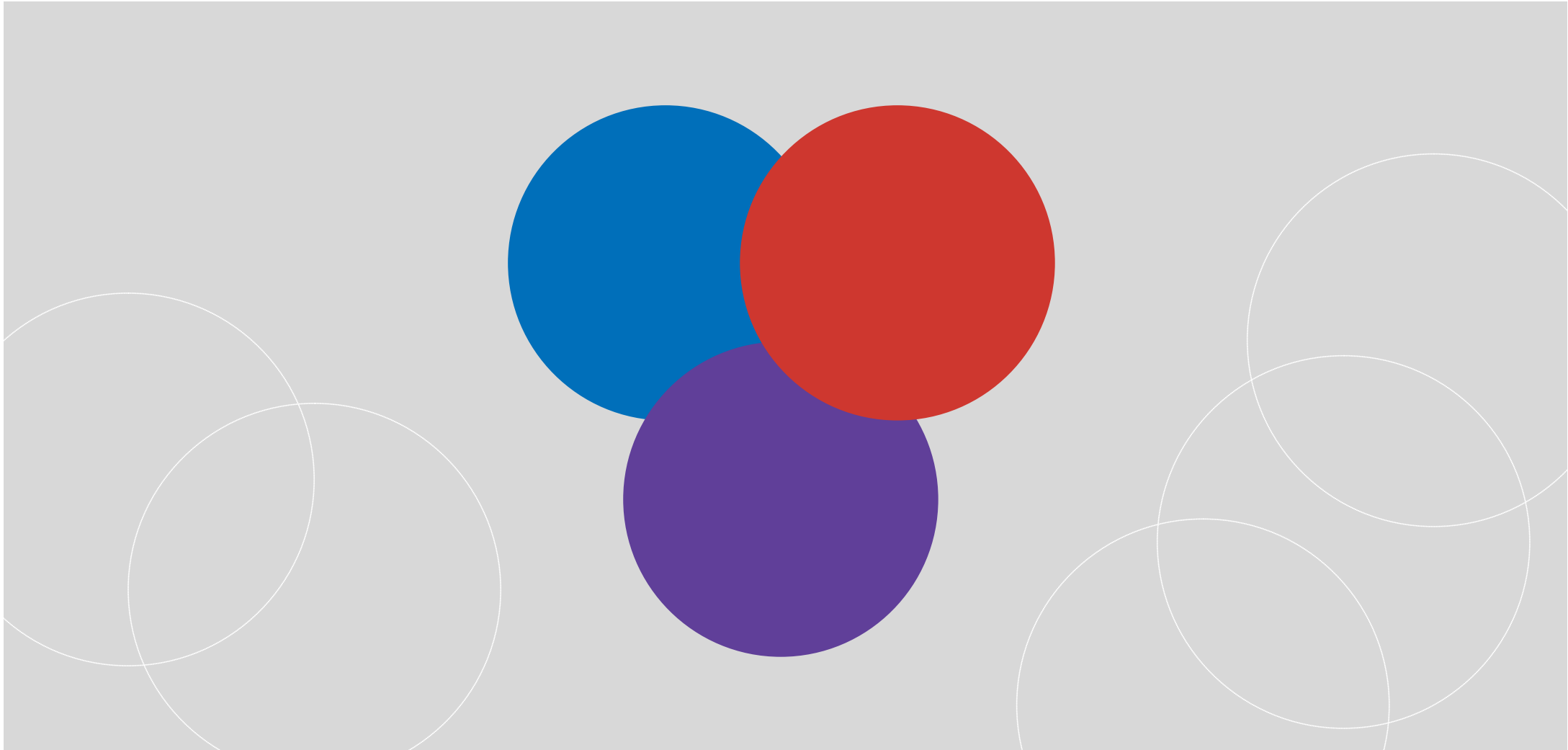


School plan 2015 – 2017

Sandy Hollow Public School 1974





School Vision Statement

Sandy Hollow Public School provides students with educational opportunities across all areas of the curriculum in an inclusive, engaging and supportive environment. We aim to ensure that students reach their full potential and become confident, creative individuals who are able to meet the needs of a 21st century society consistent with the [Melbourne Declaration](#). We are committed to encouraging students to be [visible learners](#), where they are responsible for their own learning - know where they are; where they need to go next and how they are going to get there. We will ensure this happens through improved teacher capacity.

School Context

Sandy Hollow Public School, a member of the Upper Hunter Invermein Group, is a small school providing a quality education and learning environment that maximises the learning of every student. Quality teaching programs promote high expectations in student achievement and support our belief that all children have the opportunity to reach their full potential. We offer a supportive, safe and caring environment where students are encouraged to develop a sense of success.

