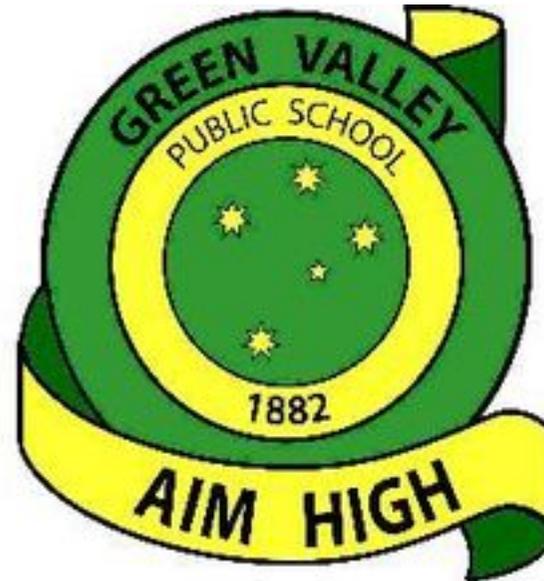


School plan 2018-2020

Green Valley Public School 2075



School background 2018–2020

School vision statement

We will develop an engaged and informed learning community that supports student learning and school programs through positive and productive working relationships. Our staff will develop evidence based teaching practices that drive student improvement within a culture of high expectations. We will provide students with productive, inspiring and future focussed learning environments. We will ensure a comprehensive, balanced curriculum across all Key Learning Areas that caters for the needs of all learners. Our overarching school purpose is to connect, succeed and thrive.

School context

Green Valley Public School is in the Liverpool Group of schools within the Ultimo network of NSW Department of Education. The community consists of a diverse mix of families with 83% of our students coming from a Language Background other than English. The school has a Family Occupation and Education Index (FOEI) of 131. Significant funding is provided to the school to address the needs of students. Parents of our students have high expectations of their children and the school. The school has over 40 different languages spoken with the main languages other than English being Arabic, Vietnamese and Hindi. 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 2017, a comprehensive process was undertaken across the school to review current practices and collect summative evidence of impact on the current school plan, practices and procedures. Data was collected from all key stakeholders through surveys, focus groups, classroom observations and collegial discussions. The evidence collected was analysed and used to form three key strategic directions as a basis for a shared commitment to future developments across the school. These are:

- Creating reflective, successful learners
- Developing expert teachers
- Building positive connections

The GVPS Plan 2018–2020 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 2018–2020

STRATEGIC DIRECTION 1

Creating reflective, successful learners

Purpose:

To empower all students with the skills, capabilities, knowledge, values and attitudes necessary to become responsible, life-long learners who take risks and meet challenges now and in the future. Our classrooms and school will be vibrant and productive learning environments with a particular focus on literacy and numeracy. We want student learning to be enhanced through the implementation of technology.

STRATEGIC DIRECTION 2

Developing Expert Teachers

Purpose:

Passionate and skilled teachers inspire lifelong learning. Our purpose is to create a collaborative staff teaching culture that identifies, understands and implements innovative, evidence based teaching strategies that result in improved student outcomes with a particular emphasis on literacy (writing focus) and numeracy.

STRATEGIC DIRECTION 3

Building positive connections

Purpose:

Having connected communities, improves learning outcomes. To promote a positive school environment that involves all stakeholders. We strive for everyone to be committed and connected within our community to support the well-being and learning of our students.

Strategic Direction 1: Creating reflective, successful learners

Purpose

To empower all students with the skills, capabilities, knowledge, values and attitudes necessary to become responsible, life-long learners who take risks and meet challenges now and in the future. Our classrooms and school will be vibrant and productive learning environments with a particular focus on literacy and numeracy. We want student learning to be enhanced through the implementation of technology.

Improvement Measures

Increase the number of students in the top two skill bands in NAPLAN Writing.

As at 2017 YR 3 43%, YR 5 26%, YR 7 15%

Increase the number of students in the top two skill bands in NAPLAN Numeracy.

As at 2017 YR 3 28%, YR 5 22%, YR 7 27%

Increased use of technology in all classrooms

(2017 – TTFM survey data – 6.8/10)

Increased student interest and motivation in learning.

(2017 TTFM Students are interested and motivated in their learning 75% state average 78%. GVPS boys 65%, Girls 83%)

People

Students

Articulate how and why they learn and develop their critical thinking and problem solving skills.

Staff

Build capacity to understand the needs of students and how to differentiate to meet those needs.

Parents/Carers

Build their understanding of where their child is in regards to their learning, where they need to go and how they can support them to get there.

Leaders

Develop and share a consistent approach towards teaching writing and mathematics (K–6).

Processes

Writing:

Implement a range of strategies that develop more engaged writers.

Information and Communication Technologies:

Embed a whole school approach towards technology integration in classrooms.

Numeracy:

Embed reflection and problem solving in all mathematics lessons

Evaluation Plan

- Classroom observations
- Writing samples (CTJ) –Start and end of year to writing folders. 5 weekly for CTJ
- Internal literacy and numeracy student performance data (every 5 weeks)
- Program evaluation and reflection
- TTFM survey data
- NAPLAN data
- Track progress of teachers through SAMR model.
- PAT Test for numeracy

Practices and Products

Practices

Students learn with technology on a regular basis.

