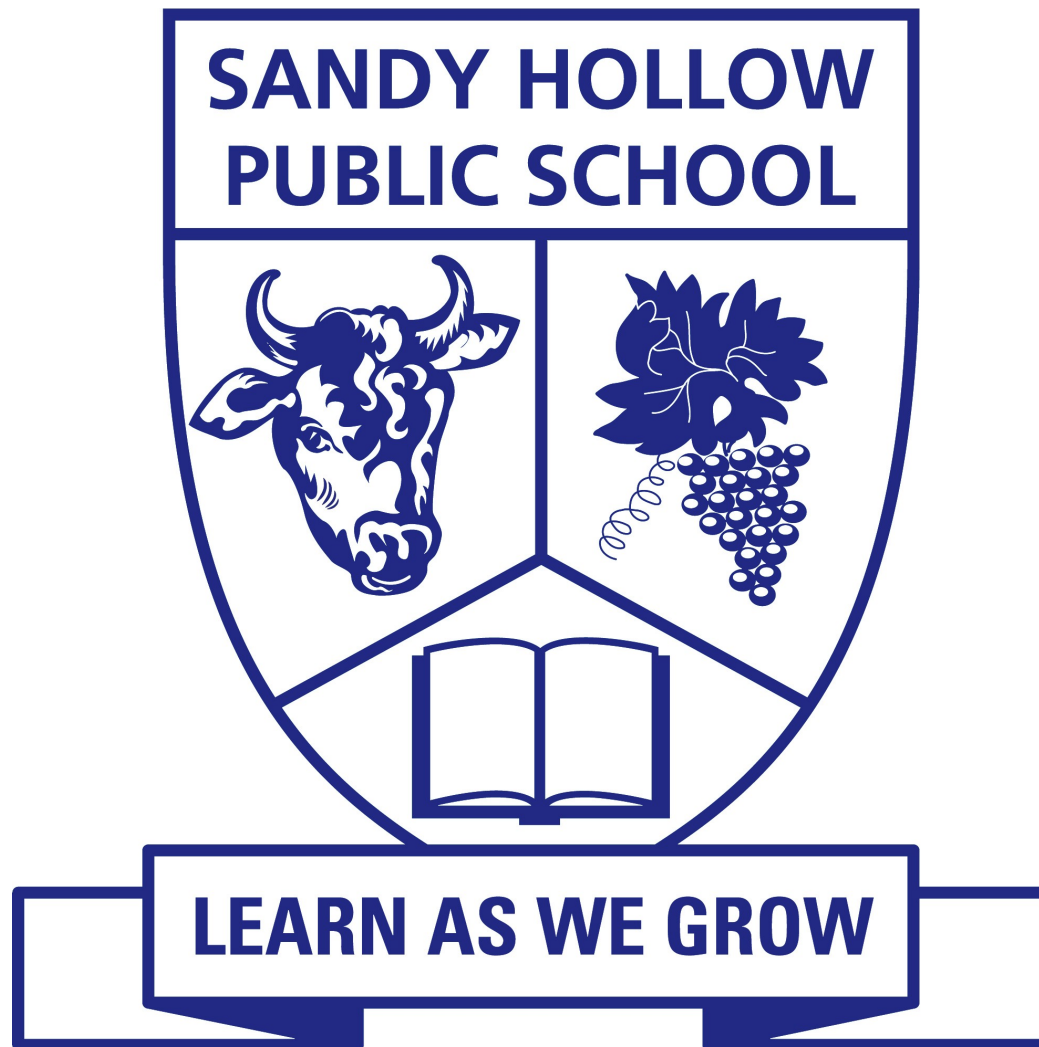


School plan 2018-2020

Sandy Hollow Public School 1974



School background 2018–2020

School vision statement

Sandy Hollow Public School provides students with educational opportunities in an inclusive, engaging and supportive environment. We encourage students to become confident, visible learners who apply their creativity and resilience to meet the demands of the 21st Century.

