

School plan 2018-2020

Ross Hill Public School 2997



School background 2018–2020

School vision statement

Ross Hill Public School is committed to facilitating quality, research-based pedagogy to develop creative and critical thinkers to be successful in an ever-changing society.

Our professional staff will work together to create a harmonious learning environment where the diverse academic, social, emotional and cultural needs of all our students will be met through learning experiences that develop a positive, growth mindset.

School context

Ross Hill Public School is located in Inverell, a town and surrounds with a population of approximately 15,000 people. The school is one of the largest K–6 schools in the New England Region. The school population is approximately 620 students. 25% of the school population consists of Aboriginal students and 2% consists of students from language backgrounds other than English.

The school is a proactive member of the Sapphire Community of Schools group. Ross Hill Public School is an inclusive and child-centred school that encourages every student from Kindergarten to Year 6 to reach their full potential. Our school is a recognised leader in the pursuit of excellence, innovation and community partnerships.

In 2018 there are a total of 28 classes across the school. Twenty five are year-based mainstream classes and three classes are for students with additional needs. Of the special needs classes, two classes are for students with moderate and severe intellectual disabilities and autism, and one class is a Multi-Categorical class for students with Autism Spectrum Disorder and other moderate to high support needs.

School planning process

The school planning process was coordinated by the Leadership team who have carried out an extensive situational and directional analysis through:

- Ongoing consultation with staff at staff meetings
- Staff focus group
- Learning Support Team data
- NAPLAN and PLAN data
- School data systems from Sentral, attendance, welfare
- Annual School Reports 2015 – 2017
- Student surveys
- Personalised Learning and Support Plan profiles
- Parents and Community surveys
- Ongoing consultation with P&C
- Community meetings
- Parent responses from interviews

The consultation process identified the themes of Wellbeing and research-based pedagogy for school development.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1 Visible Learning

Purpose:

To develop a culture of learning underpinned by current research where all students will be successful learners and every teacher will be an effective teacher; knowing their impact, open to self-reflection and seeking out ways to improve.

STRATEGIC DIRECTION 2 Building Teacher Capacity

Purpose:

To develop and maintain a culture of curiosity and inquiry, with an emphasis on the ongoing collection and analysis of student growth data, to inform teaching practice that improves student learning outcomes in literacy & numeracy underpinned by differentiated professional learning.

STRATEGIC DIRECTION 3 Wellbeing

Purpose:

To support and build the wellbeing of every staff member and student so that everyone will connect, succeed and thrive under the Wellbeing Framework for Schools.

Strategic Direction 1: Visible Learning

Purpose

To develop a culture of learning underpinned by current research where all students will be successful learners and every teacher will be an effective teacher; knowing their impact, open to self-reflection and seeking out ways to

Improvement Measures

An increase in the percentage of students demonstrating active engagement with their learning.

NAPLAN and school assessment data demonstrates expected growth.

The Ross Hill Learning Pit will be displayed and increasingly used to support students thinking and understanding about learning from 2017 baseline data.

People

Students

- will understand what it means to be a Visible Learner
- will engage and participate in learning with a positive growth mindset
- will understand learning intentions and how to achieve them through success criteria
- will be able to accept and interpret feedback and to use it to improve their learning

Staff

- will apply knowledge and understanding of Visible Learning principles to the learning environment
- will reflect on the impact of their teaching to individualise learning for students
- will become confident users and analysers of student data to inform teaching practice

Leaders

- will be knowledgeable demonstrators of Visible Learning, building environments where teachers can confidently share and develop knowledge and understanding

Parents/Carers

- will have opportunities to become knowledgeable about Visible Learning principles

Processes

1. Teacher Learning

Impact coaches lead the implementation of a whole school focus on Visible Learning where teachers have an evaluator mindframe and know the impact of what they do.

2. Student Learning

Students will develop self-regulatory attributes of learning; self-monitoring, self-evaluation, self-assessment and self-teaching.

Evaluation Plan

Progress toward improvement measures will be through the collection and analysis of data from a variety of sources such as:

- student assessment results
- surveys
- observations
- video diaries
- lesson plans and
- focus groups

to identify and monitor impact and growth.

Practices and Products

Practices

Teachers will regularly use learning intentions and success criteria so that students can monitor their own learning.

Teachers effectively use the 4 levels of feedback, knowing when and where feedback can have the most impact on student learning.

Teachers and students will use a shared language of learning.

Products

Collaborative learning culture exists leading to higher levels of student achievement and engagement.

Staff use the Visible Learning principles to underpin quality classroom practice.

Students are articulate evaluators of their own learning, displaying a growth mindset when there is a challenge.

Strategic Direction 2: Building Teacher Capacity

Purpose

To develop and maintain a culture of curiosity and inquiry, with an emphasis on the ongoing collection and analysis of student growth data, to inform teaching practice that improves student learning outcomes in literacy & numeracy underpinned by differentiated professional learning.

