

School plan 2015-2017

Raglan Public School 2927



School background 2015–2017

School vision statement

Raglan Public School is committed to providing a high quality personalised education which promotes student excellence. Through the partnership of students, staff and the wider community, a climate of high expectations and equity will exist.

School context

Raglan Public School was established on the current site in 1988. It is located on the eastern edge of Bathurst, drawing students from Raglan and surrounding areas.

The school maintains a focus on quality teaching, providing a broad range of educational experiences for all students in a happy, secure and respectful learning environment. With flexible learning groups students experience a range of specialised learning programs, performing arts and sport.

Our students come from a diverse range of backgrounds and demonstrate a wide range of abilities. Our school offers support in a number of ways for groups of students to cater for their diverse learning needs such as Reading Recovery, Minilit and Spelling Mastery.

In the Reading and Writing aspects of NAPLAN, average school growth has consistently been above state average growth. In the Numeracy and Spelling aspects of NAPLAN, average school growth has not been consistently at or above state average growth.

The school is committed to our alliance with other primary schools in the district, providing collaboration and professional learning for staff and the opportunity for students to develop relationships within the district prior to entering High School.

Our experienced staff has a strong understanding of the many generational links which exist within the school and the importance of its role in the community.

Our hard working and committed P&C provides support for resources to enhance student learning. The school has partnerships with families who share ownership and responsibility for the education of their children.

School planning process

Executive Consultation:

Strategic School Improvement workshops

Staff Consultation:

1. Executive meetings and workshops using Melbourne Declaration and National Schools Improvement Tool to develop draft Vision and Context Statement, Exit Outcomes, Strategic Directions, Milestones and consultative processes for the staff and community.
2. Staff meetings using Melbourne Declaration and National Schools Improvement Tool to develop Vision and Context statements, Exit Outcomes and Strategic Directions
3. Stage Meetings for development of draft Milestones

Parent Consultation:

1. Surveys – to view and comment on the draft Vision and Context statements and Exit Outcomes
2. Informal meetings – completing questionnaire (2 questions) with staff – what they like and ideas for change
3. P&C meetings – to view and comment on the draft Vision and Context Statements and Exit Outcomes

School strategic directions 2015–2017

STRATEGIC DIRECTION 1

Quality education for all
students

Purpose:

To provide evidence based equitable learning environments so all students access challenging and stimulating educational experiences to reach their potential.

STRATEGIC DIRECTION 2

Systematic curriculum delivery

Purpose:

To develop reflective and evaluative teaching practices to build the capacity of all students so that they develop knowledge, solve problems, think deeply and critically, are creative and innovative.

STRATEGIC DIRECTION 3

Family and community
partnerships

Purpose:

To improve shared ownership and decision making for our school and community members so that quality learning and school improvement occurs.

To enhance and improve student learning and well-being through collaborative practices so students have the essential knowledge, skills, understanding and values to establish and maintain healthy, satisfying lives.

Strategic Direction 1: Quality education for all students

Purpose

To provide evidence based equitable learning environments so all students access challenging and stimulating educational experiences to reach their potential.

Improvement Measures

100% of teaching and learning programs demonstrate evidence of assessment data, class groupings, learning and support plans

80% of students are achieving at or above year appropriate cluster levels in writing on the Literacy Continuum

People

Staff

Recognise the strong links between student data and teaching programs

Develop their capacity to collect and analyse data to inform teaching and learning programs and as evidence for the review of annual performance

Leaders

Use of evidence based data in assisting staff to plan teaching and learning to improve student outcomes

Develop their capacity to provide quality feedback to staff to promote reflective practices and student learning

Build the capacity of staff to reflect on and use data to inform school improvement

Students

Students understand their learning needs and their achievements

Processes

Professional Learning to develop Consistency of Teacher Judgement in the collection and analysis of data to report on student performance

Develop structures which allow staff to collaboratively analyse work samples and track student progress using syllabus outcomes and the literacy and numeracy continuums

Design and develop systems where explicit and systematic teaching is embedded into classroom practice to maximise student engagement

Evaluation Plan

Practices and Products

Practices

Teachers use evidence based data to inform Teaching and Learning and reporting to parents

Consistency of Teacher Judgement is developed through the sharing of work samples, assessment tasks and analysis of data

Explicit systems are embedded for collaboration and classroom observation where teachers provide and receive constructive feedback from peers and school leaders to improve teaching practices and student outcomes

Products

The school has an assessment schedule to collect, analyse and monitor student data which is used to inform teaching and learning.

