

School plan 2018-2020

Raglan Public School 2927



School background 2018–2020

School vision statement

At Raglan Public School, staff, students and parents work together to become successful and engaged learners.

School context

Raglan Public School has an enrolment of 260 students including 9% Aboriginal students and 6% ESL. The school has 10 classes and a staff of 22.

Teachers are committed to working together collaboratively to plan and deliver high quality Teaching and Learning. New systems within the school are being established to further support collaboration and analysis of data.

Students come from diverse backgrounds with a wide range of abilities. To cater for the diversity of learning, support is offered to groups of students by the Learning and Support Teacher and School Learning Support Officers. Intensive programs such as Reading Recovery, MiniLit and interventions continue to support individual and small groups of students.

Our NAPLAN and school assessment data indicates that Reading and Comprehension is a focus area for development across the school. All teachers are currently being trained in Focus on Reading and continue to work collaboratively through Instructional Rounds.

Our school maintains a focus on both quality teaching and the provision of a broad range of opportunities in the performing arts and sport at local and state levels.

Our school continues to foster strong partnerships with parents, families and the wider community through Facebook, school website, School Stream and involvement in a range of whole school activities. Our P&C is committed to working with the school to provide resources and foster community engagement.

Raglan Public School continues its membership with the Bathurst Alliance of Schools, the aim being to collaboratively lead and participate in professional learning.

School planning process

Consultation Process:

The school plan was developed in consultation with the school community. School improvement, evaluation and planning workshops were attended by members of the Executive team.

1. Evaluation of the School Plan and Milestones using the School Excellence Self-assessment Framework
2. Executive, Staff and P&C meetings to develop Vision and Context Statements
3. Surveys and informal meetings – to view and comment on the draft Vision and Context statements and complete questionnaire – what they like and ideas for change.
4. Bathurst Alliance of schools collaboratively developed aspects of the school plan that were common to all participating schools, particularly in the area of Strategic Direction 3 'Leading'.
- 5.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1 Learning

Purpose:

Provide quality learning opportunities for students enabling them to be successful, motivated and confident learners ready for their future.

To provide quality learning experiences which support the wellbeing of all students in order for them to connect, succeed and thrive.

STRATEGIC DIRECTION 2 Teaching

Purpose:

To provide a stimulating and engaging environment for students where evidence based practice is embedded in teaching and learning programs and where positive collaboration and evaluation form the basis of a strong school culture.

STRATEGIC DIRECTION 3 Leading

Purpose:

Provide leadership which supports a culture of high expectation and community engagement which leads to sustainable and measurable whole school improvement.

Strategic Direction 1: Learning

Purpose

Provide quality learning opportunities for students enabling them to be successful, motivated and confident learners ready for their future.

To provide quality learning experiences which support the wellbeing of all students in order for them to connect, succeed and thrive.

Improvement Measures

Increase % of students making expected growth in Literacy and Numeracy.

Increased number of students reporting positive, respectful relationships and improved student learning and engagement.

People

Leaders

Establish structures and processes to identify, address and monitor student learning needs.

Staff

Differentiate their teaching to meet students' learning. Guide students to set and achieve their learning and wellbeing goals.

Students

Articulate how they learn and why they learn and develop their critical thinking, problem solving, collaborative and communication skills to achieve their learning goals.

Parents/Carers

Collaboratively develop learning goals with student and teacher and to support students in achieving these goals.

Community Partners

Work collaboratively with school staff to support student achievement in learning, engagement and wellbeing.

Processes

Curriculum and Learning

Deliver quality student centred learning experiences that are data driven, based on strong assessment practices which enable students to achieve learning goals.

Student Wellbeing

Develop a whole school research based integrated approach to student wellbeing in which students can connect, succeed and thrive at each stage of their schooling.

Evaluation Plan

All data will be analysed collaboratively:

- Wellbeing data and Self-Assessment Tool
- Personalised Learning data
- Ongoing analysis of NAPLAN, PAT assessments and PLAN data
- Internal student performance data
- Classroom observations and anecdotal records
- TTFM – student

Practices and Products

Practices

Students and staff use data to monitor achievements and gaps in student learning to inform planning for quality and needs based learning.

A planned approach to student wellbeing and individual learning needs where relationships between all stakeholders are valued and nurtured.

