School plan 2015 – 2017

Ross Hill Public School 2997
## School background 2015 - 2017

### School vision statement
Ross Hill Public School provides learning experiences that develop literate, numerate and independent global learners.

The dedicated and motivated staff cater for the needs of individuals socially, emotionally and academically through the provision of quality programs.

We have an inviting and attractive physical environment where everyone is made aware of the need for sustainability throughout our world, and where 21st century technologies are integrated.

We are proud of our positive community partnerships where everyone is well-informed and a vital part of our learning environment.

### 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 680 students. 18% 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 2015 there are a total of 30 classes across the school. Twenty seven are year-based mainstream classes and two classes are for students with moderate and severe intellectual disabilities. 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:

- **Staff/School**
  - 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 2010 - 2014
  - National Partnerships Evaluation Reports 2012-2014

- **Students**
  - Tell them from Me surveys
  - Personalised Learning and Support Plan profiles
  - Student surveys

- **Parents and Community**
  - Ongoing consultation with P&C
  - Parent feedback from surveys
  - Parent responses from interviews
  - Sharing of draft school plan with Sapphire Community of Schools for feedback
Purpose:
To build a learning community that has high expectations for successful student achievement in literacy and numeracy. Students will be nurtured to become resourceful, respectful and resilient life-long learners, equipped with the skills required for the 21st century. The school will continue to be an active member of the Sapphire Community of Schools.

Purpose:
To promote and develop the understanding that diversity is about respecting and valuing difference, so that all students have access to a quality education. We will develop engaged, confident, creative and successful learners through inclusive quality teaching and learning programs, and social and emotional education. Staff will be knowledgeable and competent practitioners, delivering differentiated programs that best meet identified student needs.

Purpose:
To develop, document and implement effective systems and procedures to enable the delivery of quality teaching and learning by collecting and analysing data across all school settings. To ensure that school practices and culture are understood and communicated so that the school is a harmonious and productive learning environment where ‘quality service’ is evident. To develop, maintain and effectively utilise the human, financial and physical resources available to the school including developing a safe, positive and sustainable environment for all. To be an active member of the Sapphire Community of Schools, promoting public education to the wider community.
Strategic Direction 1: Quality Learning for All

**Purpose**
To build a learning community that has high expectations for successful student achievement in literacy and numeracy. Students will be nurtured to become resourceful, respectful and resilient life-long learners, equipped with the skills required for the 21st century. The school will continue to be an active member of the Sapphire Community of Schools.

**People**

**Students will:**
- Become curious, self-monitoring, successful learners of literacy and numeracy
- Develop the skills to work independently and as a member of a team
- Develop the skills to be productive, ethical users of technology

**Staff will:**
- Further develop knowledge and understanding of the new syllabuses
- Use knowledge of the Australian Professional standards to reflect upon and improve their teaching practice
- Improve their technology skills to meet the requirements of the general capabilities listed in the syllabuses
- Learn how to analyse data to ensure students are at the cutting edge of their learning
- Collaboratively develop a continuum that optimises leadership opportunities for students across the Sapphire Community of Schools

**Parents/Carers will:**
- Develop knowledge of their children’s learning
- Be empowered to engage and contribute positively to the school to support student learning

**Leaders will:**
- Need to be knowledgeable demonstrators of innovative practice, effective communicators and able to strengthen and support staff performance

**Processes**

**1. Student Learning**
Facilitate a whole school approach to literacy and numeracy to ensure teachers master and deliver the new syllabuses and critical pedagogies including Early Action For Success

To expand the use of technology to enhance student learning, equipping them with the general capabilities required for the 21st century

To improve student engagement by building a learning community that encompasses the teaching of values

**2. Staff Learning**
Use a variety of data forms, including consistent teacher judgement, to drive improvement through assessment for learning

Improve teacher quality through increased professional learning and the implementation of the Performance and Development Framework

**3. Learning For All**
Regular opportunities for community members to engage in learning that builds capacity and confidence

The development of a leadership and citizenship continuum to provide opportunities for all students across the Sapphire Community of Schools Evaluation Plan

**Products and Practices**

**Product:** 90% of students leaving Stage 1 meeting state benchmark levels in literacy and numeracy.

**Product:** 75% of Year 3 and Year 5 students NAPLAN results to be equal to, or better than the state average.

**Product:** A culture of collaborative learning that builds capacity in focused teaching/learning and leadership within the school and across the Sapphire Community of schools.

