School plan 2015 – 2017

We are here to inspire students to be the best they can be.
**School background 2015 - 2017**

**SCHOOL VISION STATEMENT**

We will develop an engaged and informed learning community that supports student learning and school programs through high quality, professional working relationships.

Our staff will develop innovative, reflective practices that drive student improvement within a culture of excellence and success for all.

We will provide students with a safe and inspiring environment where we enable learners to develop skills for their future.

We will provide a comprehensive, balanced curriculum across all Key Learning Areas that meets the needs of all learners.

*Our overarching school purpose is to inspire students to be the best they can be.*

**SCHOOL CONTEXT**

Green Valley Public School is in the Liverpool Group of schools within the Ultimo network of NSW DEC.

The community consists of a diverse mix of families with 79% of our students coming from a Language Background other than English.

Parents of our students have high expectations of their children and the school.

The school has thirty different languages spoken with the main languages being Vietnamese, Arabic, Spanish, Laos and Hindi background.

The school has a Family Resource Centre funded through the Australian Government via Mission Australia that provides services to families with children from birth to age six. Transition to school programs, links to area health services, playgroups and parent information programs are a feature of this service.

The school has been completely rebuilt over recent years; classrooms are fully air-conditioned and equipped with the latest technology.

Extra curricula opportunities are a feature of the school’s curriculum, with sporting and performing arts groups achieving well in district, state, regional and national competitions.

The school uniform is worn with pride by the students.

**SCHOOL PLANNING PROCESS**

In term 3 of 2014, a comprehensive process was undertaken across the school to review current practices and collect evidence on areas such as School satisfaction, School Culture, School Leadership, Numeracy, Literacy, Writing, ILPs, Student Welfare, Programming Assessment and reporting practices, Technology, Community Engagement, PDHPE and Library.

A team of 4 substantive executive, 2 relieving Assistant Principals, and 4 class teachers conducted surveys, focus groups, classroom observations and walkthroughs of classroom practices. They also viewed work samples from teachers and students.

Surveys of parent, students and staff featured as too did focus groups from parent groups within the school. Newsletter return slips were also available for families to be able to contribute feedback to the team.

This evidence collected was presented back to the whole evaluation team for their input to form three key strategic directions as a basis for a shared commitment to future developments across the schools. These are:

- Developing an engaged and informed community
- Staff leading innovative, reflective practices
- Delivering a comprehensive, balanced curriculum

The GVPS Plan 2015-2017 flows from the strategic directions and sets clear improvement measures. It forms the basis for the school’s improvement and development efforts for the next three years, in partnership with parents and community. Each strategic direction provides details of the purpose (why), people and processes (how), and products and practices (what) that are to be realised through implementation of the plan.
School strategic directions 2015 - 2017

**Strategic Direction 1**
Developing an engaged and informed community

**Strategic Direction 2**
Staff leading innovative, reflective practices

**Strategic Direction 3**
Delivering a comprehensive, balanced curriculum that meets the needs of all students

Having parents and carers who are deeply engaged in their child’s education has been proven to bring about improved results for students.

By developing the capacity of our community to be deeply engaged in their child’s education, and as involved in their school as possible, combined with building upon existing links with community partners, we will increase student achievement.

When teachers are inspired to lead and deliver innovative practice that is proven to improve student results the quality of teaching rises.

When teachers work in an environment that supports innovation, excellence and success, great things occur for students and staff alike.

Improving the quality of teaching that a student experiences, is the most powerful tool a school can implement to effect student change.

For students to be able to contribute effectively to society now and in the future it is vital that we enable the development of skills and values of ethical behaviour, citizenship, leadership, resilience, respect and responsibility, and other pro-social behaviours.

A comprehensive curriculum that builds not only a solid grounding in basic skills of students but also supports students to be creative, inspired problem solvers is essential.

Students of all ability levels need to experience success in curriculum that meets their needs.
Strategic direction 1: Developing an engaged and informed community

**PURPOSE**

Having parents and carers who are deeply engaged in their child’s education has been proven to bring about improved results for students.

