School plan 2015 – 2017

Green Square School 5460

**STRATEGIC DIRECTION 1**
Student achievement excellence through evidence-based learning

**STRATEGIC DIRECTION 2**
Connecting our communities to foster student engagement

**STRATEGIC DIRECTION 3**
Quality Pedagogy driving teaching, leading and learning
### School background 2015 - 2017

<table>
<thead>
<tr>
<th>School vision statement</th>
<th>School context</th>
<th>School planning process</th>
</tr>
</thead>
</table>
| Green Square School engages students, parents and the community in a shared learning journey. We empower students to be safe, responsible and respectful citizens who display empathy, resilience and self-belief. Through personalised learning and support, our students have a framework to help them achieve their academic, social, emotional and physical best. | Green Square is a short to medium term program primarily for students experiencing challenges with their behaviour in a mainstream setting. Intake for our school occurs each term, through a referral process initiated by individual public schools. Our school aims to support students through an individual case management approach to integrate successfully back into a mainstream school, or develop skills that will enhance their ability with their education to positively engage in the wider community. On its grounds, the school also hosts a Supported Return to School Program for students to participate in for up to 4 weeks, whilst suspended from their mainstream school. | Whole School Consultation:  
- Staff Development Day term 4, 2014: Whole staff engaged in homogenous & heterogeneous staff groups, through cooperative learning framework, looking at school vision, purpose, products and practices  
- Staff development day term 1, 2015, 1 hour workshop to feedback outcomes of term 4 planning phase and outline consultation and planning phases thereafter.  
- Weekly student surveys and assembly presentations gathering feedback and sharing planning phases.  
- Ongoing executive staff collaboration and consultation.  
- Meetings with NSW DEC Principal School Leadership to review overall consultation & planning phases  
Community Consultation:  
- Ongoing consultation with Family & Community Services, NSW Police, NSW Health, AECG, Fact Tree Youth Service, WEAVE Youth Service, and selection of referring mainstream schools specifically regarding school vision, purpose, products and practices.  
- Notifications in term 4, 2014 and term 1, 2015 regarding school planning phases and the school excellence framework.  
- Consultation with select group of parents who know the school well or have experience engaging with other SSPs during term 4, 2014 & term 1, 2015.  
- Collaboration with like-minded special schools to share planning strategies. |
Purpose:
Evidence has shown that the teaching and learning cycle is the most important factor in ensuring quality educational outcomes for students. In fact, the most important factor affecting the student is the teacher. More can be done to improve outcome for students by improving the effectiveness of teaching than by any other single factor.
Our students have high and complex needs so teachers need to implement the most affective teaching strategies to offer our students the best chance of success.
Using John Hattie’s research into teaching strategies with the largest positive affect on student outcomes, our school will develop a framework of learning excellence that can be drawn from, for students placed at our school, and also schools in our area which request support within their own school context.

Purpose:
A crucial aspect for engaging students and facilitating meaningful and relevant learning is through strong community and school partnerships. Research driving many key Departmental reforms point to this fact. Green Square School and its community need to put in place practices, procedures and programs that strengthen community connectedness to improve engagement for our students and support their transition to and from this school to other educational settings, as their time here is short to medium term.
Improved community connectedness occurs through genuine two-way communication with the school and community.
The School Excellence Framework, Every Student Every School, Connected Communities and Aboriginal Education Policy are the main reforms that will support this process.

Purpose:
All teachers, and administrative staff need to build their professional capacity to effectively respond to a dynamic society where different communities place different emphasis on the role of education and outcomes for their students.
Student learning outcomes are driven by high quality teaching and leading. High quality teaching and leading requires alignment to the strategic directions of the NSW DEC, demonstrates innovative and research-based teaching and learning strategies and is responsive to individual community and student needs.
The School Excellence Framework, the Australian Institute for Teaching and School Leadership (AITSL) Professional Standards and the Great Teaching Inspired Learning blueprint for action are the main reforms that will drive quality teaching, leading and learning.
## Strategic Direction 1: Excellence in student achievement through evidence-based learning

### Purpose
Evidence has shown that the teaching and learning cycle is the most important factor in ensuring quality educational outcomes for students. In fact, the most important factor affecting the student is the teacher. More can be done to improve outcomes for students by improving the effectiveness of teaching than by any other single factor.

Our students have high and complex needs so teachers need to implement the most affective teaching strategies to offer our students the best chance of success. Using John Hattie’s research into teaching strategies with the largest positive affect on student outcomes, our school will develop a framework of learning excellence that can be drawn from, for students placed at our school, and also schools in our area which request support within their own school context.

### Improvement Measures
- Through research-based practices, students will increase their transition to mainstream educational settings by 20% (baseline to be established in 2015).
- The school has in place a comprehensive and inclusive framework to support the cognitive, emotional, social, physical and spiritual wellbeing of students, which measurably improves individual and collective wellbeing. This will be evidenced by 20% increase of PLP/IEP goals reached for each student (baseline established 2015).

### People

| **Students:** All students taught to understand and demonstrate their rights and responsibilities in the Personalised Learning Plan process and their role as learners. |
| **Staff:** All staff learn and demonstrate their role in the Personalised Learning Plan process and become skilled at using evidenced-based teaching practices which have the greatest impact on student outcomes. |
| **Community:** All parents/carers and community stakeholders understand and demonstrate their rights and responsibilities in the Personalised Learning Plan process |

### Processes
All government, NGA, parents/carers and other stakeholders support students in developing relevant and meaningful PLPs and their capacity as learners.