**Practice:** Quality teaching and learning practices across the school are demonstrated through differentiated lessons with students demonstrating a high level of academic achievement.

**Practice:** Staff and students competently use a range of innovative learning technologies to maximise student success.

**Practice:** The knowledgeable analysis and discussion of data, including student self-reflections, to facilitate change in student learning achievement and in teaching practice.

**Practice:** Regular, consistent use of the literacy and numeracy continuums to track student achievement for all students.

---

**Improvement Measures**

- Early Stage One and Stage One literacy and numeracy data from L3, TEN and PLAN demonstrating students’ growth
- Improved Year 3 and Year 5 NAPLAN data compared to 2012-14
- Whole school assessment data in reading, writing and Mathematics showing equal levels of achievement for all equity groups
- The use of surveys such as Tell Them From Me, and School Life survey to measure student engagement
- Improved attendance data for all students compared to 2014 data.
**Strategic Direction 2: Respecting and Valuing Diversity**

**Purpose**
To promote and develop the understanding that diversity is about respecting and valuing difference, so that all students have access to a quality education. We will develop engaged, confident, creative and successful learners through inclusive quality teaching and learning programs, and social and emotional education. Staff will be knowledgeable and competent practitioners, delivering differentiated programs that best meet identified student needs.

**Improvement Measures**
- Evidence of differentiated learning in teaching and learning programs
- All staff completing professional learning about policy and legislation
- Increased numbers of parents/carers participating in school life and consulting with teachers compared to 2015 data
- Continued collection of student achievement data from learning support programs
- Aboriginal students achieving equal to or above school average assessment results

<table>
<thead>
<tr>
<th>People</th>
<th>Processes</th>
<th>Products and Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students will:</strong></td>
<td><strong>1. Learning Support Team</strong></td>
<td>- Inclusive learning environments that engage all students at a level appropriate to their knowledge, skills and learning ability</td>
</tr>
<tr>
<td>- Be respectful, motivated and engaged learners</td>
<td>An effectively managed Learning Support Team that operates at a whole school level, using a range of resources to support students’ learning and wellbeing, and teacher development.</td>
<td></td>
</tr>
<tr>
<td>- Develop good communication skills and independent work habits</td>
<td><strong>2. Differentiated Learning</strong></td>
<td>- Teachers demonstrating a thorough understanding of policy requirements and Disability legislation</td>
</tr>
<tr>
<td>- Develop resilience and the ability to get along with others</td>
<td>Teachers will collaboratively plan and implement differentiated instruction that accommodates differences in student needs, learning styles, performance levels and individual capacities, while maintaining high expectations</td>
<td></td>
</tr>
<tr>
<td><strong>Staff will:</strong></td>
<td><strong>3. Staff Development</strong></td>
<td>- Positive partnerships that connect with the wider community services and resources, developing strong inter-agency links.</td>
</tr>
<tr>
<td>- Participate in professional learning that will increase their skills in developing, implementing, monitoring and communicating differentiated learning that meets the needs of a diverse student population.</td>
<td>Build staff capacity to create quality Personalised Learning and Support Plans for all Aboriginal students and students with additional learning needs, in consultation with parents/carers. Further develop staff professional learning about the application of policy and legislation.</td>
<td></td>
</tr>
<tr>
<td>- Build a common understanding of equity, inclusion and differentiation</td>
<td><strong>4. School Culture</strong></td>
<td>- 100% of teachers embedding differentiation strategies within their teaching programs and practices</td>
</tr>
<tr>
<td><strong>Parents/Carers will:</strong></td>
<td>Through improved communication, shared professional development and a positive environment built on social emotional learning and values education, the students, staff and wider community will build a culture that openly values and respects the cultural heritage, disability and diversity of all its members.</td>
<td></td>
</tr>
<tr>
<td>- Actively communicate and consult in partnership with teachers to enhance learning opportunities for all students</td>
<td><strong>Evaluation Plan</strong></td>
<td>- 100% of teachers developing Personalised and Learning Support Plans for all Aboriginal students and students with additional learning needs in consultation with parents, carers and inter-agency personnel</td>
</tr>
<tr>
<td><strong>Community Partners will:</strong></td>
<td>The Leadership team to closely monitor LST data, attendance data and assessment data. Collate evidence of the impact of teacher professional learning upon student engagement.</td>
<td></td>
</tr>
<tr>
<td>- Participate in building strong networks with the school community through the sharing of knowledge and the provision of support services</td>
<td><strong>Practice:</strong></td>
<td>- A school culture that openly acknowledges and respects students’ diversity and is build upon the foundations of social emotional learning</td>
</tr>
</tbody>
</table>