Students compose, reflect and refine their writing on a regular basis.

Students are reflective mathematicians who are actively engaged in solving problems as part of their mathematical learning.

Products

A student centred learning environment exists where all students are supported, challenged and they are receiving timely and meaningful feedback on their learning, to inform future directions.

Strategic Direction 2: Developing Expert Teachers

Purpose

Passionate and skilled teachers inspire lifelong learning. Our purpose is to create a collaborative staff teaching culture that identifies, understands and implements innovative, evidence based teaching strategies that result in improved student outcomes with a particular emphasis on literacy (writing focus) and numeracy.

Improvement Measures

Move from Sustaining and Growing to Excelling in Data Skills and Use on the School Excellence Framework.

Data Informs Practice score on Tell Them From Me improves over time.

(2017 TTFM 7.5/10 state average 7.8./10)

Improved scores for collaboration based on TTFM survey data.

(TTFM 2017 8.0/10, state average of 7.8/10)

People

Students

Enhance their ability to give and receive feedback to improve their learning.

Develop a greater sense of their own learning needs and achievements.

Staff

Develop skills in collaboratively analysing student data in terms of needs and future directions for learning.

Develop consistency of judgment in assessing student needs, achievement levels and setting future student learning directions.

Parents/Carers

Improve awareness about their child's learning and ways in which they can support them at home.

Leaders

Build expertise in data analysis and feedback.

Develop consistency in procedures for feedback observation from a colleague to colleague and supervisor to colleague point of view.

Processes

Data Skills:

Embed systems and structures that enable teachers to analyse, interpret and use data to inform teaching.

High Quality Professional Learning:

Draw on research to deliver high quality professional learning in the areas of Writing, Technology, Well-being, Numeracy and Data Skills and Use.

Evaluation Plan

- GVPS Data collection for internal measures monitored at 5 weekly intervals
- TTFM survey data (Term 1 and 4)
- Mid year and Annual SEF Self Assessment
- Exit slips from PL sessions used to gauge short term and long term impact

Practices and Products

Practices

All teachers analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice.

(SEF– Teaching– Data skills and use – Data Literacy)

Teachers routinely review learning with each student both in class and on work submitted, ensuring all students have a clear understanding of how to improve.

(SEF– Teaching– Effective classroom practice– Feedback)

Student feedback is elicited by teachers and informs their teaching.

(SEF– Teaching– Effective classroom practice– Feedback)

Products

Teaching programs are informed by data and evidenced based practices.

Classrooms across the school are challenging learning environments that meet the needs of all students. Well planned teaching is taking place, so that all students can engage in productive learning, with minimal disruption.

Strategic Direction 3: Building positive connections

Purpose

Having connected communities, improves learning outcomes. To promote a positive school environment that involves all stakeholders. We strive for everyone to be committed and connected within our community to support the well-being and learning of our students.

Improvement Measures

Increase the number of parents and carers who have an understanding of their child's learning goals.

(Baseline – 2017 Parent telephone survey results :4 parents out of the 59 (7%) surveyed indicated they knew the learning goals of their child)

Improve the percentage of students who feel supported and have positive relationships as indicated by TTFM data.

(2017 – 78% – student – student)

Advocacy at school

(2017– 74% (7.4/10 overall)

People

Students

Build their skills to identify, manage and communicate their learning needs and emotions.

Staff

Increase their skill set and application of the well-being framework.

Parents/Carers

Improve the awareness of parents and carers about their child's learning and well-being needs.

Leaders

Establish structures and processes to identify, address and monitor student learning and well-being.

Develop a deeper understanding of the well-being framework.

Community Partners

Establish links with external community groups to support the well being and learning needs of our students.

(AECG, Learning links, Mission Australia).

Processes

Well-being:

Implement an integrated whole school approach to student well-being in which students can connect, succeed and thrive at each stage of their schooling.

Connecting Parents/Carers to their child's learning:

Implement strategies to engage parents and carers to be involved with their child's learning.

Connecting students to their learning:

Embed strategies that provide the opportunity for teachers and students to regularly engage in conversations about their learning needs and well-being.

Evaluation Plan

- TTFM surveys (students, parents and staff)
- Communication with parents (survey/phone calls TM 4 – annually)
- Internal behaviour data
- Walk-throughs regarding learning goals/journals
- Student focus group conversations regarding learning goals and well-being

Practices and Products

Practices

Positive, respectful relationships are evident and wide spread among students and staff and promote student well-being to ensure optimum conditions for student learning across the school.

(SEF – L – WB – Behaviour)

Teachers directly and regularly engage with parents and students to improve understanding of student learning and strengthen student outcomes.

(SEF – L – Rep. – Parent Engagement)

Products

Updated well-being procedures aligned with the DoE well-being framework and policies.

Students and staff engage in consistent and positive interactions.

Collaborative structures are in place to plan, review and report on the welfare needs of students.