School context

Sandy Hollow Public School has an enrolment of 30 students, with an Aboriginal population of 23%. The school is located in the Upper Hunter Valley. The school provides a diverse and stimulating environment where dedicated staff are committed to continual improvement of student learning outcomes through quality teaching practices.

While we place emphasis on achievement in the core subjects of literacy and numeracy, we also recognise the importance of developing students' skills in wellbeing, personal development, sports, science and the Arts.

We are a member of the Invermeir Group, encompassing seven small schools – Murrurundi, Blandford, Belltrees, Ellerston, Martindale and Cassilis. All seven schools work together to enhance a comprehensive education for all students from Kindergarten to Year 6.

The school is dedicated to engaging 21st century learners and provide opportunities for students to be collaborative problem solvers. We are encouraging students to strive for excellence.

School planning process

Initially, awareness of the school planning process was raised through informal discussions with staff and parents. Surveys were sent home to all parents. A separate survey was sent home to all Aboriginal families.

Community (through P & C Meetings):

- celebrated successes from previous year and plan
- used feedback to decide on future directions
- brainstormed ideas for vision statement, strategic direction purposes
- presented analysis of parent surveys
- presented and discussed school data
- final plan presented and ratified on 12th April 2018

Staff:

- celebrated successes
- analysed current directions using four seasons activity
- analysed school data
- analysed parent surveys
- decided to focus on only two strategic directions, with a few product/processes under each one
- completed planning process using planning pages supplied by PSL
- brainstormed processes

Students:

- brainstormed what is going well and what needs to change
- brainstormed new ideas
- focus groups

School strategic directions 2018–2020



Purpose:

At Sandy Hollow Public School we aim to support the cognitive, emotional, social, physical and spiritual wellbeing of all students through the delivery of quality programs. We will strive to provide learning experiences and opportunities that develop and shape the character and wellbeing of our students, as well as promote mindfulness, curiosity, resilience, confidence, self regulation and positive behaviour.

Our students will actively engage in their learning to become assessment capable/visible learners. They will have positive and respectful relationships with each other, contributing to the wellbeing of others. They will be respected, valued, encouraged, supported and empowered to thrive.



Purpose:

At Sandy Hollow Public School our teachers and leaders are committed to continuous improvement in the learning outcomes of all stakeholders. We aim to build a dynamic culture of innovation and best practice through data analysis, quality teaching, collaboration and effective feedback. Quality teaching practices and professional learning will be aligned with current research and the school plan, ensuring maximum impact on student learning outcomes.

Strategic Direction 1: Life-long learners – Informed Students

Purpose

At Sandy Hollow Public School we aim to support the cognitive, emotional, social, physical and spiritual wellbeing of all students through the delivery of quality programs. We will strive to provide learning experiences and opportunities that develop and shape the character and wellbeing of our students, as well as promote mindfulness, curiosity, resilience, confidence, self regulation and positive behaviour.

Our students will actively engage in their learning to become assessment capable/visible learners. They will have positive and respectful relationships with each other, contributing to the wellbeing of others. They will be respected, valued, encouraged, supported and empowered to thrive.

Improvement Measures

- all students are assessment capable, visible learners who monitor their own success and are able to set meaningful goals to enhance their learning as demonstrated through movement on SEF2.0 from sustaining and growing to excelling, in the element of high expectations
- wellbeing of students and staff is visible as demonstrated through movement on SEF2.0 from delivering to sustaining and growing, in the element of wellbeing

People

Students

Students will engage with staff to:

- develop a growth mindset towards all learning
- utilise effective feedback to make informed judgements about their learning
- develop strategies to manage social-emotional needs
- develop an awareness of their own wellbeing
- be informed of the relevance of their learning

Staff

- staff will develop an awareness of their own wellbeing and the wellbeing of the students under their care
- staff will develop their growth mindset and model this way of thinking with students and the community
- staff will develop skills to deliver STEM activities K-6

Leaders

- leaders will plan and promote school practices that support the cognitive, emotional, social, physical and spiritual wellbeing of students and staff

Parents/Carers

- parents and carers will support the school in maintaining and modelling a supportive, respectful environment