Ross Hill Public School, 2997
Page 5
### Strategic Direction 3: Quality Management and Organisation

#### Purpose
To develop, document and implement effective systems and procedures to enable the delivery of quality teaching and learning by collecting and analysing data across all school settings. To ensure that school practices and culture are understood and communicated so that the school is a harmonious and productive learning environment where ‘quality service’ is evident. To develop, maintain and effectively utilise the human, financial and physical resources available to the school including developing a safe, positive and sustainable environment for all.

To be an active member of the Sapphire Community of Schools, promoting public education to the wider community.

#### Improvement Measures
- School community aware of and engaging in communication and management systems that place quality learning at the heart of the school.
- School policies and systems reviewed and improved and communicated to our school community.
- A 25% increase in parents/carers participating in the life of the school in relation to parent teacher interviews and parent groups.
- 100% parents/carers responding that the school has a safe, positive and sustainable environment that enhances student learning.

#### People

**Students will:**
- Understand that quality organisation has a direct impact upon efficiency, opportunities for learning and high levels of achievement.

**Staff will:**
- Carefully and consistently manage data collection and analysis to effect improvement in system-wide practices and procedures.
- Understand the impact of quality communication and ‘quality service’ on the school community in improving learning for all through professional learning opportunities and the feedback from school life surveys.

**Parents/Carers will:**
- Engage with their children’s learning through increased participation in school activities and events and through increased communication with the school.

**Leaders will:**
- Review, implement and evaluate improved school management and organisation practices aimed at enhancing a quality learning environment for all members of the school community.

#### Processes

1. **Organisational and Systems Innovations**
   - Provide staff with professional learning on Systems Leadership, utilising funding to support organisational and educational innovation.

2. **Administration**
   - Streamline administrative, financial, communicational and organisational workflows at school prior to and including the introduction of Business as Usual and SALM solution.

3. **Resource Management**
   - Undertake on-going resource management in order to effectively resource school priorities. Purchase and manage the distribution and storage of school resources to enhance equity and accessibility.

4. **Communication and Consultative Decision making**
   - To continue to build improved communication processes that support active, frequent and culturally sensitive collaboration between the school and community, integrating social media and digital technologies where appropriate.

#### Products and Practices

**Product:**
- A productive and well-managed environment where staff have deep knowledge and understanding of school practices and procedures.

**Product:**
- The review of management systems, policies and practices with a focus in the areas of communication and reporting, student wellbeing, student attendance and enrolment, and WH&S including staff induction, successfully undertaken and operating effectively.

**Product:**
- Management practices that reflect high levels of accountability and visibility in resource allocation to meet student needs in creating a quality environment for all.

**Product:**
- A supportive school community by increased numbers of parents attending P&C meetings, AECG meetings and parent/teacher interviews.

**Practice:**
- Quality educational and organisational innovations are introduced and embedded to improve system-wide frameworks and workflows that impact upon whole school efficiency.

**Practice:**
- A culture of effective communication systems and transparent management systems that ensure all members of the school community are active participants in the life of the school.

---

**Ross Hill Public School, 2997**

Page 6

Planning template – V2.0