School Plan 2015 – 2017

Spring Hill Public School 3089
## SCHOOL VISION STATEMENT

At Spring Hill Public School, we believe in “Striving for Success” within an inclusive environment so that students reach their true potential and become confident, creative individuals, who are prepared to embrace 21st century changes to build our community for today and tomorrow.

## SCHOOL CONTEXT

Spring Hill Public School is situated in the centre of the Spring Hill village which is approximately 20 kilometres from the City of Orange. Our school was built in 1876, our school and community can be proud of the progress achieved and excellent amenities now available for students. Pupils are given every opportunity to compete equally with students at larger city schools whilst still enjoying their rural lifestyle.

The school provides a dynamic and caring educational environment in which all students access quality educational programs within a varied and balanced curriculum. In recent years major initiatives in the areas of literacy, numeracy, student well-being, technology, sport and creative arts, has brought about widespread recognition of excellence within the school and the wider community.

The school maintains a culture which is based upon continuous improvement and quality service. The school staff continually enhances students’ educational opportunities with the assistance of a highly interested, committed parent body.

## SCHOOL PLANNING PROCESS

In 2014 the school sought the opinions of parents, students and teachers about the school in terms of

- Current programs, activities, and initiatives they felt were valuable and should be kept.
- Any programs, initiatives they would like to see implemented over the next few years.
- Develop consistent, high quality educational practices to equip students with the necessary literacy and numeracy skills to become successful 21st century learners.
- Develop a culture of professional practice and evidence based decision making.
- Develop whole school community organisational practices and learning partnerships which support student engagement, well-being and a positive school learning culture.

They were also asked to comment on what they want Spring Hill Public School to look like in three to five years’ time.
**Strategic directions 2015 - 2017**

**STRATEGIC DIRECTION 1:**
The school will deliver quality teaching and learning programs to equip students with the necessary literacy and numeracy skills to be successful 21st century learners.

**Purpose of Strategic Direction 1:**
- To support all students to become competent and creative learners to reach their full potential.
- To develop whole school programs, increasing teacher capacity and engaging students with meaningful learning opportunities.
- To share collaborative school programs with other schools increasing teacher and student capacity for 21st century learning.

**STRATEGIC DIRECTION 2:**
Lead whole school practices enabling all students to be highly engaged in schooling, emotionally aware and technologically competent.

**Purpose of Strategic Direction 2:**
- To improve students social and emotional wellbeing.
- To develop technologically competent students.
- To build leadership skills to improve student engagement in a positive school environment.
- To develop individual professional learning plans with staff to support all staff in meeting educational needs of students.

**STRATEGIC DIRECTION 3**
The school will prepare staff and community members for the successful introduction of LMBR system and investigate upgrade of administration facilities.

**Purpose of Strategic Direction 3:**
- To introduce staff to new LMBR systems (SALM: Student Administration, Wellbeing, Student Management and Student History), (SAP: Finance and HR/Payroll) and Oliver (Library).
- To prepare for transition to the new LMBR program.
- To develop staff confidence and skills when using the new systems and adapt to the changed business processes.
- To focus financial resources to improve student learning outcomes.
**Strategic Direction 1:** The school will deliver quality teaching and learning programs to equip students with the necessary literacy and numeracy skills to be successful 21st century learners.

### PURPOSE
- To support all students to become competent and creative learners to reach their full potential.
- To develop whole school programs, increasing teacher capacity and engaging students with meaningful learning opportunities.
- To share collaborative school programs with other schools increasing teacher and student capacity for 21st century learning.

### PEOPLE
- **Students:** Students will be engaged with teaching and learning programs that are meaningful and successful.
- **Staff:** Staff will be engaged with professional learning that is targeted, purposeful and directly linked to a strategic literacy and numeracy programs.
- **Parents/Community:** Parents and teachers will work together to increase parent understanding of key literacy and numeracy programs within the school.
- **Collegial Network:** Continued development through OSSA to enhance professional learning and programming for the new National curriculum.

### PROCESSES
- **Whole school approach:** Using Planning Literacy and Numeracy (PLAN). Develop assessment, planning, programming and teaching models for K-6 in order to implement individual learning plans.
- **Differentiation:** Build staff capacity to collaboratively plan and differentiate programming and pedagogy in Literacy and Numeracy using the quality teaching elements and create systems and structures to support differentiation.
- **National Curriculum Implementation:** Implement staff training in the National Curriculum Syllabus documents in order to implement the new curriculum as per BOS and DEC guidelines.
- **Professional Learning:** Further develop staff understanding and quality pedagogy in Reading, Spelling, Vocabulary, Writing and Grammar strategies to support low performing students.
  - Further develop staff understanding and quality pedagogy in mathematics to support low-performing and extend high-performing students.
  - Implement staff training in PLAN.
- **Evaluation Plan:** PLAN and NAPLAN data analysed and evidence of explicit teaching identified areas (K-6). Student progression monitored each term. Hold regular meetings with teachers. Feedback from parents.

### PRODUCTS AND PRACTICES
- **Products:** Achievement in literacy and numeracy goals identified in learning plans will be met and growth tracked using PLAN.
- **Practices:** Regular and ongoing monitoring and tracking of student data through school based assessment and NAPLAN.

