School plan  2018-2020

Red Hill Public School 4410
School background 2018–2020

School vision statement
At Red Hill Public School we strive to create a dynamic and flexible learning environment that encourages excellence in learning, teaching and leading. We endeavour to prepare students for the complex demands of their future learning by providing a differentiated and inclusive curriculum that empowers students to connect, succeed and thrive. As a school community we have a central focus on the wellbeing of students, their families and the community. We believe that education can transform lives and it is our moral imperative to be informed and effective educational practitioners.

School context
Red Hill Public School is located in the city of Wagga Wagga. Red Hill Public School provides a secure learning environment for students, a significant number of whom are from low SES backgrounds. The school caters for over 266 students P–6 with 50% students identifying as Aboriginal. The school includes a Departmental Pre–School, an IO Unit containing three classes, an Early Intervention Centre, ICT Field Services Team and the Centre for Effective Reading. Students benefit from small class sizes which are focused on student needs.

Red Hill Public School receives significant funding through the allocated School Budget Allocation Report (SBAR) including funding for Aboriginal students and Equity funding. These funds allow for additional teaching staff and School Learning Support Officer time to assist students particularly in the areas of Literacy and Numeracy.

The school is an Early Action for Success (EAfS) partner. An Instructional Leader (IL) has been working in our school since 2013 to support tailored interventions in K–2 Literacy and Numeracy and targeted professional learning for teachers.

Our school also supports a significant number of students on Funding Support. Due to the large number of Aboriginal students enrolled, we also have a full–time Aboriginal Education Officer to support students and families.

The school’s purpose is to provide quality education and experiences to students from a diverse community background through providing a range of learning opportunities that reflect current educational practices.

School planning process
Across Term 4 in 2017, the school undertook an evaluation of our 2015–2017 School Plan. This process included:

* using key elements of high quality practice from The School Excellence Framework to analyse our current practices across the three domains of Learning, Teaching and Leading

* reviewing data from the Tell Them From Me survey (Teacher, Student and Parent)

* utilising the Logic Modelling process and focus groups to review our progress against the current School Plan.

The consultation process included staff, students and community members through surveys, focus groups and parent forums. The P&C and the recently formed Aboriginal Parent Feedback Group contributed to our evaluation.

There was a re–focus on the tiered intervention structures that had been in place to support students K–6 taking into account increased access to both internal and external assessment data sources. This included data from SCOUT, NAPLAN, Learning Progressions and PLAN. The school evaluation also considered the current DoE priorities and Premier's Priorities that would be included in the School Plan. Our school also needed to consider the learning expectations of being part of the Phase 2 EAfS strategy.

The final stage of the process was working in teams to develop the 2018 Strategic Directions and related milestones. These teams will continue through into the implementation of the 2018–2020 School Plan to collaborate in the delivery of school projects, with a sustained focus on excellence in leading, teaching and learning.
School strategic directions 2018–2020

**Strategic Direction 1**
Excellence in Teaching

**Purpose:**
To enhance the systematic and explicit use of research-informed pedagogy through a range of collaborative processes.

**Strategic Direction 2**
Excellence in Learning

**Purpose:**
To provide a whole-school approach to understanding learning and the academic, social and emotional conditions which best enable students to develop strong identities as self-directed learners.

**Strategic Direction 3**
Excellence in Leading

**Purpose:**
To develop a school-wide culture of high expectations and continuous improvements, through maintaining a strong focus on leading collaborative communities of practice.
### Strategic Direction 1: Excellence in Teaching

#### Purpose
To enhance the systematic and explicit use of research-informed pedagogy through a range of collaborative processes.