Processes

Visible Wellbeing

- professional development for all staff (through Where There's a Will) to develop an understanding of visible learning
- mindfulness activities to enhance wellbeing of students and staff
- provision of additional RFF for staff to enhance wellbeing
- provision of resources to further enhance delivery of You Can Do It program
- use PESA resources to supplement wellbeing programs

Visible Learning

- revision of school visible learning plan, to include effective feedback and explicit learning intentions
- provision of time for staff to meet with students to develop SMART goals in numeracy and writing
- all students set SMART goals in literacy, numeracy and wellbeing

Cultural Inclusion

- all students in stages 2 and 3 participate in the HOME Visual Arts program
- establishment of a native garden and yarnning circle
- inclusion of Aboriginal performers in whole school extra curricular activities

Evaluation Plan

- closely monitor student wellbeing through surveys, attendance records

Practices and Products

Practices

Visible Wellbeing

- students are socially well adjusted and can interact appropriately with peers, staff and visitors
- student wellbeing data is monitored and analysed to determine the culture and climate in terms of student wellbeing
- all students and staff applying mindfulness activities to improve their sense of wellbeing
- increase in students' social and educational engagement through a consistent approach to student wellbeing that is embedded across the school

Visible Learning:

- students self reflect on level of achievement against explicit criteria
- Quality feedback is supporting student achievement
- students display a positive growth mindset in all areas of learning
- learning intentions and success criteria are made explicit in teaching and learning programs and classroom practice and are used to inform individual learning goals, student and teacher feedback and drive assessment

Cultural Inclusion

- cultural sensitivity is shown when organising and participating in class, school and community events
- Aboriginal culture is celebrated and

Strategic Direction 1: Life-long learners – Informed Students

People

Community Partners

- community partners will work collaboratively with school staff to support student achievement in learning, engagement and wellbeing

Processes

- and welfare records
- regular reporting against milestones
- annual reporting against School Excellence Framework
- regular monitoring of goal setting conferences between staff and students
- feedback from students, staff and parents

Practices and Products

visibly valued by the school community

Products

Visible Wellbeing

- resilient, confident learners who contribute to the wellbeing of others
- all students display a tolerance and understanding of difference

Visible Learning

- Classrooms and students workbooks show evidence of individual learning goals being set and progress being systematically monitored
- 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
- all students will clearly verbalise their SMART goals

Cultural Inclusion

- an increase in the number of Aboriginal students identifying with their cultural heritage
- an increase in participation in cultural opportunities
- All Aboriginal students display a sense of belonging and connection within the school environment

Strategic Direction 2: Quality Teaching

Purpose

At Sandy Hollow Public School our teachers and leaders are committed to continuous improvement in the learning outcomes of all stakeholders. We aim to build a dynamic culture of innovation and best practice through data analysis, quality teaching, collaboration and effective feedback. Quality teaching practices and professional learning will be aligned with current research and the school plan, ensuring maximum impact on student learning outcomes.

Improvement Measures

- Students will achieve expected growth between Kindergarten and Year 3; and Year 3 and Year 5 in writing
- Aboriginal students will achieve expected growth between Kindergarten and Year 3; and Year 3 and Year 5 in writing
- Increase in number of students in top two bands of NAPLAN in writing
- Improved student engagement in PDHPE activities as evidenced through attendance and behaviour data
- All students display expected growth in literacy and numeracy as tracked in PLAN 2 through the Assessing Literacy and Numeracy site

People

Students

- students will engage in purposeful and challenging stage appropriate learning experiences, differentiated to meet individual needs
- students will develop openness to new learning and being prepared to take risks

Staff

- Staff will analyse a range of learning data to inform programming, teaching and provision of student support
- Staff will give and receive explicit feedback regarding student progress
- Staff will deliver a differentiated curriculum that is relevant to the needs of their students

Parents/Carers

Parents/Carers will:

- establish a stronger connection with the school so that all stakeholders are actively engaged in providing feedback regarding school data and programs
- be engaged in the promotion of student learning and substantive conversations about their child's learning

Community Partners

Community Partners will:

