

School plan 2018-2020

Rocky River Public School 2983



School background 2018–2020

School vision statement

Rocky River Public School is committed to providing inclusive education within an engaging and nurturing environment. We are committed to academic excellence as well as developing confident, creative and successful learners.

School context

Rocky River Public School is one of the oldest schools in the New England region and celebrated its sesquicentenary in 2010. It is a small rural school situated 5km north of Uralla on the Thunderbolt's Way. The students are from a wide socio economic range within the local area and Uralla. It is currently a two teacher school and works within a cluster of small schools known as " *The Thunderbolts Alliance*" in the area for sporting, cultural, social and professional development activities. The local community is very supportive and all major school activities are well attended. The school provides comprehensive educational experiences to enhance the academic, cultural, physical and social development of students. A dedicated staff, excellent resources and a beautiful rural setting combines to develop in the students a love of learning which, together with strong basic academic skills, will carry them through their education and their lives in the 21st Century. In this small school, students interact across age groups, playing with and caring for each other as a family. Small class sizes ensure individual attention – each child is treated as an individual and their own needs, interests and talents are understood and catered for. The school is an important part of the Rocky River community. Staff, parents and local residents actively work to provide a strong foundation for learning excellence. The school is a member of the Armidale Community of Schools (ACOS) which supports principals, staff and students across the New England. We have a holistic view of education encouraging our students to be involved in not only academic and sporting activities but also actively promoting student leadership, values and contributing to the wider community. In the small school environment, students are encouraged to work independently and cooperatively to become self-motivated learners.

School planning process

In 2017, a comprehensive process was undertaken to review current practices and collect evidence to determine the strengths and areas for further development. Survey results from staff, students and parents, student attendance and academic results were used to determine the three key strategic directions for the School Plan to ensure school improvement.

Regular staff meetings were held to discuss the strengths of the school and the directions that need building. All staff have had input into identifying the 3 strategic directions and the processes, products and practices.

The parent and community groups were invited to contribute through discussions at P&C meetings and feedback via emails. Data from informal discussions with parents, teachers and students has also been used.

This consultation process has resulted in the ongoing three strategic directions:

1. Student Future Learning Through Quality Teaching
2. Connected Global Citizens

School strategic directions 2018–2020



Purpose:

Create a challenging positive culture, with support, to enable effective teaching to promote committed, enthusiastic and independent learners equipped with the competencies required to achieve success in the 21st Century.

In addition to having a strong foundation in Literacy and Numeracy and a deep content knowledge, students will develop confidence in their ability to learn and adapt.



Purpose:

To build a sense of identity and a feeling of belonging and connection to school, local and global communities. Equip students with the skills and attitudes that will enable them to compete locally and globally in a market that values human interaction. . Students require a high level of digital literacy in order to thrive and work in the world. Seamless and purposeful integration of technology into future-focused learning and teaching can provide opportunities for students to think independently and develop skills that will enable them to flourish in a world driven by technology. They will be to be responsible participants of the 21st Century.

Strategic Direction 1: Student Future Learning Through Quality Learning

Purpose

Create a challenging positive culture, with support, to enable effective teaching to promote committed, enthusiastic and independent learners equipped with the competencies required to achieve success in the 21st Century.

In addition to having a strong foundation in Literacy and Numeracy and a deep content knowledge, students will develop confidence in their ability to learn and adapt.

Improvement Measures

All Teaching/learning programs, rubrics and assessment tasks are embedded with 21st Century learning including creative and critical thinking skills and project based learning which reflects change in pedagogy and learning.

Students' Learning Journals demonstrate greater confidence in their own learning and their ability to reflect on their learning.

NAPLAN results indicate increase in the number of students at and above minimum standards in Literacy and Numeracy.

Increased proportion of Aboriginal students in the top 2 NAPLAN bands for Literacy and Numeracy.

People

Students

Students have an inquiring mind and are self directed independent learners.

Students use creative and critical thinking.

Students apply logic and reasoning draw conclusions, design a course of action and evaluate procedures and outcomes.

They will develop strong foundation skills in Literacy and Numeracy and strong content knowledge integrated into all KLAs and supported by technology.

Staff

All staff promote the key competencies for future learning through authentic and ubiquitous learning, providing opportunities resources and learning spaces; to develop creative and critical thinking skills.

They demonstrate personal responsibility to improve their teaching practice.

Leaders

The **Principal** is a leader in modelling and supporting the competencies for life long learning.

Principal will build the capacity of teachers through the provision of Professional Learning and guidance to implement Project based Learning.

The Principal will lead equitable professional learning to enhance knowledge and application of quality teaching pedagogy across the curriculum.

Processes

Future Learning

Students engage in challenging learning programs to develop 21st Century key competencies of cognition, connection, collaboration, creativity and communication such as Project based Learning and Global Digital Citizens Foundation.

Staff engage in Professional Learning to implement pedagogical practices through authentic, ubiquitous learning providing opportunities resources and learning spaces to develop creative and critical thinking skills.

Quality teaching/Quality learning

Implementation of a whole school approach to quality teaching/quality learning catering for individual student needs using the learning progressions to plot students growth.

Implement consistent evidence based teaching practices including formative and summative assessments to identify students learning needs.

Explicit Literacy and Numeracy teaching will provide a sound foundation of skills supported by the use of technology as an accelerator for strategic learning.

Evaluation Plan

Student Learning Journals and work samples.

Teacher Professional Development Plans, Class programs and evaluations and

Practices and Products

Practices

Students monitor their own learning and set their own learning goals having high expectations of themselves and being accountable for being active and committed learners.

Staff use data to inform strategic teaching/learning improvements by tracking students on the learning progressions.