#### Improvement Measures

**'Co-plan, Co-teach, Co-reflect' Model**

Co-plan, Co-teach, Co-reflect Model evaluation data reflects achievement of professional goals and improved teaching practices. (CP)

**Tell Them From Me**

Tell Them From Me teacher surveys report an average score of '8 and above' for the elements of collaboration and teaching strategies. (RiP)

#### People

| **Students** | Students are able to authentically engage in learning based on sound, research-informed practices, resulting in improved wellbeing and targeted learning |
| **Staff** | Understand how their own theories of learning can be value-added by current research. |
| **Parents/Carers** | Establish a collaborative learning community where parents, families, the broader community and major stakeholders are encouraged to hold high expectations for the educational outcomes of our school. |
| **Leaders** | Executive to utilise 'co-planning' model for ongoing professional learning and leadership development in setting and achieving teaching goals. |

#### Processes

| **Collaborative Practices (CP)** |
| **Research-informed Pedagogy (RiP)** |

**Collaborative Practices (CP)**

To embed collaborative practices within school structures eg. 'Co-plan, Co-teach, Co-reflect' Model.

**Research-informed Pedagogy (RiP)**

Teachers explore, relate and evaluate their own theories of learning against current research-informed practice.

#### Evaluation Plan

- Analysis of NAPLAN and PLAN2 data.
- Analysis and feedback the identification of targeted students for intervention.
- Collation and review of surveys, focus group information and strategic feedback, including that from the Tell Them from Me parent, student and teacher surveys.
- Use of ongoing teacher PDP reviews and self-assessment to demonstrate teacher reflection and implementation of current research practices and school initiatives.
- Use of SCOUT to determine value-added data.
- Analysis and review of meeting minutes, supervisor notes, program reviews and classroom observations.

#### Practices and Products

| **Practices** | The school uses embedded and explicit systems that facilitate professional collaboration. (CP) |
| **Products** | Teachers engage with research about informed pedagogical practices that promote deep understanding for students and can articulate the inclusion of these practices within their classroom context. (RiP) |

An embedded and explicit system that facilitates professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, school-wide improvement in teaching practice and student results. (CP)

Explicit and embedded systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, school-wide improvement in teaching practice and student results. (CP)

Evidence of school-based professional learning that promotes a deep understanding of research-informed pedagogies, including the identification, promotion and modelling across the whole school. (RiP)

Teachers overt use and documentation of research informed pedagogical practices in their classrooms to improve student learning outcomes. (RiP)
## Strategic Direction 2: Excellence in Learning

### Purpose
To provide a whole-school approach to understanding learning and the academic, social and emotional conditions which best enable students to develop strong identities as self-directed learners.

### Improvement Measures

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<tr>
<th>People</th>
<th>Processes</th>
<th>Practices and Products</th>
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<tbody>
<tr>
<td><strong>Students</strong>&lt;br&gt;Students are actively engaged in meaningful, challenging and future-focused learning experiences that allow them to achieve and thrive as</td>
<td><strong>Student Engagement (SE)</strong>&lt;br&gt;Improve student engagement through developing staff understanding of the conditions and practices that best support learning.</td>
<td><strong>Practices</strong>&lt;br&gt;Teacher learning programs strongly reflect practices that enhance student learning and engagement. (SE)</td>
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<td><strong>Staff</strong>&lt;br&gt;Design and implement quality teaching practices that make learning purposeful, engaging, authentic and valued.</td>
<td><strong>Assessment Practices (AP)</strong>&lt;br&gt;Teachers demonstrate a sophisticated understanding and use of student assessment data to make judgements about individualised teaching and learning.</td>
<td>Staff observe and monitor authentic student engagement. (SE)</td>
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<td><strong>Parents/Carers</strong>&lt;br&gt;Nurture a collaborative community where parents, carers, families and the broader community hold high expectations, are involved in and value each child’s learning.</td>
<td><strong>Evaluation Plan</strong></td>
<td>Teachers develop and use a range of assessment strategies and feedback to drive instruction and differentiate learning. Teachers can clearly articulate their use of both formative and summative assessment practices. (AP)</td>
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### People

