

School plan 2018-2020

Raymond Terrace Public School 2943



School background 2018–2020

School vision statement

Raymond Terrace Public School (RTPS) is continuing to build a culture in which everyone is challenged and supported through quality classroom practices, community participation and strategic management. We are promoting the importance of values throughout the school community. Our school is striving to become a model of quality student outcomes in a caring environment.

Our vision is underpinned by our key messages of Positive Behaviour for Learning (PBL), values of 'You Can Do It' and four pillars relating to Building Relationships, Explicit Teaching Practices, High Expectations and Common Language/Practices guide our students, staff and community as they learn together.

The Melbourne Declaration

'Through the promotion of equity and excellence,

our students will become successful learners, confident and creative individuals and active/informed citizens' (ref: Melbourne Declaration, 2008)

This reform reflects the focus group discussions of staff and community around the new planning process 2018–2020.

School context

Raymond Terrace Public School strives to develop competence in literacy and numeracy within children, and the ability to think independently and to solve problems. The school has a high expectation of success and aims to build excellent relationships between all school members. Students are encouraged to be life-long learners, adapt to change and work as team members.

The school is located thirty minutes north of Newcastle and has a school enrolment of approximately 402 children. Parents are involved in a range of aspects of the school including an active P & C. There is a significant percentage of children from public housing families and consequently the mobility rate is relatively high. Approximately 24% of the students identify as Aboriginal.

The majority of students from Raymond Terrace Public School attend Hunter River High School, therefore Raymond Terrace Public School is committed to further developing strong links with the High School to support transitioning from Year 6 to Year 7.

The school focuses on literacy and numeracy and has shown excellent growth in both. In addition, information technology and the environment are important aspects of the school. Analysis of NAPLAN results indicate that our students need additional support with spelling, grammar and general numeracy, however, it also shows that relevant to similar schools throughout the nation we are either leading the way or in the top group.

The school has adopted early intervention programs in literacy and numeracy. The school implements the MultiLit program in small intervention group work. In numeracy the QuickSmart program is used with a focus on Year 4 students. Both programs are having great success. In addition, the school operates a Phonics approach, guided reading and has three Learning and Support Teachers.

The school's priority areas reflect the needs as identified by data collected from National Testing (NAPLAN), benchmarking and staff, student and parent surveys.

School planning process

Our planning process began in 2017 with the evaluation of the previous three year plan. This was followed by input from the whole school staff for the school's future directions based on the successes and areas of need reflected in the evaluation.

Staff meetings, executive meetings and P & C meetings were forums for discussions, as well as invitations to parents and community members to share their ideas on the future planning for Raymond Terrace Public School (RTPS).

Core representatives for the development of the 2018–2020 School Plan include: School Executive, staff including the Aboriginal Education Officer and identified Aboriginal teachers and SLSOs, AECG President, School Community Liaison Officer, Parent representatives and support staff.

Our consultation processes included:

- Students being surveyed about their likes for the school and perceived improvements for future.
- Community (including The Smith Family; Communities for Children; Port Stephens Family and Neighbourhood Services; Thou Walla; AECG; speech therapists and an Occupational Therapist) responded to the open-ended questions below:

What are the three best things we do at Raymond Terrace Public School that you would like to see continued?

What do you want for your child at RTPS (prioritise three)?

What three things would you like to see changed at RTPS to improve your child's learning?

What else could we do to make things better at RTPS?

The 'Tell them from Me' surveys were used to reflect

School background 2018–2020

School vision statement

School context

As a result of strategic targeting in our School Plan over the past three years, there has been significant improvement in literacy benchmark results data and continued positive growth in NAPLAN results from Years 3 to 5.

School planning process

opinions of students, staff and community.

DEC reforms including 'Every School, Every Student'; 'Great Teaching, Inspired Learning'; 'Early Action for Success'; 'Local Schools, Local Decisions'; and 'Rural and Remote'; were used to help plan, along with NAPLAN data which was also examined for significant areas of note to guide planning.