Sandy Hollow is located in the Upper Hunter Valley, serving a diverse population within a low socio economic context. The school draws from a wide area that takes in Gungal, Giants Creek, Wybong, Hollydeen, Baerami and Widden. Some students live on mixed farms or large horse studs and the rest live in the village. There are 22 families, a total of 38 students enrolled for 2015. We have 8 Aboriginal students.

The school has many modern facilities and is well resourced. All learning areas have an interactive whiteboard and student access to computers at a ratio of 1:2. Students also have access to a connected classroom with full video conferencing capabilities.

The school has been working to build a closer relationship with both parents and the community. The P&C works particularly hard to raise funds and support school initiatives in literacy, numeracy, sport and creative arts. They also partly fund the cost of transport, to enable students to access extra-curricular activities with other schools. The P&C run and maintain a canteen and uniform shop that run at minimal cost to make it affordable for all families.

Breakfast Club, sponsored by the Red Cross, allows all students to begin the day with substantial food in their stomachs. This is run voluntarily by parents and community members.

On occasions the school has accessed connections with the community to enhance educational programs – traditional Aboriginal culture, Dreamtime stories, writing workshops, Beef Bonanza, swimming coaching, athletics coaching, coaching for Premiers Spelling bee and reading/classroom assistance.

The school also has ties with the Sandy Hollow Progress Association, and run functions and fundraising events as a combined venture.

School Planning Process

In 2014- 2015, the school sought the opinions of parents through P&C meetings

- four seasons discussion – celebrate successes
- meeting to share school data
- viewed and discussed Simon Sinek – where to next? Discussed how this compared with staff responses
- surveys – not very successful
- reported back to P&C about where we are at with our planning and discussed
- discussed possible use of funds both school and P&C
- Ratified strategic directions
- Final plan ratified by P&C

Staff:

- Initial training – two staff members attended training day at Scone
- Two staff members attended training for Engaging the Community
- All staff reviewed Simon Sinek clip and the [Melbourne Declaration](#) and discussed what our future directions were going to be – purpose driven
- All staff (including prac students from Newcastle Uni) reviewed [Great Teaching, Inspired Learning](#) document. The discussion was around what we needed to do to ensure we are expert teachers.
- reviewed school data – NAPLAN, PLAN, SENTRAL class data
- brainstormed ideas for strategic directions
- Invermein meeting with Graham and Lynne based around the 5Ps
- Invermein meeting with Lynne – [School Excellence Framework](#)

Students:

- years 4 – 6 completed the Tell Them From Me Survey which covered the areas of learning, student welfare, bullying, relevance of school activities and feedback



STRATEGIC DIRECTION 1

21st Century Learners

Purpose:

At Sandy Hollow Public School we aim to systematically deliver a 21st Century, quality teaching curriculum, consistent with the [Melbourne Declaration](#) that encourages creative and productive use of technology; deep and logical thought; creative, innovative and resourceful ways to problem solve; and being able to make sense of the world. We believe these skills will be necessary for students to become active and informed citizens. We also believe that welfare plays an integral part in every child's life and so it is necessary to provide the skills necessary to be socially well adjusted citizens.

STRATEGIC DIRECTION 2

Building Leadership
and Teacher Capacity

Purpose:

At Sandy Hollow Public School we aim to build a dynamic culture of innovation and best practice through developing leadership capacity, quality professional learning and collegiality. We aim to ensure that there are explicit systems for collaboration and feedback to sustain quality teaching practices and that professional learning is aligned with the school plan, ensuring maximum impact on the quality of teaching and student learning outcomes.

STRATEGIC DIRECTION 3

Differentiated
Learning

Purpose:

At Sandy Hollow Public School we aim to develop an approach which builds the capabilities of all students so that they are involved in planning their own learning goals, monitor their own success in achieving these goals and work towards developing skills which will help them to succeed at and beyond, school. We aim to enable all of our students to be assessment capable, visible learners.

Strategic Direction 1: 21st Century Learners

Purpose

Why do we need this particular strategic direction and why is it important?

At Sandy Hollow Public School we aim to systematically deliver a 21st Century, quality teaching curriculum, consistent with the [Melbourne Declaration](#) that encourages creative and productive use of technology; deep and logical thought; creative, innovative and resourceful ways to problem solve; and being able to make sense of the world. We believe these skills will be necessary for students to become active and informed citizens. We also believe that welfare plays an integral part in every child's life and so it is necessary to provide the skills necessary to be socially well adjusted citizens.

