.

Increase in the proportion of students demonstrating active engagement in their learning and an improvement in the understanding, value and motivation for learning through a growth mindset.

People

Students

- * Use assessment and reporting processes to reflect on their own learning.
- * Demonstrate expected growth on internal school performance measures.
- * Are taught to accept responsibility for their own behaviours as appropriate to their age and level of understanding, as expressed in the Behaviour Code.

Staff

- * Quality teaching and professional practice are evident in every learning environment, providing students with opportunities to connect, succeed and thrive that are relevant to their stages of learning and development.
- * Set transparent criteria for student assessment and have in place principles of consistent assessment and moderation.

Parents/Carers

- * Have an understanding of what their children are learning and receive regular information to support progression to the next level.
- * Actively contribute to and support the learning culture which is embedded across the school.

Community Partners

- * Productive relationships with external agencies such as universities, business, industry and community organisations to improve educational opportunities for

Processes

STUDENT AGENCY – DISPOSITIONS FOR LEARNING

- * 8 Ways PLPs implemented to provide opportunities for rich discussions around learning progress between school, staff, students and parents.
- * In line with ACARA's Personal and Social Capability learning continuum, students will work independently on routine tasks and experiment with strategies to complete other tasks where appropriate.

ASSESSMENT FOR LEARNING

- * Students are taught reflective practice and provided with opportunities to give and receive feedback in order to develop into critical and creative thinkers.
- * Expectations, learning intentions and success criterion are clear and evident to all stakeholders and linked to syllabus outcomes.

Evaluation Plan

- * Teachers demonstrate an understanding of Hattie's Mindframes and Growth Mindset strategies and teaching programmes clearly reflect this.
- * Programmes, practices and personalised learning goals/plans are systematically reviewed, amended and evaluated for effectiveness in achieving established targets and outcomes and improvements made in student learning, quality teaching and professional development.

Practices and Products

Practices

PRACTICE 1

All teachers use progressions, stage outcomes and Personalised Learning Plans to identify and monitor areas for development.

PRACTICE 2

Teachers focus on and take responsibility for the impact they have on student learning by adhering to Hattie's Mindframes.

PRACTICE 3

Establish individual learning intentions and success criteria which students and parents are aware of and understand. This leads to the entire school community having high expectations for student learning.

Products

PRODUCT 1

Quality Teaching observation frameworks indicate improvement in student engagement and high expectations.

PRODUCT 2

All learning programs include individual learning intentions and success criteria which are responsive to student needs.

PRODUCT 3

Parent and community involvement is continual, rich and relevant to student learning, particularly via the development of

Strategic Direction 1: Inspiring Independent Learners

People

students.

* Community members have the opportunity to engage in a wide range of school-related activities.

Leaders

Provide opportunities for all stakeholders to build and adopt a mind-frame of being an enabler of self-directed learning.

Practices and Products

Personalised Learning Pathways and Learning Maps.

Strategic Direction 2: Building Teacher Capacity and Capabilities

Purpose	People	Processes	Practices and Products
<p>Our purpose is to have highly skilled and passionate teachers who identify, understand and implement the most effective, explicit, evidence-based teaching methods in a stimulating, challenging and supportive professional environment. We understand the need for genuine collaborative planning, dialogue and reflection and use whole-school data to identify student achievement, progress and inform school directions.</p>	<p>Students</p> <ul style="list-style-type: none"> * To be able to engage in the writing process and digital technology concepts and increase oral language and vocabulary to become self-reflective critical writers. <p>Staff</p> <ul style="list-style-type: none"> * Have confidence in all aspects of the writing process. * Develop a positive growth mindset towards the process of writing. * Data used to inform teaching cycle and programming. * Work collaboratively with EAfS SSS group to evaluate and adjust teaching strategies leading to measurable improvements in student learning. <p>Parents/Carers</p> <ul style="list-style-type: none"> * Are aware of our school's strategies to improve writing. * Are provided with opportunities to engage meaningfully with the school around their child's writing. <p>Community Partners</p> <ul style="list-style-type: none"> * Community of Schools activities and professional learning opportunities are designed to improve the consistency of teacher judgement, syllabus knowledge and celebrate successes. * School community provides an audience to demonstrate and celebrate student achievement. 	<p>IMPROVING STUDENT OUTCOMES IN LITERACY & NUMERACY</p> <ul style="list-style-type: none"> * Use research and data to develop and implement high quality professional learning in writing teaching practices. * Implement and evaluate whole-school approach to the teaching of writing concepts. * Work closely with other schools in the Instructional Leader's Small Schools Strategy group. (EAfS – L3 & TEN) <p>DIGITAL TECHNOLOGIES IN FOCUS</p> <ul style="list-style-type: none"> * Have students regularly exposed to, operating and understanding digital * Staff to have a greater awareness and understanding of how the Digital Technologies curriculum can be effectively implemented in their programming and embedded in daily teaching practice. <p>Evaluation Plan</p> <ul style="list-style-type: none"> * Analysis of work samples to improve quality. * Regular collection of data on student growth. * Records of regular conferencing between teacher and student. * Success criteria clearly visible in classrooms and teaching programmes. * Feedback from observational opportunities within and between schools. 	<p>Practices</p> <p>PRACTICE 1</p> <p>Every teacher uses data to inform and differentiate their teaching and learning by tracking student progress on the learning progressions.</p> <p>PRACTICE 2</p> <p>Teachers engaging in genuine collaboration and actions result in an explicit teaching approach to literacy and numeracy, which is informed by research.</p> <p>PRACTICE 3</p> <p>All teachers utilise explicit, specific and timely formative feedback to improve teaching and learning practice.</p> <p>PRACTICE 4</p> <p>Students can articulate their learning processes, particularly in relation to their computational thinking and critical and creative thinking skills.</p> <p>Products</p> <p>PRODUCT 1</p> <p>100% of teaching/learning programs are data based, differentiated for individual student learning needs and demonstrate syllabus content measured by program review and student work samples.</p> <p>PRODUCT 2</p> <p>Systems and structures are in place to provide opportunities for collaboration, planning and teacher reflection in order</p>

Strategic Direction 2: Building Teacher Capacity and Capabilities

People

Leaders

* Professional learning centered around writing is systematically planned and implemented.

Practices and Products

to improve and deliver evidence based pedagogy.

PRODUCT 3

All teachers identify areas for development, through the teacher observation process, which are evident in programs and PDPs.

PRODUCT 4

Learning programs indicate that technology is available and expertly integrated into lessons by teachers, demonstrated by a movement from Sustaining and Growing to Excelling in the School Excellence Framework – Learning Domain (School Resources–Technology).