**Pleasant Hills Public School 2886**





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| **School vision statement** | |  | | **School context** |  | | **School planning process** | |
| At Pleasant Hills Public School students, staff and the community unite to promote a culture of school excellence where every child is a creative, confident, life-long learner and a respectful, responsible citizen. | |  | | Pleasant Hills Public School is 25 kilometres north-west of Henty and is part of the Lockhart Shire which is predominately a farming community. It is a small rural school with high expectations and quality programs. The school provides education for students drawn predominantly from the semi-rural and surrounding rural areas of the Pleasant Hills village.  There are 12 families with a total of 16 students enrolled for 2015.  The school structure consists of an infants and primary multi-grade class with a teaching principal, one part time teacher and a school administration manager. In 2015 the school will employ an additional teacher for a further 2 days per week.  The school values the development of the whole student: social cultural, academic and sporting.  Pleasant Hills is a proud member of the Greater Kengal Network which includes two other small schools; Boree Creek and Yerong Creek. |  | | School practices for evaluation and planning play a critical role in the determination of school priorities and programs. In 2014/15, an extensive school evaluation process lead to the determination of three strategic directions.  Significant consultation was undertaken with staff, students, parents and community members through surveys, focus groups, and open forums. The P&C and Greater Kengal Network Principals also contributed to the school planning process.  Greater Kengal Network staff collectively analysed current practice and created some shared directions that could be incorporated into each individual school plan.  The School Plan 2015-2017 reflects current DEC priorities and reforms, with a strong focus on the Great Teaching, inspired Learning (GTIL) Reform.  The school vision consultation was undertaken, with specific consideration given to the Melbourne Declaration.  The final stage of the process was the development of 2015 milestones by GK Principals. The GK schools will continue to collaborate in the delivery of school projects, with a sustained focus on excellence in teaching and learning. | |
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| **Purpose:**  To provide a learning environment that is positive and engaging where high expectations are set to achieve students’ full potential.  To create a powerful learning culture where students are taught about learning and ways they can help themselves to achieve their full potential. | |  | | **Purpose:**  To provide high standard educational practices; informed through assessment and enhanced through professional learning that is purpose driven.  To build a culture of collaboration through the Greater Kengal Network that enhances professional learning for all staff. | | |  | | **Purpose:**  To develop strong partnerships between school and community that empowers all to engage and contribute positively to the school and support student learning. |

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| Strategic Direction 1: Students will be successful learners. | | | | | | |
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| **Purpose** |  | **People** |  | **Processes** |  | **Products and Practices** |
| To provide a learning environment that is positive and engaging where high expectations are set to achieve students’ full potential.  To create a powerful learning culture where students are taught about learning and ways they can help themselves to achieve their full potential. |  | **Students**  Develop their understanding and skills of the HOW2Learn strategy to become resilient, engaged, independent and collaborative learners.  **Staff**  Engage all staff in professional learning that develops their deep understanding of where students are at in their learning in order to deliver quality and relevant learning experiences around HOW2Learn, L3, TEN, TOWN.  **Parents /Carers**  Build understanding in the new innovative programs in order to be engaged with their children’s learning. |  | A whole school approach to evidence based teaching practices and innovative delivery mechanisms including programs such as L3, TEN, TOWN and HOW2Learn. HOW2Learn strategy implemented so that the concepts and language of HOW2Learn become embedded in the culture of the school.  Build staff capacity to plan and deliver individual learning plans based on data from the Literacy and Numeracy continuums.  All students receive feedback based on their progress and use personal reflection and self-assessment to support this.  Create intervention programs to improve student learning outcomes to meet the premier’s priority to increase the proportion of NSW students in the top two NAPLAN bands in Literacy and Numeracy by 8% including a 30% increase for Aboriginal students. |  | **PRODUCT**  Curriculum programs and teaching practices effectively develop the knowledge, understanding and skills of all students, using evidence based teaching practices and innovative delivery mechanisms where appropriate resulting in 100% of students demonstrating expected growth on the Literacy and Numeracy continuums.  Students use reflection on assessment and reporting processes and feedback to plan learning.  **PRACTICE**  Teachers have high expectations of all students and regularly review learning with students, staff and parents to ensure a shared commitment to reaching their full potential is established. |
| **Improvement Measures** |  |
| Curriculum programs and teaching practices effectively develop the knowledge, understanding and skills of all students, using evidence based teaching practices and innovative delivery mechanisms where appropriate resulting in 100% of students demonstrating at or above expected growth on the Literacy and Numeracy continuums. |  |