### IMPROVEMENT MEASURE/S
- Increased growth in Literacy and Numeracy as evidenced in numbers of students in proficiency bands in NAPLAN.
- 75% increase in staff effectively using assessment data to inform goals for improvement and to track ongoing progress.
Strategic direction 2: Lead whole school practices enabling all students to be highly engaged in schooling, emotionally aware and technologically competent.

**PURPOSE**

- Build leadership skills to improve student engagement in a positive school environment.
- To improve students social and emotional wellbeing.
- To continue positive partnerships with parents and community.

**PEOPLE**

**Students:**
- Will acquire the skills needed to participate in 21st century life through the development of their emotional and social well-being.
- Will be confident, active participants in learning to enhance success and positive self-esteem.

**Staff:**
- Will develop their ability to implement 21st century technologies into classrooms.
- Will continue to provide quality teaching and learning activities through the delivery of a rich curriculum that meets the needs of every student.
- Will continue to enhance their understanding of the emotional and social needs of today's students whilst creating a nurturing and supportive environment.

**Parents:**
- Will be supportive and value the importance of encouraging students to be lifelong learners.

**Community:**
- Will engage with the school and support its learning objectives.

**Collegial network:**
- Continued development of a Community of Schools (OSSA) approach to enhance opportunities (local and afar) to support student engagement.

**Leaders:**
- Leading improvement, innovation and change.

**IMPROVEMENT MEASURE/S**

100% of staff have personal learning plans developed using a structured process.

100% of staff collaborated with peers to develop and share pedagogical practices that raised student outcomes.

All staff gained or maintained accreditation.

Staff members select mentors to support Professional Learning and organise school exchanges.

**PROCESSES**

**Students:**
- Provide opportunities for students to actively participate in all Creative Arts, Cultural, PDH&PE, Science & Technology and HSIE opportunities.

**Staff:**
- Lead and engage in professional learning to support knowledge of the curriculum and how students learn, innovation and current changes.

**Parents:**
- Offer workshops and external opportunities to support parents in helping their child to reach personal best.

**Community:**
- Promote an open door policy for community participation in supporting student outcomes.

**Collegial Network / Leadership:**
- Ensure opportunities are offered to engage with peers and like-minded students to develop social, cultural and academic experiences.

**PRODUCTS AND PRACTICES**

**Product:**
- Students confidently use 21st century technology to take an active role in their learning.

**Practice:**
- Teachers will develop engaging teaching and learning programs to meet the needs of every student.

**Product:**
- Students equipped with strategies to improve resilience and develop strong leadership skills.

**Practices:**
- School plans and timetable show evidence of increased curriculum opportunities available for students.
- Personalise learning plan for targeted students developed in consultation with staff, students and carers.
- Invite parents and community members to assemblies, open days and special events indicating community connectedness to school.
- Students actively engage in developing their leadership skills at a personal, peer and public level and within a variety of contexts.
### PURPOSE
- To introduce staff to LMBR systems as they are the source of truth for Student Wellbeing, Student Management and School Finance information.
- To prepare for transition to the new LMBR system.
- To develop staff confidence and skills when using the new systems and adapt to the changed business processes.

### PEOPLE

#### Staff:
- All staff will undertake courses to build awareness and understanding of the LMBR system and fundamental core training courses.
- Staff members with specific roles will undertake targeted training relative to their specific roles.
- Staff will undertake post go-live courses using web-based training.
- Principal will consult with staff, parents and carers to determine the best way to support the needs of students using Resource Allocation Model (RAM) funding.

#### Parents/Community Partners:
- Consult with school community to improve student learning outcomes managing within the financial limits of the Resource Allocation Model (RAM) and school and community source funding.

#### Leaders:
- Principal and School Administrative Manager attend workshops for strategic financial management and accrual accounting.
- Join Business Intelligence Program to enable access to information relating to enrolments, student performance and progress, and staffing and school management.

### PROCESSES

#### Staff
- Engage in professional learning to implement the LMBR system and roll out of SALM, SAP, Oliver.
- Principal and SAM attend strategic financial management, accrual based financial and planning and budgeting workshops.
- Register and attend training for DEC Business Intelligence Program.
- Read and analyse financial reports using the SAP Business Warehouse, Business Intelligence, modules.

#### Parent/Community Partners
- Engage with the community to understand community expectations and incorporate those expectations within the school plan.
- Engage with P&C and appropriate DEC directorates and staff to investigate replacement or major upgrade to administration building.

### PRODUCTS AND PRACTICES

#### Products: LMBR (SAP and SALM)

#### Practices:
- Staff confidently implement the LMBR system as it is rolled out to schools across the State.

#### Products: Strategic Financial Management

#### Practices:
- Demonstrate value for money through achieving appropriate and effective outcomes for students, staff and the community.
- Use school resources available to deliver the best quality.
- Engage with P&C and school community to fund major improvements to administration building.

### IMPROVEMENT MEASURE/S

Regular Meetings and development of Well Being Programs for identified students.

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