Consistency of Teacher Judgement is developed through the sharing of work samples, assessment tasks and analysis of data

Explicit systems are embedded for collaboration and classroom observation where teachers provide and receive constructive feedback from peers and school leaders to improve teaching practices and student outcomes

Strategic Direction 2: Systematic curriculum delivery

Purpose	People	Processes	Practices and Products
To develop reflective and evaluative teaching practices to build the capacity of all students so that they develop knowledge, solve problems, think deeply and critically, are creative and innovative.	Staff Map their Professional Learning against school priorities and the Australian Professional Standards for Teachers Framework Build reflective practices through Instructional Rounds Develop opportunities for students to problem solve and use critical and creative thinking in their learning	Professional Learning to develop curriculum knowledge, Leadership and quality teaching through alliance with other Bathurst schools Systems and processes in place for teachers to collaboratively develop agreed practices and reflect on teaching practices Professional Learning to incorporate technologies into teaching programs which engage students in their learning and assist them in the attainment of expected educational levels	Practices Teachers collaborate within and across stages to ensure consistency of curriculum development and implement agreed practices across all Key Learning Areas Teachers reflect on and evaluate teaching practices and student growth Teaching and Learning programs are responsive to the needs of all children and have embedded in them 21st Century Fluencies with a focus on problem solving, critical and creative thinking
Improvement Measures			
100% of Teaching and Learning programs have learning technologies, problem solving, critical and creative thinking embedded in them to maximise 21st Century Learning	Leaders Develop their capacity to support staff in planning and aligning their Professional Learning to the School Plan and Australian Professional Standards for Teachers Framework Build capacity of teachers to work collaboratively with schools across the Alliance	Evaluation Plan	Products Staff collaboratively develop a Scope and Sequence for Board of Studies syllabus incorporating assessment, outcomes and student tracking Programs and classroom practice reflects evidence based data that has informed Teaching and Learning
100% of students are plotted each term on the Literacy and Numeracy Continuums using PLAN	Students Develop their capabilities to use assessment and peer feedback to reflect on and plan their learning Develop their capacity to think critically and creatively, solve problems and collaborate with others		
80% of students show expected or above expected growth in comprehension on the Literacy Continuum	Parents/Carers Understanding what their children are learning and how they can support them		

Strategic Direction 3: Family and community partnerships

Purpose	People	Processes	Practices and Products
<p>To improve shared ownership and decision making for our school and community members so that quality learning and school improvement occurs.</p> <p>To enhance and improve student learning and well-being through collaborative practices so students have the essential knowledge, skills, understanding and values to establish and maintain healthy, satisfying lives.</p>	<p>Staff</p> <p>Develop staff capabilities to design and implement Student Learning and Support Plans/classroom adjustments in consultation with parents</p> <p>Develop staff capabilities in the use of school based systems and processes to identify, refer and access support to improve student learning</p> <p>Develop capacity of staff to include parents and the community in consultation processes</p> <p>Students</p> <p>Develop capacity of students to take ownership of their own behaviours and actions to improve individual and collective wellbeing</p> <p>Develop student capabilities to connect with their learning and to succeed</p> <p>Parents/Carers</p> <p>Develop capacity of parents to be actively involved in school directions</p> <p>Develop capacity of parents to work in consultation and collaborate with staff to enhance student learning</p>	<p>Establish school based policies and procedures to enhance positive and respectful relationships across the school community</p> <p>Develop systems to engage community in regular communication and consultation</p> <p>Develop systems and processes for regular consultation with parents to meet the learning needs of their children</p> <p>Evaluation Plan</p>	<p>Practices</p> <p>Learning Plans and classroom adjustments are developed and reviewed in consultation with parents</p> <p>Practices are embedded for parents to be engaged in and understand the learning progress of their child</p> <p>Staff and parents work in strong collaborative and supportive partnerships to ensure quality communication and meeting of whole school needs.</p> <p>Products</p> <p>Students identified using evidence based data will have differentiated learning developed in consultation with parents</p> <p>School based practices and processes for parents and staff are in place to enhance communication and participation</p>
Improvement Measures			
100% of staff and parents collaboratively engage in personalised and flexible modes of learning			
Parents provide constructive feedback on school practices and procedures			