Where discrepancies appeared in group survey responses, focus groups took place including staff, students and the community. These also served to expand answers and ask relevant questions.

School strategic directions 2018–2020



STRATEGIC DIRECTION 1

Purpose:

To ensure all students have the best opportunities possible to become successful, confident and innovative learners, who think critically and creatively, towards becoming active and informed citizens that engage in the 21st Century as global citizens.



STRATEGIC DIRECTION 2

Purpose:

To build the leadership capacity of all staff by providing them with the best 21st Century practices possible, to create a high quality learning environment underpinned by evidence based teaching practices and a differentiated curriculum, to assist students in becoming successful, confident and innovative learners, that think critically and creatively towards becoming active and informed global citizens.



STRATEGIC DIRECTION 3

Purpose:

To develop a strong sense of culture throughout the school and wider community to support parents in valuing their child's education.

Strategic Direction 1:

Purpose

To ensure all students have the best opportunities possible to become successful, confident and innovative learners, who think critically and creatively, towards becoming active and informed citizens that engage in the 21st Century as global citizens.

Improvement Measures

1. Greater use and innovations by students using technology (including improved learning outcomes) (Jason)
2. 100% of teaching and learning programs contain aspects of Critical and Creative Thinking (CCT) and CCT is explicit taught to students. (Jason)

People

People

How do we develop capabilities of our people to bring about transformation?

Using Technology

Students:

Develop critical and creative thinking (CCT) skills and strategies to transform the ways in which they approach learning tasks and problems.

Students will engage in learning that reflects current best practice through technology, leading to 21st Century Learning practices.

Staff:

Understand that CCT skills and strategies will enable their students to solve complex problems and challenges in learning tasks.

Embedding of 21st Century Learning teaching practices into staff pedagogy.

Parents:

Understanding the goals of future focused education and the need for CCT and Computational Thinking skills to enable their children to succeed as learners on the way to becoming responsible productive global citizens.

Reducing Negative Behaviours

Processes

How do we do it and how will we know?

Provide students with the latest variety of technology and quality programs that allow them to engage and promote improved learning outcomes

Guide students in understanding expectations and leadership through PBL and YCDI lessons, resulting in greater engagement and ability for all to learn in a positive environment

Provide students requiring support with access to intervention programs, differentiated learning, IEPs and appropriate resources promoting improved individual learning outcomes.

Evaluation Plan

Analysis of student data (internal and external) showing student growth and improvement.

Supervision of teacher programs

Class observations and mentoring

Student feedback

School surveys

Practices and Products

Practices

What are our newly embedded practices and how are they integrated and in sync with our purpose?

Practices:

Students using CCT to develop innovative solutions to problems.

Students engaging with 21st Century learning experiences that are a part of everyday lessons.

Teachers devising lessons that reflect 21st Century ideals, using ICT and CCT practices.

Teachers preparing students to become active and informed global and digital citizens.

Parents becoming active and informed of the innovative practices being presented in classrooms

Staff consistency of practise relating to wellbeing practices including explicit teaching of social & emotional capabilities as well as incident recording and follow up.

Consistent executive incident referral follow up practises implemented and reviewed

Products

Teaching and learning practices incorporating communication, collaboration, critical and creative thinking and citizenship.

Classrooms focused on innovative

Strategic Direction 1:

People

Students:

All students understand school expectations through common lessons, use of common language and recognition systems

Student Social & Emotional learning is supported through explicit teaching of YCDI program and evaluated through the Social & Emotional Capabilities Framework

Staff:

Professional learning lead by PBL team around wellbeing practises.

Professional learning in teaching Social and Emotional capabilities.

Executive staff follow consistent incident referral follow up as developed through consultation with LST

Parents/Community:

Community have sound understanding of school behaviour expectations with a common language being used between home and school.

Parent/Community learning around Social and Emotional capabilities and learning through transition to school programs, newsletter and social media and formal training.