Improvement Measures

Resilient, confident students who contribute to the wellbeing of others as measured through attendance, wellbeing data

Teaching and learning programs and assessment tasks reflect 21st Century learning as per the Melbourne Declaration.

People

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

Students: Develop student openness to new learning and being prepared to take risks

Staff: Develop sustained teacher mindset to openness to change and provision of safe learning environments inside and outside the classroom.

Parents/Carers: Develop an awareness of new learning and build connections with all families, including Aboriginal families, utilising their particular skills

Community Partners: Build a sustained connection with the Upper Hunter Small School Principal's Network - Invermeil

Leaders: Develop relational trust between all staff and stakeholders

Processes

How do we do it and how will we know?

- Provide students with background knowledge and skills for 21st Century Learning
- Develop open ended learning activities across all KLAs that allow students to explore and develop 21st century skills
- Introduce social and emotional programs that specifically target risk taking
- Implement strategies from Staff Matters to build relational trust across the whole school
- Develop processes to communicate to parents about the new learning and its impact.

Evaluation Plan

- Closely monitor student engagement through attendance records, welfare records
- Regular reporting against milestones
- Measure school progress against [School Excellence Framework](#)

Products and Practices

What is achieved and how do we measure?

Product:

- All students using creative thinking skills and problem solving strategies across all KLAs. This will be evidenced by video filming and anecdotal records taken over time
- All students display a tolerance and understanding of difference as evidenced through video discussion and anecdotal records taken over time
- Resilient, confident students who contribute to the well being of others as evidenced through attendance, wellbeing and engagement data obtained through video discussion.
- Teaching and learning programs and assessment tasks reflect 21st Century learning as per the [Melbourne Declaration](#).

What are our newly embedded practices and how are they integrated and in sync with our purpose?

Practice:

- Students are socially well adjusted and can interact appropriately with peers, staff and visitors
- Students are comfortable to take risks when being challenged by open learning activities

Strategic Direction 2: Building Leadership and Teacher Capacity

Purpose

Why do we need this particular strategic direction and why is it important?

At Sandy Hollow Public School we aim to build a dynamic culture of innovation and best practice through developing leadership capacity, quality professional learning and collegiality. We aim to ensure that there are explicit systems for collaboration and feedback to sustain quality teaching practices and that professional learning is aligned with the school plan, ensuring maximum impact on the quality of teaching and student learning outcomes.

Improvement Measures

Improved leadership capacity to build a culture of innovation and best practise as evidenced through the self-reflection tool and Art of Leadership plan

All staff goals are matched to standards and reflect the school plan as evidenced through evaluation of Performance Development Plans (PDPs).

Strong leadership that promotes and builds engagement with parents to allow them to show increased interest in their child's learning and school data as evidenced by increased attendance at interviews and meetings.

People

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

Students:

- Engage with staff to provide reflective feedback for teaching programs from their own learning experiences

Staff:

- Develop openness to actively engage in collegial planning, collaboration and reflective practice
- Develop skills in reflective thinking to allow staff to identify their own learning and development needs and link them to the school strategic directions and [Australian Professional Standards for Teachers](#)

Parents/Carers:

- Build a stronger connection with parents so that all stakeholders are actively engaged with staff, providing feedback regarding school data and programs

Leaders:

- Build leadership skills and capacity according to Australian Standards at head teacher level and [Australian Professional Standards for Principals](#)
- Provide quality teacher professional learning (TPL) to support all staff with their professional goals

Processes

How do we do it and how will we know?

- Implement [Teacher Performance and Development Framework](#)
- Provide students with skills to give reflective feedback to staff regarding their learning
- Develop skills to allow teachers to develop individualised learning plan that aligns with school focuses and personal directions
- School processes have embedded explicit systems for classroom observation, modelling of effective practice and feedback to drive and sustain ongoing school wide improvement
- Strong leadership of the school that shows innovation

Evaluation Plan

- Monitor classroom programs through classroom observations, student interviews, parental surveys and Tell Them From Me follow up data
- Reviews of Individualised professional learning plans
- Report regularly against milestones
- Measure school progress against [School Excellence Framework](#)

Products and Practices

What is achieved and how do we measure?

Product:

- All staff goals are matched to standards and reflect the school plan as evidenced through evaluation of Performance Development Plans (PDPs)
- Students providing reflective feedback to staff as evidenced through surveys and video interviews
- Developed leadership capacity to build a culture of innovation and best practise as evidenced through self-reflection tool and Art of Leadership plan
- Strong leadership that promotes and builds engagement with parents to allow them to show increased interest in their child's learning and school data as evidenced by increased attendance at interviews and meetings

What are our newly embedded practices and how are they integrated and in sync with our purpose?