By developing the capacity of our community to be deeply engaged in their child’s education, and as involved in their school as possible, combined with building upon existing links with community partners, we will increase student achievement.

**PEOPLE**

**How do we develop capabilities of our people to bring about transformation?**

Students: Engage students in becoming better communicators about their own learning and school life to enhance home – school connections.

Staff: Engage staff in professional learning around why communities matter.

Parents/Carers: Provide information to families that connects to student language of learning.

Staff/Parent/Carers: Support the development of an even more effective parent body that represents all families.

Parent/Community partners: Strengthen family and community engagement by communicating, connecting learning at home and at school, building community identity, consultative decision making, collaboration and by encouraging parent participation at school.

Community partners: Strengthening and extending the partnership with Mission Australia to utilise their skills, knowledge and expertise based upon student welfare and learning needs.

Leaders: Promote the meaningful roles families have in the school decision making process.

**How do we do it and how will we know?**

Use various modes of communication, such as the app, notes home, noticeboards and website, to engage our school community.

Conduct parent workshops based on social skills, curriculum and learning strategies.

Invite parent/community members to attend special events, such as Open Days, excursions/incursions, School Concert etc. Host special events that utilise the expertise of the community.

Teachers communicate the information being sent home to their class.

Staff will inform parents/carers of student achievement on a regular basis.

Plan a series of professional learning sessions that engage staff and families, such as school development days/conferences.

Implement strategies that address partial and whole day attendance concerns.

Continue to implement and extend planning with the Family Resource Centre at GVPS. This partnership with Mission Australia is to support families across the greater Green Valley 2168 area.

**Evaluation Plan:**

Regular review of user access to school technology applications and other communication media.

Term based student attendance data collection

Annual satisfaction survey implemented

Feedback via parent body

**PRODUCT AND PRACTICES**

**What is achieved and how do we measure?**

A community that is deeply engaged in their child’s education. Parents/carers who have a strong understanding why communities matter and how and they can influence their child’s educational outcomes.

A school that is continually educating the whole community through a relentless focus on student learning.

Evidenced by growth in Tell Them From Me data, participation levels or families, attendance data, Net Promoter Score for school satisfaction and other qualitative measures.

**Product:** The number of parents and carers involved in school activities increases annually for events such as: Interviews, open days, information sessions, meet the teacher nights.

**Product:** The number of parents and carers utilising the embedded practices as outlined below increases over time.

**Product:** School scope and sequence, curriculum and assessment materials are online and accessible to families. Parents and carers access school curriculum materials to support their child’s learning.

**Practice:** High quality learning experiences, in support of student learning and parenting practices for parents and carers, are a feature of the school.

**Practice:** Teaching staff communicate student progress and expectations of learning on a regular basis. Communication is concise, precise and provides more than sufficient advance notice on all school matters.

**IMPROVEMENT MEASURE/S**

Track data on the participation level of families in school events and look to see ever increasing numbers of families directly involved in the school. Parent/carer satisfaction levels grow annually as is evidenced by the Net Promoter Score tool. 2014 baseline data for parents/carers was 56.

Student attendance data improves over time. Partial attendance data in regards to lateness improves.

Feedback from families indicates high levels of support for the information provided online and in person.

Track growth in Tell Them From Me data.

ATSI students’ families fully involved in planning and monitoring the progress of PLPs in partnership with the school.
### Strategic direction 2: Staff leading innovative, reflective practices

#### PURPOSE

When teachers are inspired to lead and deliver innovative practice that is proven to improve student results, the quality of teaching rises.

When teachers work in an environment that supports innovation, excellence and success, great things occur for students and staff alike.

Improving the quality of teaching a student experiences, is the most powerful tool a school can implement to effect student change.

#### PEOPLE

When do we develop capabilities of our people to bring about transformation?