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| Strategic Direction 2: Staff will be high performing and collaborative. | | | | | | |
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| **Purpose** |  | **People** |  | **Processes** |  | **Products and Practices** |
| To provide high standard educational practices; informed through assessment and enhanced through professional learning that is purpose driven.  To build a culture of collaboration with learning communities that enhances professional learning for all staff. |  | **Students**  Develop their understanding and skills at using self / peer assessment, feedback and reflection to enhance their learning.  **Staff**  Capabilities will be developed by designing and implementing professional learning that is purposeful and relevant to school/ individual needs.  **Parents/ Carers**  Build awareness and understanding amongst parents and carers of professional learning activities, the impact they will have on student outcomes and how they can contribute to the success of it. |  | Staff engage with colleagues through the GK network and other learning communities to provide mentoring and coaching support to ensure the ongoing development of all staff.  Developing professional learning plans that build the capacity of staff to improve the learning outcomes of all students.  Assessment as, of and for learning is incorporated into all teaching and learning programs and a variety of assessment tools are used to inform the planning and implementation of differentiated and individualised learning. |  | **PRODUCT**  Embedded and explicit systems for collaboration, self-reflection on teaching practices with emphasis on assessment resulting in differentiated and individualised learning.    Curriculum programs and teaching practices effectively develop the knowledge, understanding and skills of all students, using evidence based teaching practices.  **PRODUCT**  A formalised and systematic assessment schedule is developed to allow for the collecting, analysing and reporting of local and external data on student and school performance resulting in;  **PRACTICE**  Assessment data being used to monitor achievements and gaps in student learning and to inform planning. |
| **Improvement Measures** |  |
| Embedded and explicit systems for collaboration, self-reflection on teaching practices with emphasis on assessment resulting in differentiated and individualised learning resulting in 100% of all students demonstrating expected growth on the literacy and numeracy continuums. |  |

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| Strategic Direction 3: Our School and community will be inclusive, informed and engaged. | | | | | | |
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| **Purpose** |  | **People** |  | **Processes** |  | **Products and Practices** |
| To develop strong partnerships between school and community that empowers all to engage and contribute positively to the school and support student learning.  Develop students as global citizens |  | **Students**  Engage parents to support and enhance their learning.  **Staff**  Establish positive and productive practices that develop strong partnerships where all are valued.  **Community**  Developing stronger partnerships and strengthening early childhood education and transition to school processes.  Actively utilise community experience to provide diverse opportunities that maximise engagement.  **Parents/ Carers**  Build strong partnerships between home and school so all members feel included, informed and engaged. |  | Implement consistent wellbeing and welfare programs that encourage decision making, resilience, social skills and leadership at student level.  Families and school work together to create positive attitudes to learning, develop shared understandings of how children learn, and build on their capacity to support learning at home  Schools seek information to create a database of skills and expertise accessible in the local community.  The school will implement a framework to best showcase the school to all stakeholders. |  | **PRODUCT**  Positive and respectful relationships across the school community underpin a productive learning environment, and support students’ development of strong identities as learners resulting in;  **PRACTICE**  Families and school working together to create positive attitudes to learning, develop shared understandings of how children learn, and build on the capacity to support learning at home  Maintain or increase the number of preschool students transitioning from Pleasant Hills preschool to PHPS.  The school is recognised as excellent and responsive by its community as a result of its effective engagement with members of the local and wider community.  The school makes deliberate and strategic use of its parnerships and relationships to access resources for the purpose of enriching the school’s standing within the local community and improving student outcomes |
| **Improvement Measures** |  |
| Positive and respectful relationships across the school community underpin a productive learning environment, and support students’ development of strong identities as learners resulting in;  Families and school working together to create positive attitudes to learning, develop shared understandings of how children learn, and build on the capacity to support learning at home |  |