

# School plan 2018-2020

## Repton Public School 2955



# School background 2018–2020

## School vision statement

Repton Public School works in partnership with its community to ensure that every student has the opportunity to succeed in a safe, positive, welcoming, respectful and inclusive environment. Our learning experiences are varied, innovative and creative and promote lifelong learning for all.

## School context

Repton Public School is a small school located on the Bellinger River in the Coffs Harbour Network on the Mid North Coast. Our school has a current enrolment of 68 students. It has a Family Occupation and Education Index (FOEI) of 84 with 16% of students in the 1st quarter and 26% in the second quarter. Our school is classified as a TP2 with a teaching Principal, 3 classes, a Learning and Support Teacher one day per week, a specialist Librarian and Relief From Face to Face Teacher for 2 days per week. Repton Public School continues to focus on the quality of student outcomes in literacy, numeracy, sport, music, environmental education and the creative arts. Repton Public School works in partnership with our community to achieve the best possible outcomes for all students.

## School planning process

Students, staff and community were surveyed about the strengths, weaknesses and visions for Repton Public School. Parents and community were also invited to attend multiple discussion sessions based on developing our School Plan for 2018. Several staff meetings focused on discussions based on data and survey results from students, staff and community. The main aim of the staff meetings was to analyse the results of surveys in order to identify commonalities in responses to surveys across all sectors, in order to identify our strategic directions. Our school community was involved in the process of identifying our three Strategic Directions. The Principal also worked with the High Performance Unit's Principal School Leadership Officer in the development of this plan. Meetings with other small schools in the Bellinger Valley and the Coffs Harbour Network were also an integral part of the development of this plan.

# School strategic directions 2018–2020

## STRATEGIC DIRECTION 1 Learning

### Purpose:

In schools that excel, there is a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can Connect, Succeed, Thrive and Learn. At Repton Public School, our purpose is to ensure effective conditions for learning through high expectations that are explicit and consistent. These are collaboratively developed by staff, students and the community using evidence-based and data-driven processes.

## STRATEGIC DIRECTION 2 Teaching

### Purpose:

In schools that excel, all teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies. At Repton Public School, our purpose is to help students achieve literacy and numeracy skills for academic success. Our teachers employ evidence-based effective teaching strategies to optimise learning progress for all students and we use data to help develop learning goals for each student. Literacy and Numeracy are embedded and explicitly taught in all subject areas.

## STRATEGIC DIRECTION 3 Leading

### Purpose:

In schools that excel, the principal is the primary instructional leader in the school. The principal and school leadership team model instructional leadership and support a culture of high expectations and community engagement, resulting in sustained and measurable whole school improvement. At Repton Public School, our purpose is to maintain distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress. We facilitate ongoing collegial discourse with our professional learning community to improve teaching and enhance learning.

# Strategic Direction 1: Learning

## Purpose

In schools that excel, there is a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can Connect, Succeed, Thrive and Learn. At Repton Public School, our purpose is to ensure effective conditions for learning through high expectations that are explicit and consistent. These are collaboratively developed by staff, students and the community using evidence-based and data-driven processes.

## Improvement Measures

- SALM Data will reflect a reduction in playground incidents and an increase in positive desirable behaviours.
- Tell Them From Me survey responses will indicate an increase in community awareness of our behaviour and learning expectations and will be collated twice per year.
- Year 5 students achieve at or above expected growth in Creating Texts–Writing.
- Year 5 students achieve at or above expected growth in Quantifying Number– Numeracy.

## People

### Students

To recognise that their actions have a direct influence on the people around them and to make positive behaviour choices.

### Staff

To use a common language and to be consistent in the delivery, handling and rewarding of student behaviours.

### Parents/Carers

To collaborate with staff to develop and implement a common language between school and home.

### Community Partners

To assist in the development of our Positive Behaviour for Learning signage.

## Processes

### Wellbeing and Engagement to Support Learning

- Targeted lessons in Positive Behaviour for Learning are based on collected data and taught explicitly to promote student wellbeing and engagement. This ensures optimum conditions for student learning.
- Implement Stephanie Alexander Kitchen Garden and music programs to support student interest.

### Planning and Reporting

- All teachers use evidence-based strategies and innovative thinking to deliver measured improvement in student progress and achievement in Writing and Number.

## Evaluation Plan

- Analysis of SALM Data.
- Analysis of 'Tell Them From Me' survey data.
- Analysis of Writing and Numeracy growth using progressions.

## Practices and Products

### Practices

- Teachers will deliver targeted lessons in Positive Behaviour for Learning and support student engagement in the program
- Positive Behaviour for Learning mascot and signage will be developed in consultation with students, staff and parents.
- SALM Data will be analysed at least once per term and communicated to all stakeholders in a timely manner.
- Staff will collaborate with teachers from other schools to assess and compare student writing samples.
- Staff will implement interest groups to support kitchen/garden/music programs..