Students: Engage students deeply in teaching and learning practices and monitoring of own progress

Staff: Participate in lesson study, peer coaching and other enquiry based approaches to professional learning to develop deep understanding of formative assessment, feedback and student learning

Staff: Increase consistency of approach in delivery of school priorities yet with the flexibility to innovate upon practice

Staff: Engage in learning about the performance development framework and the impact of their teaching upon student outcomes

Staff: Learn to analyse and synthesise internal and external data to reflect upon teaching that has been and teaching that is to come.

Parents/Carers: Engage in learning about school curriculum, assessment and reporting practices.

Community partners:

Leaders: Engage in learning to analyse and synthesise learning data that has high stakes for student improvement to evaluate the effectiveness of teaching practice and determine TPL needs of staff in collaboration with staff.

Leaders: Learn about coaching to inspire success, excellence and a commitment to continual improvement.

Leaders: shift the focus of TPL towards student learning as opposed to teaching. Use student results as a reflection tool on the effectiveness of teaching.

#### PROCESSES

How do we do it and how will we know?

Students: Employ a write to learn approach in Years 3-6. Utilise the strategies developed on a daily basis.

Staff: Increase their students' level of understanding of the learning process

Staff and Leaders: Develop a bank of strategies that are age appropriate for feedback and formative assessment. Build professional learning around learning at an individual, team and school level around the strategies developed.

Leaders: develop a TPL plan across the year for increasing the utilisation of formative assessment, quality feedback strategies, use of ICT, data analysis and other pedagogical practices proven to enhance learning outcomes.

Leaders: Ensure that team meetings are driven by data as a reflection tool focusing on the achievements of students and the impact of teaching upon these outcomes.

Leaders: Engage in development of learning about coaching and mentoring. Relieve an Assistant Principal from class to lead the learning of staff in the capacity of an Instructional Leader.

**Evaluation plan:** Monitor NAPLAN progress over time.

Annual implementation of selected QSL survey questions for students targeted towards learning.

Collection of learning data every 5 weeks to determine success of learning, future directions and allocation of human resources.

Implementation of GVPS data collection schedule. This schedule is used as a tool to allocate human resources

#### PRODUCT AND PRACTICES

What is achieved and how do we measure?

Teachers who are empowered to make informed decisions for their own learning and that of their students. Decisions are based upon a thorough analysis of their own needs and those of their students, school directions and processes of the school plan. Evidence based practices that are proven to bring about improved results for students are implemented for both adult and student learning.

The impact of this achievement is measured via tracking of NAPLAN data, school based data and school satisfaction and engagement data.

**Product:** Teacher Professional Learning (TPL) plans are in place that meet the needs of all staff.

**Product:** All staff meet requirements of the performance development framework and staff take part in moving forward through the levels of accreditation.

**Product:** NAPLAN trend data shows improvement over time

**Product:** Improved staff, student and parent/carer satisfaction via the Net Promoter Score

**Practice:** A teaching approach that is based upon the principles of Hattie, Templey and Williams is in place. Evidence based teaching practice is implemented that is proven to enhance student outcomes.

**Practice:** The implementation of quality teaching through the delivery of technology based strategies takes place every day in all KLAS.

**Practice:** Staff utilise evidence of learning to drive their teaching and as the source of reflection as to the effectiveness of their teaching. Judgments about student learning are consistent across grades and the school. Evidence of learning is used to allocate school resources to areas of need

**Practice:** TPL is based on intensive professional dialogue and collaborative planning around student learning and the impact of quality teaching upon learning. TPL is enquiry based (lesson study, peer coaching, and feedback intensive) and is linked to AITSL Standards framework.

---

**IMPROVEMENT MEASURE/S**

School satisfaction surveys via the Net Promoter Score tool increase annually. Baseline data:

- School staff rating on a scale of -100-100 in 2014 was -57.
- Parent/Carers rating on a scale of -100-100 in 2014 was 58

Student satisfaction rating on a scale of -100-100 in 2014 was -2

Teaching staff numbers working towards higher levels of accreditation are monitored

NAPLAN trend data trends upwards over time in all areas

Synthetic phonics data shows 80% or more of students achieving at expected reading benchmark levels.
Strategic direction 3: Delivering a comprehensive, balanced curriculum

**PURPOSE**

For students to be able to contribute effectively to society now and in the future it is vital that we enable the development of skills and values of ethical behaviour, citizenship, leadership, resilience, respect and responsibility, and other pro-social behaviours.