Practice:

- Teachers collegially analyse a range of student learning data to identify school and stage focus areas
- Principal directly supports teachers to achieve and maintain accreditation – including temporary and casual staff
- school systems support reflective feedback and collaborative planning
- Parents display interest in their child's learning and build an understanding of school data.

Strategic Direction 3: Differentiated Learning

Purpose

Why do we need this particular strategic direction and why is it important?

To develop an approach which builds the capabilities for all students so that they are involved in planning their own learning, monitor their own success in achieving these goals and work towards developing skills which will help them to succeed at and beyond, school.

Improvement Measures

90% of students in years 3 and 5 are at or above national minimum standards in reading, writing and numeracy as measured through NAPLAN, continuums and school based data

90% of students in year 5 meeting expected growth from year 3 to year 5 as measured through NAPLAN and school based data

Assessment capable, visible learners who monitor their own success and are able to set meaningful goals to enhance their learning opportunities as measured through video interviews

People

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

Students will:

- Will engage in purposeful and challenging stage appropriate learning experiences, differentiated to meet individual needs
- Be informed of the relevance of their learning and negotiate their personal learning goals
- Receive explicit quality criteria to allow them to understand the quality of work expected
- Receive detailed and timely feedback to support achievement, promote self reflection and to develop independent learning skills

Staff:

- Analyse a range of learning data to inform programming, teaching, provision of student support
- Give and receive explicit feedback regarding student progress
- Deliver a differentiated curriculum that is relevant to the needs of their students.

Parents/Community Partners:

- Develop the capacity of external organisations to work collaboratively with the school to enrich and extend curriculum programs

Leaders:

- Develop capacity to analyse and communicate whole school data, focussed on monitoring and processing whole school growth and performance
- Develop expertise to promote whole school culture of differentiated teaching

Processes

How do we do it and how will we know?

- Develop learning intentions for all lessons
- Learning goals to be set by all students in literacy and numeracy
- Build staff capacity to plan and differentiate programming and pedagogy in across all Key Learning Areas
- Student learning outcomes in literacy and numeracy are improved through the provision of quality differentiated learning and teaching with embedded practices to cater for both learning support and Gifted and Talented students
- Embed explicit systems for differentiation and consistent teacher judgement
- Develop staff proficiency in collecting and analysing data from a range of sources and use PLAN/SENTRAL software to confidently diagnose students needs in literacy and numeracy

Evaluation Plan

- Closely monitor progress using the literacy and numeracy continuums through PLAN and SENTRAL. NAPLAN data will also form part of the assessment processes
- Collection and analysis of data from common and consistent whole school assessment tasks.
- Students, staff and parents to complete Tell Them From Me survey
- Evaluation of Visible Learning Plan
- Measure school progress against

Products and Practices

What is achieved and how do we measure?

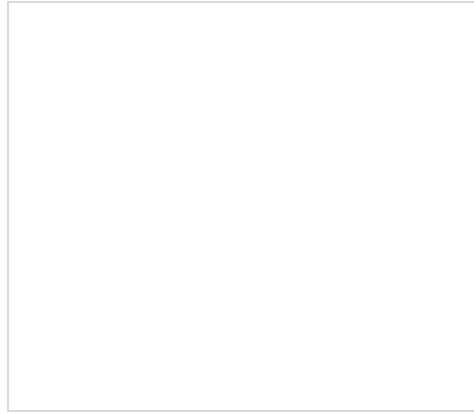
Product:

- Classrooms and student workbooks show evidence of individual learning goals being set and progress being systematically monitored for each student as evidenced on literacy and numeracy continuums in PLAN and SENTRAL
- Students will know what they are learning and why they are learning it. They will know where they are with their learning and what they need to do next. This will be evidenced by data collected through classroom walkthroughs and video discussion and interviews
- Increase student achievement and growth in writing and numeracy ensuring all students are achieving at an effect size of 0.4 or above. This will be evidenced by 90% of all students in year 5 meeting expected growth in all areas and 90% of students in years 3 and 5 achieving at or above minimum national standards

What are our newly embedded practices and how are they integrated and in sync with our purpose?

Practice:

- Quality feedback is supporting student achievement
- Students' self-reflect on level of achievement against explicit criteria
- Student academic achievements are publically acknowledged
- School systems support consistency of teacher judgement



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|---|--|
| School Excellence Framework | <ul style="list-style-type: none">Teachers using the appropriate cluster information to develop aligned teaching strategies for all students in numeracy and literacy. |
|---|--|