

# School plan 2018-2020

## The Risk Public School 2968



# School background 2018–2020

## School vision statement

The Risk Public School vision is to be a school where excellence is expected and celebrated academically and socially to support student wellbeing and will be embedded in the school culture.

The Risk will be a place where individuals are valued for creativity, effort and success.

The Risk Public School community will be successful 21st century learners through enquiry-based learning, critical and creative thinking supported by high quality teaching and learning programs.

## School context

The Risk Public School provides an attractive and stimulating learning environment for local community families. The school currently supports the learning of 28 students with 2 fulltime teachers. The school is located 20km from Kyogle in a peaceful rural setting surrounded by farmland.

There is an emphasis on literacy, numeracy and quality teaching at The Risk.

There is daily access to technology with a computer room adjoining the Primary classroom and a computer section in the K–2 classroom.

The Learning and Support Teacher is used to collaboratively devise learning support plans for students with extra needs and supports these programs in classrooms.

Student wellbeing is a focus in the school with the continuation of a student leadership program, implementation of the PBL program and continued participation in a small schools learning community called **COLOURSS (Community Of Learners Of Upper Richmond Small Schools)** that has been in existence for many years. This group works to overcome the relative isolation of each small school by organising programs and activities for students and professional learning opportunities for staff.

The parents, P&C and local community are strong supporters of the school with regular fundraising and social activities assisting the school to stay connected to the community. There is also an increase in parent partnerships in daily learning programs at the school.

## School planning process

P&C meetings & Staff meetings: information provided term 4, 2017.

New plan documents shown, new process for consultation discussed.

Community meeting held December 2017. Opinions were sought on:–

where the school is now, what the school does well, what could we do to improve performance and what do we want the school to be like in 3 years' time.

Principal attended workshop to review knowledge of school plan template and expectations.

Staff meetings in term 4 2017 to seek opinions on:

where the school is now, what the school does well, what could we do to improve performance and what do we want the school to be like in 3 years' time.

Principal formulated draft school background, vision and context.

Staff meetings in term 1 2018 to:

Evaluate current practices,

Analyse findings and devise 2 strategic directions for improvement,

Review school background and participate in the 5P process.

Principal attended Richmond Valley Principals Network days in 2017 to gain further insight into the 5P process.

Principal met with local colleague principals to share ideas and expertise.

Draft plan completed and presented to staff and P&C for final review in term 1 2018.

# School background 2018–2020

School vision statement

School context

School planning process

# School strategic directions 2018–2020



**Purpose:**

To create a 21st Century learning environment for students that nurtures inquiry-based learning, critical and creative thinking that lead to success in Literacy and Numeracy which will inspire students to seek excellence in life-long activities.



**Purpose:**

To strengthen positive, respectful relationships among students and staff to ensure our students develop and grow holistically. This will enable students to make informed, purposeful decisions while developing a growth mind-set. This will be underpinned by high expectations and dynamic differentiation of curricula that is driven by evidence-based teaching and learning programs.

# Strategic Direction 1: SUCCESSFUL LEARNERS

## Purpose

To create a 21st Century learning environment for students that nurtures inquiry-based learning, critical and creative thinking that lead to success in Literacy and Numeracy which will inspire students to seek excellence in life-long activities.

## Improvement Measures

Increased proportion of students in the top 2 NAPLAN bands in reading, writing and numeracy averaged over 3 years of data.

Baseline Data: 2015–2017 Top 2 NAPLAN Bands

Year 3: Reading–47%, Writing–54%, Numeracy–37%

Year 5: Reading–52%, Writing–0%, Numeracy– 16%

At least 75% of students demonstrating expected growth per semester across Department of Education literacy and numeracy progressions relevant to expected timeframes. (5% increase per annum)

Baseline Data

In 2017, 61% of students demonstrated expected growth on Literacy & Numeracy Continuums

## People

### Students

Engage with 21st Century Learning Programs. Use critical and creative thinking skills in all lessons.

### Staff

Develop Literacy/Numeracy programs that are inquiry-based and encourage critical/creative thinking.

### Leaders

Ensure professional learning activities support staff.

Coordinate collation and analysis of data.

### Parents/Carers

Parents work collaboratively with staff and students to support 21st Century learning strategies.