A comprehensive curriculum that builds not only a solid grounding in basic skills of students but also supports students to be creative, inspired problem solvers is essential.

Students of all ability levels need to experience success in curriculum that meets their needs.

**PEOPLE**

How do we develop capabilities of our people to bring about transformation?

- Students: Involve students in learning that develops ethical behaviour, citizenship, leadership, resilience, respect and responsibility, and other pro-social behaviours.
- Students: Engage in quality scientific endeavours that inspire problem solving and creativity
- Students: Engage in learning about Australian History
- Staff: Learn about new syllabus and quality teaching techniques of differentiation, formative assessment and feedback
- Staff: Engage in learning about an integrated approach to teaching and learning program design
- Parents/carers: Engage families in building their knowledge of school curriculum and student milestones at key stages of student development
- Parents/carers: Provide information to families that will help them to provide additional learning support at home.
- Leaders: Learn about new syllabus in Science and History and implications for teaching and learning.

**PROCESSES**

How do we do it and how will we know?

- Students: Targeted students participate in specific programs to target social development such as Chillax, and other support from Mission Australia
- Students: Engage in PBIS and student leadership development programs
- Staff: Embed PBIS lessons into class practice every term
- Staff: Professional learning in differentiation, formative assessment, feedback, Australian Curriculum, learning frameworks and integrated programming and other specific program needs.
- Staff: Review ILPS and PLPs with team leaders and specialist staff to determine student needs, achievements and future directions
- Leaders: Implement new approach to support staff through the Professional development framework
- Leaders/Aspiring Leaders: Design professional learning for all staff around, Science, History, English and Mathematics.
- Parents/Carers: Learning for families about Science, English, Mathematics, Parenting programs and History implemented

**PRODUCT AND PRACTICES**

What is achieved and how do we measure?

A curriculum that meets the needs of all students is in place across all Key Learning Areas.

Students participate in a wide range of support, extension and interest programs that inspire them to be the best they can be. All students experience success. Students who are socially responsible, creative, problem solvers who are a credit to their school family and wider community.

Progress is monitored via NAPLAN, PBIS data and personalised learning plans.

- **Product**: Across the year, an appropriate balance of all KLAs is delivered according to DEC policy guidelines.
- **Product**: School data shows an increased number of students meeting expectations/benchmarks.
- **Product**: An increased number of students meet positive levels of behaviour via the PBIS system, decreasing number of students accessing negative levels.
- **Product**: The Australian Curriculum in English, Mathematics, Science and History is implemented. Scopes and Sequences for all KLA’s for English, Mathematics, Science and HSE are in place.

**Practice**: All class programs cater explicitly for the diverse learning needs of every student. An appropriate balance of all 6 KLAs is in place in all classrooms. This is evidenced through walkthroughs of class practice, student work and teacher engagement in the professional development framework.

**Practice**: Specialist programs and resources targeted to meet the specific needs of students with disabilities, Aboriginal students and student with learning difficulties via access to up to date student learning data, ongoing review of specialist teacher workflow and timetables. Specialist programs are targeted to improve student outcomes whilst increasing all teachers’ ability to cater for diverse needs.

**Practice**: An integrated approach to program delivery is in place ensuring coverage of all KLAs each term.

**IMPROVEMENT MEASURE/S**

- Class timetables resemble DEC policy regarding suggested time allocations
- Decrease in negative referrals for behaviour and suspension. Increased numbers of students accessing higher levels of PBIS.
- NAPLAN results trend upwards over time.
- Increasing number of students meet expected NAPLAN growth from years 3-5-7.
- EALD student progression monitored
- 100% of students meet the goals of the PLP (ATSI students) or ILP.