Explicit teaching of and embedding Critical and creative thinking throughout

Products

Staff are confident in their ability to incorporate cross curriculum priorities and the general capabilities of syllabus documents, as well as 21st Century key competencies of cognition, connection, collaboration, creativity and communication.

Teaching/learning programs include the explicit integration of Project Based Learning to develop 21st Century competencies.

A K–6 Creative and Critical Thinking continuum developed to support whole school teaching/ learning programs.

.Staff have a deep understanding of quality teaching framework and confidently discuss how they have embedded quality teaching into their programs and teaching strategies.

Students are confident and autonomous problem solvers and critical and creative thinkers.

Strategic Direction 1: Student Future Learning Through Quality Learning

People

The Principal will lead a school wide focus on individual student achievement to review student achievement data informed by identified learning goals.

Community Partners

Processes

observations reflect professional learning.

Internal and external assessments

Parent, student and staff surveys

Assessment of student engagement such as on task behaviour, the evaluation of effort and resilience in learning and the impact of learning goals.

Practices and Products

Students are confident, adaptable and resilient with well developed questioning and problem solving skills.

Students have sound foundation skills in Literacy and Numeracy and strong content knowledge integrated into all KLAS and supported by technology.

Students have belief in their own capacities to learn successfully; and their understanding of the relationship between effort, attitude and success.

Strategic Direction 2: Connected Global Citizens

Purpose

To build a sense of identity and a feeling of belonging and connection to school, local and global communities. Equip students with the skills and attitudes that will enable them to compete locally and globally in a market that values human interaction. . Students require a high level of digital literacy in order to thrive and work in the world. Seamless and purposeful integration of technology into future-focused learning and teaching can provide opportunities for students to think independently and develop skills that will enable them to flourish in a world driven by technology. They will be to be responsible participants of the 21st Century.

Improvement Measures

Wellbeing surveys indicate high levels of satisfaction in the areas of belonging and engagement.

Parent surveys indicate a positive school culture where they feel they belong and are valued .

Parents report satisfaction in the communication systems implemented by the school.

Increased attendance of students at community activities and events.

Increased attendance of parents at P&C meetings and events.

100% of Student growth from Year 3 to Year 5; and Year 5 to Year 7 will be at or above national level.

100% of students achieving benchmarks in English and Mathematics

People

Students

Build belief in their own capacities to learn successfully; and their understanding of the relationship between effort, attitude and success.

Students will be effective communicators who are able to articulate the characteristics of a responsible citizen.

Staff

Participate in professional and community networks to broaden knowledge and improve practice.

Staff are positive role models demonstrating the School values.

Establish and maintain respectful, collaborative relationships with parent/carers and community members.

Clearly and explicitly demonstrate how they know, value and support every student.

Leaders

The Principal will lead a school wide focus on individual student achievement to review student achievement data informed by identified learning goals .

The Principal ensures the school values underpin and support high quality and inclusive practices.

The Principal promotes parental/carer engagement as a key element of raising the achievement of all students.

Community Partners

Processes

Connected Communication

Staff participate in instructional rounds across the Alliance observing the impact of identified changed pedagogy.

Students use communication skills to provide a scaffold for building relationships and a sense of belonging facilitating access to the wider world.

Students and staff consistently demonstrate the safe, ethical, responsible use of technology

Collaborative Professional Learning

Regular collaborative Professional Learning between the Thunderbolt's Alliance schools including:

- creative and critical thinking
- STEAM implementation
- Writing Rescue

Evaluation Plan

Teaching /learning programs, classroom observations

Assessments including standardized tests, NAPLAN, unit assessments.

Tracking of students along the Literacy and Numeracy progressions

Student Learning Journals

Assessment of student engagement such as on task behaviour, the evaluation of effort and resilience in learning and the impact of learning goals.

Practices and Products

Practices

Cultural participation including –

- Aboriginal
- multicultural
- community activities and events including ANZAC Day Commemorations
- Acknowledgment of Country
- Asian Connexion video conferencing Project

Implementation of explicit learning opportunities that highlight continual growth in understanding of the characteristics and actions of responsible citizens. Students are able to demonstrate awareness of and engage with world events, forming informed personal opinions.

Staff engage in reflective practices to identify what works and what can be improved.

Teachers regularly use " Class Dojo", a classroom communication app used to share informal reports between parents and teachers. Teachers track student behaviour and upload photos or videos.

The Skool Loop app is used regularly as tool to communicate and exchange whole school information with individual parents.

Teachers draw on research based professional learning to develop teaching programs to meet the needs of future focussed learners including creative and critical thinkers and tech savvy students.

Products

Strategic Direction 2: Connected Global Citizens

Improvement Measures

All teachers can articulate "what works best" and can demonstrate improved practice.

People

Community members will participate in a connected communication network with the school.

Processes

Student /parent surveys

Data collected from Class Dojo app. and Skool Loop app.

Minutes of P&C and Professional Learning meetings.

Practices and Products

Happy fulfilled students with skills to be creative and empathetic, able to make informed moral decisions.

Students who are self-disciplined with creative and ethical minds who can acknowledge and be respectful of differences in opinion whilst valuing other's ideas and opinions.

Confident self aware students prepared for whole of life experiences, not just work.

Staff have a deep understanding of the quality teaching framework and confidently discuss how they have embedded quality teaching into their programs and daily teaching strategies.

A fair, just and inclusive school culture where students, teachers and parents appreciate the value of working effectively as a team through negotiation, appreciating differences, demonstrating respect and tolerance and who value the contribution of others.

Effective, simple to use communication systems between parents and school which enables teachers, students and parents to share a connected community

A comprehensive, well structured program of integrated opportunities to develop the values and attitudes of responsible global citizens.