Practices and Products

practices where ICT is effectively embedded in all teaching and learning practices.

All staff have consistent understanding of wellbeing incident procedures and follow these.

Clearly defined teacher, executive, Principal incident follow up

Whole school signage completed and maintained

School shares language and strategies with parents and wider community.

Strategic Direction 2:

Purpose

To build the leadership capacity of all staff by providing them with the best 21st Century practices possible, to create a high quality learning environment underpinned by evidence based teaching practices and a differentiated curriculum, to assist students in becoming successful, confident and innovative learners, that think critically and creatively towards becoming active and informed global citizens.

Improvement Measures

100% of teaching staff will:

- * have deep and thorough knowledge of syllabus documents, with a focus on English and Mathematics (Kylie)
- * differentiate the curriculum using evidence based teaching and learning programs to suit the needs of individual students (Kylie & Shahn)
- * have 80% of students reaching end of year expectations inline with syllabus outcomes (Kylie)
- * school based systems are in place to ensure ALL teaching staff are accredited and or have maintenance programs (Michelle)
- * school based systems are in place to ensure ALL students are able to access leadership opportunities and have prior experiences to allow sustainability.

People

People

How do we develop capabilities of our people to bring about transformation?

Quality Pedagogy

Students: Students understand they are responsible for their individual learning through goal setting, self-assessment and feedback linked to evidence.

Teachers: Teachers analyse and understand syllabus documents to create high-quality differentiated lessons.

Teachers use and analyse evidence, assessment and data to cater for the diverse range of student needs through implementing a differentiated, evidence based curriculum.

Teachers regularly engage in professional discussions to identify areas for support and/or student intervention

Leadership Team:

The leadership team have a deep knowledge and understanding of the syllabus documents to maintain and support teacher knowledge and practice.

The leadership builds capacity to sustain the culture of effective evidence based teaching practices in all classrooms.

Parents: Parents regularly engage with teachers through 3-way conferences and personalised learning and support meetings for identified students.

In-school partnerships

Processes

All teachers demonstrate a deep understanding of syllabus documents, with an emphasis on English and Mathematics syllabuses.

All class programs show differentiation, driven by evidence and assessment, as well as strategies to cater for identified individual students

All students requiring support will have access to intervention programs, differentiated learning, personalised learning and support plans and appropriate resources promoting improved individual learning outcomes.

Students

By providing students with opportunities to develop leadership skills within the school's existing processes to prepare for leadership in senior years

By extending leadership opportunities to younger grades to develop leadership skills in preparation for leadership service in stage 2 and 3, 007, student leadership, sports team leadership and library monitor roles.

By regularly revisiting the expectations with staff in consultations with mentors, supervisors and as a whole staff, quality leadership experiences and skills will be built and sustained.

By providing TPL on accessing NESA, advising about accreditation and promotion, HAT attainment, 5 year maintenance staff will attain appropriate accreditation and professional recognition.

Practices and Products

Practices

Teachers collaborate with and across different stages, to share syllabus knowledge and develop evidence based teaching and learning programs.

Assessment developed promote consistent teacher judgement and evidence identifies areas for improvement and/or personalised learning and adjustments.

Teachers engage in professional discussion to improve teaching and learning in their classrooms, with the assistance of intervention programs, personalised learning and support plans and specialised resources.

The leadership team establishes a professional learning community, which focusses on continuous improvement of teaching and learning. This will be evident by the registry of staff for all TPL both in school and outside agencies and courses.

The school has a high performance culture, with a clear focus on student progress and achievement and high quality servicedelivery. All students are taught by high performing teachers. The leadership team supports the recognition of this through the teacher accreditation process. Staff will regularly be directed to the professional registry and informed of ways to access and meet the professional teaching standards and career progression.

Products

The leadership team establishes a professional learning community, which

Strategic Direction 2:

People

In-school partners continue to collaboratively communicate and assist with individual learning and intervention programs and differentiated curriculum.