Experts and leaders collaborate with government, NGA, parents/carers and other stakeholders to facilitate best practice models for developing, implementing and reviewing PLPs and increasing their understanding of how students learn.

### Products and Practices

| **Products** |
| Through research-based practices, students will increase their transition to mainstream educational settings by 20% (baseline to be established in 2015). |

The school has in place a comprehensive and inclusive framework to support the cognitive, emotional, social, physical and spiritual wellbeing of students, which measurably improves individual and collective wellbeing. This will be evidenced by 20% increase of PLP/IEP goals reached for each student (baseline to be established in 2015).

| **Practices** |
| There is a collective responsibility for high level student engagement in PLPs and the use of the most effective evidence-based teaching practices. |

All stakeholders within the Green Square School network collaborate to share information to improve wellbeing of students and their families.
# Strategic Direction 2: Connecting our communities to foster student engagement

## Purpose

A crucial aspect for engaging students and facilitating meaningful and relevant learning is through strong community and school partnerships. Research driving key Departmental reforms point to this fact.

Green Square School and its community need to put in place practices, procedures and programs that strengthen community connectedness to improve engagement for our students and support their transition to and from this school to other educational settings, as their time here is short to medium term.

Improved connectedness occurs through genuine two-way communication with school and community.

The School Excellence Framework, Every Student Every School, Connected Communities and Aboriginal Education Policy are the main reforms that will support this process.

## Improvement Measures

- The school has a 20% increase (base-line established 2015) in community participation in Personalised Learning Plan design, implementation and review.
- The school demonstrates a 50% increase (baseline established in 2015) in community connectedness, measured against the assessment criteria outlined in the NSW DEC Strengthening Family and Community Engagement guide.

## People

**Staff:** All staff trained in effective two-way communication strategies.

All staff demonstrate an understanding of the NSW DEC Strengthening Family and Community Engagement guide.

**Students:** All students learn to identify the role of community in supporting their role as learners and how they can engage the community in this process.

**Community:** All parents/carers and community stakeholders learn about the impact of strong community connections with the school and the positive impact this has on student learning outcomes.

## Processes

- Culturally relevant and site specific professional learning facilitated by a collaboration between NSW DEC and local community nominated experts and leaders.

- Network of like minded schools collaborate to facilitate understanding by all staff of NSW DEC Strengthening Family and Community Engagement guide.

## Products and Practices

**Products**

The school has a 20% increase (base-line to be established in 2015) in community participation in Personalised Learning Plan design, implementation and review.

The school demonstrates a 50% increase (baseline to be established in 2015) in community connectedness, measured against the assessment criteria outlined in the NSW DEC Strengthening Family and Community Engagement guide.

**Practices**

The school has formal and informal opportunities for the community to provide constructive feedback on school practices and procedures.

The school and its community use the NSW DEC Strengthening Family and Community Engagement guide to develop, implement and review local and contextually relevant plans for student learning and success.
# Strategic Direction 3: Quality pedagogy driving teaching and learning

## Purpose

All teachers, and administrative staff need to build their professional capacity to effectively respond to a dynamic society where different communities place different emphasis on the role of education and outcomes for their students.

Student learning outcomes are driven by high quality teaching and leading. High quality teaching and leading requires alignment to the strategic directions of the NSW DEC, demonstrates innovative and research-based teaching and learning strategies and is responsive to individual community and student needs.

The School Excellence Framework, the Australian Institute for Teaching and School Leadership (AITSL) Professional Standards and the Great Teaching Inspired Learning blueprint for action are the main reforms that will drive quality teaching, leading and learning.

## Improvement Measures

- Teaching staff understand and demonstrate a capacity to align their professional learning goals with AITSL and BOSTES in the pursuit of higher level accreditation, evidenced by a 30% yearly increase in demonstrated teaching standards (baseline to be established in 2015)
- 100% of staff have a Performance and Development Plan which identifies professional learning aligned to the School Plan (2015-2017).

## People

**Staff:** Learn about and demonstrate teaching practices which effectively develop the knowledge, understanding and skills of all students, using evidence-based teaching practices and innovative delivery mechanisms where appropriate.

**Staff:** Develop an understanding of the new Performance and Development Framework and the school strategic plan. The leadership team will develop an understanding of their roles and responsibilities in how to gather, process and respond to feedback regarding local community needs.

## Processes

**#1:** Through the Performance and Development Plans process, staff will access MyPL to document their understanding and implementation of the most effective evidence-based teaching skills and practices.

**#2:** Executive and leadership teams engage in coaching and performance programs to enhance their skills in engaging with and responding to the needs of the local community.

## Products and Practices

**Products**

Teaching staff understand and demonstrate a capacity to align their professional learning goals with AITSL and BOSTES in the pursuit of higher level accreditation, evidenced by a 30% yearly increase in demonstrated teaching standards (baseline to be established in 2015)

100% of staff have a Performance and Development Plan which identifies professional learning aligned to the School Plan (2015-2017)

**Practices**

The school has embedded and explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback to drive and sustain ongoing, school-wide improvement in teaching practice and student outcomes.

The school leadership team fosters and supports professional capacity building across all of the school’s strategic directions.