

Greenmount

Primary School



SCHOOL COMMUNITY PLAN
2021-2023



Principal's Welcome

Greenmount Primary School has built an excellent reputation within the community it serves. A positive and caring atmosphere permeates throughout the school community making it a rewarding and happy place to learn and work together. Everyone at Greenmount Primary is afforded the opportunity to learn and be the best they can – academically, socially, physically and emotionally. Respectful relationships and interactions are the foundation of the school's collaborative processes, engagement with the community and the strong sense of 'belonging' appreciated by all. Our families and staff work together, putting students front and centre of all we do.

The school community is proud of its rich history. The first students of Greenmount Primary School enrolled in July 1913 when the school was located in a small cottage on Innamincka Road. Since 1964, the school has operated from its current location and maintains strong historical links to the Blackboy Hill Commemorative site. The school continues to be well regarded in the local community, having an excellent reputation for its inclusive approach to education and its focus on all aspects of our students' development.

Through the collation and analysis of data, we systematically make judgements about the standards of student achievement and the effectiveness of processes and strategies used to achieve our agreed targets. This new School Community Plan 2021-2023 builds on our successes and reflects our focus on our students and continuous school improvement

Lucy Webb



Our Vision

We are a community of lifelong learners. We learn side by side while being inclusive, collaborative and respectful in a safe and caring environment.

Our Values

Our values underpin the approach we take to enable our vision. We embrace, teach and promote these values daily:

- *Respect*
- *Relationships*
- *Responsibility*

Our Expectations

Our expectations reflect our values. We expect everyone to:

- ✓ *Use kind words and actions*
- ✓ *Include everyone in their games and activities*
- ✓ *Keep our school safe and orderly*

To Enable Our Vision

To enable our vision and empower our students to achieve their full potential we explicitly teach seven key dispositions so that learners are:

- Resilient*
- Reflective*
- Accountable*
- Risk takers*
- Engaged*
- Perservering*
- Self-managing*



Focus Area One: *RESILIENT STUDENTS*

Our community expectations of student behaviour build, strengthen and promote positive respectful relationships which enable a safe and supportive environment for all learners. Building resilience in students is a focus of our school community.



Targets:

- Survey data indicates that students continue to feel safe and happy at school
- BMIS data reflects continuing positive student behaviours throughout the school

Intentions	Success Criteria
Students apply the skills and language of self-regulation	<div>✓ Students can identify, express and manage emotions and behaviours as evidenced in classrooms and playground situations</div> <div>✓ Students apply strategies to make positive choices around their behaviours, interactions and learning</div>
Students develop resiliency skills and apply to solving problems	<div>✓ The seven dispositions are explicitly taught and reinforced</div> <div>✓ Students are provided with opportunities to, and are taught to, set realistic goals which allow them to achieve success</div>
Students demonstrate age appropriate levels of autonomy and responsibility	<div>✓ Forums for student voice are established</div> <div>✓ Student feedback is sought and valued</div> <div>✓ Leadership roles are extended and continue to promote a sense of connectedness</div>
The key attributes of positive thinking, gratitude and empathy are reinforced to develop wellbeing and resilience	<div>✓ Plenary sessions provide students with time for reflection and opportunities to express 'What I learned', 'What I enjoyed', 'What I am grateful for'.</div>

Focus Area Two: *ENGAGED AND CHALLENGED LEARNERS*

All learners at Greenmount Primary have opportunities to develop their strengths through challenge. With a growth mindset, learners are confident to use critical thinking to solve problems and persevere through challenging tasks and activities.



Targets:

- ABE data indicates that students are enthusiastic about their learning
- Student survey data reflects positive attitudes towards school and learning activities
- NAPLAN data indicates that the percentage of students in higher bands is comparable to Like Schools

Intentions	Success Criteria
Classroom practice reflects differentiated teaching to meet the needs of students	<div>✓ Learning intentions and success criteria incorporate levels of differentiation</div> <div>✓ Tasks set are modified to meet the needs of all students</div> <div>✓ Students understand 'Where I am at', 'Where I am going' and 'What is needed to get there' (Assessment Capable Learners)</div>
Feedback, goal setting and reflection cycle is embedded in everyday learning activities	<div>✓ Students self-assess using ABE (Attitude, Behaviour, Effort) criteria and set goals for improvement</div> <div>✓ Goal setting reflects age appropriate yet challenging levels</div> <div>✓ Students respond to feedback and provide feedback to peers and classroom teachers</div>

Focus Area Three: *ENGLISH*

At Greenmount Primary we ensure that students develop the skills to engage imaginatively and critically with literature, create meaning from spoken and written forms of communication and develop an informed appreciation of language.



Targets:

- o Year 3 and 5 NAPLAN averages to be equal to or higher than Like Schools in Literacy assessments
- o In PAT Reading assessments, all year levels are equal to or better than PAT norms.

Intentions	Success Criteria
Content and key skills are explicitly taught and students are provided with quality feedback on their progress	✓ 'Read Aloud' strategy is implemented across the school with focus on developing comprehension skills ✓ Level 3 teacher supports consistent application of First Steps Literacy strategies ✓ Feedback informs students of 'where they are at, where they are going and what their next steps are.'
Opportunities are provided to challenge and extend students in their learning	✓ Assessment data is used to identify the specific learning needs of students ✓ Differentiated Success Criteria incorporate variations which support the needs of students ✓ Tasks and activities incorporate differentiated strategies to meet student needs across full range of abilities
Data is used to monitor student progress and impact of teaching	✓ Cohort progress is measured using effect size and norms ✓ Consistent teaching strategies are applied, examined and reviewed ✓ Evidence of High Impact Teaching Strategies being implemented in classrooms

Focus Area Four: *MATHEMATICS*

At Greenmount Primary we ensure that students develop the confidence and skills to understand key mathematical concepts, develop fluency with processes and solve mathematical problems. Students recognise and appreciate Mathematic connections across all learning areas

Targets:

- o Year 3 and 5 NAPLAN averages to be equal to or higher than Like Schools in Numeracy assessments
- o In PAT Mathematics assessments, all year levels are equal to or better than PAT norms

Intentions	Success Criteria
Content and key skills are explicitly taught and students are provided with quality feedback on their progress	✓ Whole School approach incorporates Paul Swan strategies and resources including: Warm Ups, Milestones, Curriculum Guides ✓ Feedback informs students of where they are at, where they are going and what their next steps are.
Opportunities are provided to challenge and extend students learning	✓ Assessment data is used to identify the specific learning needs of students ✓ Success Criteria are differentiated and support the needs of students ✓ Tasks and activities incorporate differentiated strategies to meet student needs across full range of abilities
Data is used to monitor student progress and impact of teaching	✓ Cohort progress is measured using effect size and norms ✓ Consistent teaching strategies are applied, examined and reviewed Evidence of <i>High Impact Teaching</i> Strategies being implemented in classrooms

Learning side **by** side



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