## Processes

### Spelling

- Teachers visit identified successful schools to observe programs and discuss strategies with staff
- Investigate professional learning activities to inform teaching
- Introduce full SOUND WAVES spelling program
- Regular analysis of weekly data
- Use PAT Diagnostic Assessment Program to track progress and inform remedial actions

### Writing

- Teachers source professional learning activities to improve CTJ skills to collaboratively develop assessment tasks
- Introduce twice-per-term assessment tasks that are assessed in a shared staff meeting and provide feedback to students to revise writing goals
- Refine Literacy Groups to include regular shared/guided writing in small groups

### Numeracy

- Utilise professional learning knowledge from "Making 2020 Count" to improve teaching strategies
- Increase the amount of explicit teaching of reasoning and problem-solving skills
- Teachers collaboratively develop rich assessment tasks.
- Blend S.T.E.A.M. program into Maths program

## Practices and Products

### Practices

- Students and staff engage in regular critical and creative thinking activities in all subject areas.
- Spelling, writing and numeracy progress is assessed regularly and students are provided with feedback to extend goals and maximise learning.
- Teachers collaborate regularly to ensure Literacy and Numeracy programs meet best practice.
- Teachers utilise professional learning knowledge to improve teaching and learning programs.

### Products

- Assessment of student work is analysed in detail, to inform new teaching and learning.
- Teaching/learning programs are modified regularly to cater for student need as a result of evidence gathered in assessment cycle.
- Students demonstrate confidence and competence in problem-solving activities through explicit S.T.E.A.M. activities

# Strategic Direction 1: SUCCESSFUL LEARNERS

## Processes

- Audit Maths resources and technologies and add/delete programs or resources as required

## Evaluation Plan

NAPLAN results analysed annually and help to inform effectiveness of processes.

Analysis of PLAN data to help with tracking of students on progressions.

Staff meetings to gauge teacher observations of progress of processes.

# Strategic Direction 2: RESILIENT PEOPLE, DYNAMIC LEARNERS

## Purpose

To strengthen positive, respectful relationships among students and staff to ensure our students develop and grow holistically. This will enable students to make informed, purposeful decisions while developing a growth mind-set. This will be underpinned by high expectations and dynamic differentiation of curricula that is driven by evidence-based teaching and learning programs.

## Improvement Measures

### PBL

9% improvement on positive responses by students on annual quality of school life surveys. (+3% per annum)

Baseline Data: 81.3% positive responses on 2017 survey

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### S.T.E.A.M.

- S.T.E.A.M. is evident and integrated across all teaching and learning programs

Baseline Data

In 2017 there was no formal S.T.E.A.M. component in teaching and learning programs

- Students show 10% improvement on NAPLAN problem-solving questions in numeracy.

Baseline Data

In 2017 Year 3 averaged 15% correct responses and Year 5 averaged 37.6%

## People

### Students

Engage with PBL philosophies and modify personal behaviour choices in line with PBL program.

Participate in STEAM program and improve creative/critical thinking skills.

### Staff

Introduce a sequence of learning activities that involve explicit teaching and monitoring of PBL and STEAM.

### Leaders

Regularly request feedback on progress of PBL lessons.

Attend Kyogle COS meetings to report back on progress of PBL.

STEAM program reviewed once per term at staff meetings.

### Parents/Carers

Show support for PBL and STEAM by keeping up to date through regular newsletter reports on each program.

## Processes

### PBL

- Staff introduce fortnightly lessons on selected themes with explicit teaching, signage and reinforcement strategies
- Kyogle COS meet regularly to assess progress of implementation
- Newsletter articles published periodically to inform parents of progress of implementation
- Data analysis conducted each semester to gauge effectiveness of program

### S.T.E.A.M.

- A Science, Technology, Engineering, Arts and Mathematics (STEAM) program to be introduced as a weekly K-6 program.
- Staff to source appropriate resources to implement STEAM in a K-6 setting.
- Report progress to parents through regular newsletter articles and public display of successful creations at community assembly.

## Evaluation Plan

- Progress of PBL program will be evaluated at staff meetings, student surveys and parent surveys. Staff will also analyse student behaviour data. Staff will evaluate PBL teaching and learning programs.
- STEAM program will be evaluated each term at staff meetings. Lessons to be modified after analysis of student performance and need. Student and parent surveys will be conducted to gauge levels of engagement. NAPLAN numeracy results to be analysed each

## Practices and Products

### Practices

#### PBL

- PBL philosophies are known by all people in the school community and school behaviour reflects a safe, respectful learning environment.
- Students are confident and aware of what is expected of them at school and are able to support other students to maintain respectful relationships with other students and staff.
- Students demonstrate safe, respectful behaviours.

#### S.T.E.A.M.

- Teachers include a STEAM component in their programs each term.
- Students think critically and creatively when engaging in STEAM lessons

### Products

#### PBL

- Staff regularly gather and analyse PBL data to inform teaching programs
- Student and staff knowledge of PBL expectations is high.

#### STEAM

- Students are creative and critical thinkers and solve problems confidently.
- Staff include engaging and explicit critical thinking activities in STEAM teaching and learning program

# Strategic Direction 2: RESILIENT PEOPLE, DYNAMIC LEARNERS

## Improvement Measures

correct responses on identified number problem questions.

## Processes

year to measure improvements in problem solving questions.

## Practices and Products