Differentiated instruction and student grouping is incorporated into teaching programs in Literacy and Numeracy.

Products

Teachers collaboratively develop assessment criteria and learning outcomes which are shared with students. Parents and students understand the assessment practices used in the school. Feedback to and from students and colleagues informs future teaching.

There is a school-wide, collective responsibility for student learning and success. Planning for learning is informed by holistic information about each students wellbeing and learning needs in consultation with parents. Positive and respectful relationships across the school community underpin a productive and aspirational learning community.

Strategic Direction 2: Teaching

Purpose

To provide a stimulating and engaging environment for students where evidence based practice is embedded in teaching and learning programs and where positive collaboration and evaluation form the basis of a strong school culture.

Improvement Measures

Teachers are working towards higher level of the Professional Teaching Standards.

An increased number of teaching practices are collaboratively developed using evidence to inform best practice.

People

Leaders

Establish and improve processes which build the capacity of the school community to use data and engage in evidence based conversations about school improvement, in particular relating to teaching practices and improved student outcomes.

Staff

Maintain accurate records, documentation and assessment data in order to evaluate and adjust teaching strategies, to maximise impact on student learning.

Work collaboratively to ensure that their pedagogy aligns with practices that are shown through research to have a high probability of success.

Students

Develop their capabilities to use assessment and peer feedback to reflect on and plan their own learning.

Develop their capacity to think creatively and critically, solve problems and work collaboratively with others.

Parents/Carers

Understand and know what their children are learning and how to support them.

Engage in school and curriculum activities to develop strong partnerships and deeper understanding of their children's learning.

Processes

Collaborative Practice

Structures are in place for staff to facilitate professional dialogue, collaboration, modelling of effective practice and a strong evaluative culture to inform teaching and learning.

Evaluative Practice

Implement effective evidenced based teaching methods that optimise learning progress for all students across a full range of abilities.

Evaluation Plan

- What Works Best Reflection Guide survey
- TTFM Survey
- PLAN data every 5 weeks
- NAPLAN data
- Meeting records
- Teacher evaluation of teaching learning programs.
- Professional Learning
- School Excellence Framework

Practices and Products

Practices

Teachers engage in and evaluate whole school Professional Learning activities resulting in explicit teaching of all Key Learning Areas with a focus on Literacy and Numeracy.

Continuous collaboration, reflection and planning drive on-going, school wide improvement in teaching practice and student results.

Products

Structures are in place to collaboratively plan, reflect on and deliver evidence informed pedagogies.

The use of evidence including data collection and collaborative evaluation is embedded to inform decisions, interventions and initiatives across the school.

Strategic Direction 3: Leading

Purpose

Provide leadership which supports a culture of high expectation and community engagement which leads to sustainable and measurable whole school improvement.

Improvement Measures

Increase the % of aspiring leaders through building leadership capacity.

Increased parent and community involvement in the school.

People

Leaders

Establish structures and processes to identify and address staff and personal learning needs to build the capacity of the Bathurst Alliance and the school community. Develop mentoring and coaching skills to facilitate student achievement.

Staff

Participate in Instructional Leadership opportunities to improve teaching practice.

Students

Building student leadership capacity through in school programs.

Parents/Carers

Have a voice in policy develop and are actively involved in school programs where practicable.

Processes

Instructional Leadership

Ensure instructional leadership opportunities are in place and staff are involved in strong performance and development process to monitor improvement.

Community Satisfaction/Engagement

Strengthen school community relationships to enable meaningful participation in, and support of, new and existing school initiatives.

Evaluation Plan

TTFM surveys – staff, student and parent

Executive and Alliance meetings (each term)

Regular Stage meetings

Meeting records

PLAN

NAPLAN

Diagnostic, school based assessment

PAT assessments 2–6

Practices and Products

Practices

The school maintains their focus on instructional leadership and equitable use of resources to sustain a culture of effective evidence based teaching to improve student achievement.

The school measures community satisfaction and shares its analysis and actions with the community.

The leadership team models collaborative leadership and engages with other schools to share and improve practice and encourage innovation.

Products

All teachers demonstrate effective evidence-based teaching strategies where every student makes measureable progress.

The school has a culture of review, responsibility and shared accountability to achieve high standards for all stakeholders.

The leadership team coordinates educational networks and act as mentors and coaches to guide staff and colleagues.