- establish a stronger connection with the school so that all stakeholders are actively engaged in providing feedback regarding school data and programs

Processes

L3 for Stage 1

- professional development for stage 1 staff to develop understanding of L3 pedagogy
- provision of additional RFF for staff to collate and analyse data regularly – every five weeks
- Data entered into PLAN2 through the Assessing Literacy and Numeracy (ALAN) website
- provision of funds for resources

iPLAY

- professional development for all staff in PDHPE, including completion of online learning
- staff participate in lesson observations conducted by researchers from Australian Catholic University
- revision of PDHPE scope and sequence
- implementation of new PDHPE Syllabus
- provision of funds for resources

Writing

- revise school scope and sequence for the implementation of Seven Steps to Writing Success across stages 2 and 3
- develop deep understanding of syllabus and literacy learning progression requirements for writing
- develop systems to maximise consistency and accuracy of assessment data
- school processes have embedded explicit systems for staff to analyse and

Practices and Products

Practices

Writing

- every teacher uses writing data to inform, adjust and differentiate their teaching by tracking student progress on the literacy learning progressions, as evidenced through classroom observations and consistent use of PLAN2
- teaching programs stages 2 and 3 are adjusted to address individual student needs
- school systems support reflective feedback and collegial planning

iPLAY

- students participating in daily physical activities that are aligned to the syllabus
- teachers deliver programs that reflect current practice in PDHPE, utilising strategies that meet the needs of all students
- the school has an explicit, coherent, sequenced plan for curriculum delivery in PDHPE

Learning Progressions

- every teacher uses data to inform, adjust and differentiate their teaching by tracking student progress in the literacy and numeracy learning progressions, as evidenced through classroom observations and consistent use of PLAN2.0 through ALAN

STEM/ICT

- whole school programs aligned with current curriculum

Strategic Direction 2: Quality Teaching

<p>People</p> <ul style="list-style-type: none"> develop the capacity to work collaboratively with the school to enrich and extend curriculum programs
<p>Leaders</p> <p>Leaders will:</p> <ul style="list-style-type: none"> develop the 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 and learning

<p>Processes</p> <ul style="list-style-type: none"> collate data in writing all student data for writing regularly uploaded into PPlan2 through ALAN
<p>STEM/ICT</p> <ul style="list-style-type: none"> professional development for staff to increase skills in delivering technology programs provision of resources for technology and STEM activities revision of scope and sequence for ICT implementation of new Science and Technology syllabus conduct whole school STEM activities each term
<p>Learning Progressions</p> <ul style="list-style-type: none"> professional development for all teacher to support the use of learning progressions data to inform programming, teaching and differentiation across all areas of literacy and numeracy provide additional RFF to allow teachers to meet collgially to analyse data and track student achievement
<p>Evaluation Plan</p> <p>Closely monitor progress using the literacy and numeracy progressions through PLAN2. NAPLAN data will also form part of the assessment processes.</p> <p>Collection and analysis of data from common and consistent whole school assessment tasks.</p> <p>Classroom observations and monitoring of</p>

<p>Practices and Products</p> <ul style="list-style-type: none"> teachers deliver programs that utilise current technology students are comfortable to take risks when challenged by open learning activities
<p>Products</p> <p>Writing</p> <ul style="list-style-type: none"> Students will achieve expected growth between Kindergarten and Year 3; and Year 3 and Year 5 in writing Aboriginal students will achieve expected growth between Kindergarten and Year 3; and Year 3 and Year 5 in writing Increase in number of students in top two bands of NAPLAN in writing <p>iPLAY</p> <ul style="list-style-type: none"> Improved student engagement in PDHPE activities as evidenced through attendance and behaviour data <p>STEM/ICT</p> <ul style="list-style-type: none"> increased confident and capability of students to utilise technolgy to enhance their learning <p>Learning Progressions</p> <ul style="list-style-type: none"> all students display expected growth in literacy and numeracy as tracked through PLAN2

Strategic Direction 2: Quality Teaching

Processes
programs
Regular reporting against milestones, school plan and school excellence framework.