Improvement Measures

Expected student growth in English and mathematics demonstrated through a variety of assessment and monitoring data including:

- NAPLAN
- literacy and numeracy progressions
- school assessment data.

People

Students

- will demonstrate a sense of agency and responsibility for their own learning, and know the positive impact they can have in their peers' learning

Staff

- will collect and analyse data to make informed decisions
- will be engaged participants in formal and informal conversations about pedagogy and teaching practice working collaboratively with the Instructional Leaders
- will research, plan and design effective teaching strategies and differentiated instruction
- will become fluent and confident users of literacy and numeracy progressions in conjunction with NSW syllabus documents

Leaders

- will provide high-quality, highly differentiated learning and in-class coaching and support
- will monitor the impact of practice and interventions on student learning

Parents/Carers

- will develop knowledge and understandings of their child's learning
- will develop a partnership with key stakeholders in their child's education.

Processes

1. Teacher Professional Learning

The Instructional Leaders, in close collaboration with the school leadership team, lead highly-differentiated, contextually responsive professional learning which is in line with current research and directly impacts teacher practice and student learning outcomes.

2. Developing Numeracy Pedagogy & Practice

Draw on a developing understanding of what effective mathematics and numeracy teaching looks like across the curriculum where students learn how to use and communicate mathematical ideas, language and methods supported by a range of representations and tools.

3. Developing Literacy Pedagogy & Practice

Through increased knowledge and understanding, teachers are able to explain their practice and link this to pedagogical approaches, providing explicit teaching, assessment and monitoring strategies.

Evaluation Plan

Evaluation will be through data from:

- teaching and learning programs
- levels of student engagement, progress and achievement data
- feedback from students, staff and community
- data from participation in professional learning sessions

Practices and Products

Practices

Teachers systematically collect, analyse and monitor student progress in order to support and enable quality teaching practices, in line with the school's commitment to Early Action for Success.

Teachers are active in developing and maintaining a culture of curiosity, regular reflection and inquiry.

Staff coordinate a responsive and well-managed "Tiered Interventions" strategy that meets individual student needs in literacy and numeracy.

Instructional Leaders contribute to the organisational management of the school through planning appropriate support and resources to gain shift for students in literacy and numeracy.

Products

A strong, learning-focussed school culture based on trust and collaborative practice.

Changes, reflective of research-based best practice, are evident in the way teachers approach programming, recording and registration of teaching & learning activities.

Students achieve the equivalent of one year's growth for one years teaching.

Strategic Direction 3: Wellbeing

Purpose

To support and build the wellbeing of every staff member and student so that everyone will connect, succeed and thrive under the Wellbeing Framework for Schools.

Improvement Measures

Effective use of surveys such as Tell Them From Me, and School Life Survey to measure student and staff wellbeing to inform future planning.

Visible evidence of healthy lifestyle choices across the school from engagement, nutrition and communication data.

Increase in positive playground data recorded on SENTRAL and decrease in negative incidents in the playground by 10% compared to 2017 data.

People

Students

- will develop the social and emotional skills to maintain positive relationships and demonstrate pro-social behaviour
- will know the factors that contribute to wellbeing and seek to engage in activities that influence positive wellbeing
- will be actively connected to their learning and experience a sense of belonging to their school and community

Staff

- will update their knowledge and understanding of the PDHPE syllabus requirements and the physical literacy continuums
- will instruct and model healthy eating and good nutrition
- will recognise and positively manage the factors that impact their own wellbeing and that of their students

Parents/Carers

- will work in partnership with the school to shape the health and safety of students

Leaders

- will foster individual and collective wellbeing through the development of quality teaching, learning and engagement
- will have high expectations for every student

Processes

1. Wellbeing Framework

To develop knowledge and understanding of the Wellbeing Framework and the impact of identified factors upon wellbeing for all members of the school community.

2. Positive and Respectful Relationships

To maintain and enhance positive, caring and respectful relationships so that everyone experiences a sense of belonging to their school and community.

3. Curriculum

To review and revise the PDHPE syllabus and nutrition policy and their implementation and to introduce the physical literacy continuums as a support tool.

Evaluation Plan

The collection and monitoring of data to inform evaluation processes will come from a variety of sources including:

- student engagement data from SENTRAL
- parent engagement and participation data from surveys and school activities.
- evidence from teaching programs and meeting minutes
- analysis of school-based data
- Kids Matter survey

Practices and Products

Practices

Students demonstrate positive and respectful relationships with each other, their teachers and the community.

The school community actively supports students' healthy lifestyle choices and reinforces student learning.

Products

Teaching and learning environments that facilitate the development of healthy, happy, successful and productive individuals.

Staff effectively implementing the PDHPE syllabus and the nutrition in schools policy with deep knowledge and understanding.

All students are supported through continued implementation of the Every Student, Every School initiative including EALD students and those who require adjustments for a disability.

Strategically differentiated curriculum delivery will facilitate successful curriculum access for every student.