### Products

- A positive learning environment for all stakeholders.
- Students, staff and community will use a common language both inside and outside of school.
- Lessons will be developed and taught explicitly.
- Positive Behaviour for Learning signage will be displayed in key areas.
- School Wellbeing and Discipline Policy with explicit details of expectations for students and staff.
- Accurate and consistent teacher judgement of students outcomes in Writing.

# Strategic Direction 2: Teaching

## Purpose

In schools that excel, all teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies. At Repton Public School, our purpose is to help students achieve literacy and numeracy skills for academic success. Our teachers employ evidence-based effective teaching strategies to optimise learning progress for all students and we use data to help develop learning goals for each student. Literacy and Numeracy are embedded and explicitly taught in all subject areas.

## Improvement Measures

- All students achieve at or above expected growth in Writing using progressions CrT.
- All students achieve at or above expected growth using Numeracy Progressions.
- Clear, visible and continuous mapping of students on Literacy and Numeracy Learning Progressions leading to 100% of students achieving at or above expected growth in both domains.

## People

### Staff

- To demonstrate a sound understanding of student assessment and data concepts.
- To report on student progress using reliable data.
- To collaborate with the school community to identify strategic priorities for continuous improvement.
- To use learning progressions to identify student achievement.

### Students

- To work with teachers to identify learning goals.

### Parents/Carers

- To collaborate with staff to identify strategic priorities for continuous improvement.

## Processes

### Progress and Achievement Based on Reliable Data

- Learning goals are informed, and progress towards goals is monitored through the collection of quality, valid and reliable data.

### Collaborative Practice

- Teachers analyse, interpret data to inform planning and modify teaching practice.

### Evaluation Plan

- Analysis of school and external data.
- Analysis of revised Best Start and PLAN2 student data.

## Practices and Products

### Practices

- Staff will undertake professional learning in using the revised Best Start and PLAN2 software in order to map student progress on Literacy and Numeracy Progressions.
- Early Stage 1 and Stage 1 staff to commence and continue professional learning in L3.
- Staff will implement strategies to improve student learning outcomes in number based on the professional learning course 'Mathematics Building Blocks for Numeracy'. This will include regular and systematic collection and analysis of student data to inform best teaching practice.

### Products

- All students will be mapped accurately on the revised Best Start and PLAN2 software.
- Individualised learning goals will be identified and implemented for every student.
- All students in K–6 will be engaged in a consistent learning practice.
- K–2 students will be at or above grade expectations in writing.
- Data will be collected on all students based on progressions, scheduled SENA and PAT Maths assessments to inform learning goals in Numeracy.
- The school will improve from 'Sustaining and Growing' to 'Excelling' in 'Data Skills and Use' in the School Excellence Framework.

# Strategic Direction 3: Leading

## Purpose

In schools that excel, the principal is the primary instructional leader in the school. The principal and school leadership team model instructional leadership and support a culture of high expectations and community engagement, resulting in sustained and measurable whole school improvement. At Repton Public School, our purpose is to maintain distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress. We facilitate ongoing collegial discourse with our professional learning community to improve teaching and enhance learning.

## Improvement Measures

- 100% of staff are engaged in collaborative coaching which will reflect on the impact of the teaching programs.
- 100% of Teachers who have received professional learning in utilising PLAN software will implement them in the classroom on a regular basis.
- Increase in student proficiency of technological skills in school assessment.

## People

### Staff

- Will work individually and collaboratively as part of the Small School Principal's Alliance to foster a culture of high expectations and shared responsibility resulting in sustained and measurable whole school improvement.
- Engage in regular reflective practice on their teaching.
- Accept and fulfill leadership opportunities as they arise.
- Participate in professional learning in online educational tools.
- Utilise flexible learning spaces and technology to enhance learning.

### Students

- To work with teachers in identifying appropriate learning goals to take ownership of and accept responsibility for their learning.
- To utilise technology when appropriate to enhance learning.

### Parents/Carers

- To work with students and teachers to help identify learning goals for their children.
- To provide appropriate opportunities for their children to access technology as a learning tool.

## Processes

### A Professional Learning Community

- All teachers are part of a professional learning community focused on the continuous improvement of teaching and learning.
- Embedding instructional leadership and high expectations across the school.

### Resources

- Physical spaces are used flexibly to meet diverse student learning needs and interests.
- Technology is used effectively to enhance learning

## Evaluation Plan

### A Professional Learning Community

- Collegial discussions and feedback on the teaching and learning is collected and analysed – effecting a change in teaching to enhance learning.

### Planning and Reporting

- Analysis of student technology assessment data.

### Resources

- The number of digital lessons and student submissions will reflect an increase of student engagement with technology.

## Practices and Products

### Practices

- Staff will participate in collaborative practice with colleagues and other local schools.
- Online educational tools will be utilised appropriately in all classrooms daily.

### Products

- Teachers will engage in regular reflective practice to improve their teaching to best meet student needs.
- Build opportunities for leadership opportunities for staff and students.
- All staff will improve their digital literacy and utilise our current technology to best meet student learning needs.
- Improved digital literacy of all staff will streamline and improve on administrative practices and ensure effective service delivery and customer satisfaction.
- A school scope and sequence of technology skills developed and implemented.