Leadership

Students

Ensure staff are registered with NESA knowing how to

- record their professional learning,
- access the accreditation process
- set goals
- set professional pathways
- work towards attaining higher levels of responsibility
- apply for permanent jobs or promotions positions

By developing leadership opportunities for younger students within existing school systems (such as PBL or 007) and providing support for students when in the junior leadership roles to build leading capabilities.

Processes

Evaluation Plan

Analysis of student data (internal and external) showing student growth and improvement.

Supervision of teacher programs

Class observations and mentoring

Feedback from 3-way conferencing

Practices and Products

focuses on continuous improvement of teaching and learning. This will be evident by the registry of staff for all TPL both in school and outside agencies and courses.

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Professional learning that will support staff's goals and professional development within the school and the Department. This learning will emphasise the development of effective instructional leadership, management skills and leadership attributes to facilitate whole school improvement and build a strong pipeline of leaders.

Teaching and non-teaching staff will proactively seek to improve their performance. The school supports collaborative performance development and make efforts to continuously monitor these for the measureable signs of improvement.

Strategic Direction 3:

Purpose

To develop a strong sense of culture throughout the school and wider community to support parents in valuing their child's education.

Improvement Measures

100% of students have the opportunity to learn the local Aboriginal language (John)

An average of 75% parents attend school functions (John)

Existing affiliated agencies continue to be valuable partners (Andrew)

People

People

How do we develop capabilities of our people to bring about transformation?

Students

Establish Gatang language classes for all students K–6

Staff

Provide opportunities for staff to participate in language classes

Provide professional development for interested staff

Parents

All parents are informed of students participating in language classes

Provide opportunities for parents to be involved in the learning of the Gatang language for their children

Community partners

Employee teachers of the Gatang language to instruct students and teachers in their learning

Parents, staff and community partners are encouraged to use the 'Culture Corner' to feel a sense of belonging and therefore a greater appreciation of learning for the children at our school.

Agencies

Students

Processes

Employ a teacher of the Gatang language to enable students to build a word bank, lead 'Acknowledgements of Country' at school assemblies and official celebrations

Establish a learning area for language lessons where students will recognise the significance, encouraging all students to take an active interest in learning about our local Aboriginal culture

Involve all students K–6 in learning the Gatang language as a 'second language', providing benefits to their understanding and the use of the English language, improving student outcomes

Establish a designated room (Culture room) and area (Yarning circle) by consulting with parents and community members, giving them a sense of 'ownership', which they will enjoy using.

Fostering Agency Partnerships

Maintain existing partnerships and commitment to new options including regular review of services and their impact.

Partnership "event" so that external partners can meet, share resources and work together to complement school programs.

Evaluation Plan

Data collection of attendance and participation by parents

Practices and Products

Practices

Parents will attend functions and 'yarn-ups' on a regular basis

Students will use Gatang language on formal occasions

Staff, Parents and Community Partners are aware of services available, how to access them and work together to complement school programs.

Products

Lessons will exist across the whole school

Students will be able to use the language for greetings, acknowledgement of country

Labels and displays will feature Gatang language

Parents will value their opportunities to have input into their child's education

Clearly defined roles and responsibilities with existing partners as evidenced through regular two way reviews.

Strategic Direction 3:

People

Students have access to a range of services as required through a diverse group of partnerships that are reviewed and meet specific student needs.

Staff

Professional learning for all staff on existing partnership roles in our school and how this can support student learning. Support staff in accessing these partners

Parents

Parents are informed of school/community partnerships through ongoing communication channels including ways of accessing specific support

Community partners

Are oriented to school and community context and needs through regular contact with key stake holders.

Community partners are aware of each other's interaction with the school and how they can complement each other.

Processes

Willingness of local agencies to facilitate support for students, teachers and community members

Appreciation and participation in cultural activities

Agency survey feedback

Student focus groups