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<td><strong>Tell Them From Me</strong> teacher survey reports an average score of '8.0 and above' for learning culture. (SE)</td>
<td><strong>Practices and Products</strong>&lt;br&gt;Students and parents understand the assessment approaches used in the school and their benefits for learning.</td>
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<td>Increase the proportion of students achieving proficiency in line with the Premier’s Priorities. (SE)</td>
<td>Feedback from students on their engagement with learning and clarity in knowing what they are learning. (SE) (AP)</td>
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<tr>
<td>A systematic and explicit assessment approach supported by quality tasks that incorporate both summative and formative assessment. (AP)</td>
<td>A whole-school assessment schedule for Key Learning Areas.</td>
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### Evaluation Plan
- Analysis of NAPLAN and PLAN2 data.
- Evaluation of surveys, focus groups and strategic feedback, including Tell Them from Me parent, student and teacher surveys.
- Analysis and evaluation of school-wide processes for the identification, monitoring and support of students requiring tiers of intervention.
- School-wide evaluation of assessment practices and resultant systematic and explicit modifications.
- Analysis and review of meeting minutes, supervisor notes, program reviews and classroom observations.
- Use of SCOUT to determine value-added data.

### Processes

### Practices

### Products
## Strategic Direction 3: Excellence in Leading

### Purpose
To develop a school-wide culture of high expectations and continuous improvements, through maintaining a strong focus on leading collaborative communities of practice.

### Improvement Measures

**Tell Them From Me** teacher survey reports an average score of '7.5 and above' for the elements of technology as a driver of student learning. (DTiF)

Greater than 80% of staff and students utilising online collaboration in both synchronous and asynchronous learning opportunities. (DTiF)

Teacher Likert scales indicating confidence in observation of students’ oracy/oral language development. (OLRP)

Increase of 15–20% of students meeting set benchmarks in PLAN2 data on the sub-elements 'interaction' and 'talk'.

### People

#### Students
Students use technology in authentic and meaningful ways that focus on collaboration within both Literacy and Numeracy.

Students provide models of speech and interaction as a means of connecting with others, and their learning.

#### Staff
Provide opportunities to build capacity of staff to understand student learning and development, in order to deliver innovative teaching and learning programs.

#### Leaders
School Leadership Team understands the impact of strong effective leadership on improving student outcomes and increase their capacity to support the professional learning of staff at all levels of their career.

#### Parents/Carers
Develop high expectations for their children as learners and provide opportunities for the use of technology to assist their learning needs.

### Processes

#### Digital Technology in Focus project (DTiF)
Using digital technologies to embed both sustainable teaching practices, with a focus on staff and students moving from being technology 'consumers' to 'creators'.

#### EAfS Oral Language Research Project (OLRP)
Developing writing through an oral language lens, including the exploration of the ways in which dialogic pedagogies can enhance and shape learning for indigenous students and those from low–SES contexts.

### Evaluation Plan

- Analysis of responses from ACARA self–assessment surveys (DTiF)
- Review of processes for identification of students with speech, language and interaction difficulties and disorders. (OLRP)
- Evaluation of teachers' engagement with Critical Participatory Action Research (CPAR) as a model for professional learning.
- Collation and analysis of surveys, focus groups and strategic feedback, including that gathered in the Tell Them from Me parent, student and teacher surveys.
- Ongoing teacher PDP reviews and self–assessment demonstrate teacher reflection and implementation of current research practices and school initiatives.

### Practices and Products

#### Practices
- Staff integrate digital technology learning opportunities across all KLAs. (DTiF)
- Staff develop a greater understanding of the oral language development of students, including Aboriginal and low SES (OLRP).

#### Products
- Technology that supports learning is available and expertly integrated into lessons by teachers, and models of practice are shared with other DTiF schools through the ACARA initiative. (DTiF)
- Teacher collaboration with staff within school, and in other schools, (including those within the EAfS initiative) to share and embed effective practice. (DTiF) (OLRP)
- The sharing of a research–informed observation tool that can be used to expertly observe and identify students' speech, oral language and interaction skills within an educational...
### Strategic Direction 3: Excellence in Leading

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