

School plan 2018-2020

Rydalmere Public School 3020



School background 2018–2020

School vision statement

At Rydalmere Public School we are dedicated to creating a dynamic and engaging school community of safe, respectful learners who belong. Our priority is developing global citizens for the future.

School context

Rydalmere Public School and Preschool is a small metropolitan school located at the centre of population for the greater Sydney area. The school is set on expansive grounds. In 2018, the school population sits at 176, comprising 156 K–6 students in our primary classrooms and 20 preschool children each day. The preschool runs two programs each week, servicing a total of 40 preschool children weekly.

56% of our students come from a Non–English Speaking Background and 7% of our students are from an ATSI background. Overall, our Family Occupation and Education Index (FOEI) is 101. Our students are safe, respectful learners who belong. We enable them to become:

- successful learners
- confident and creative individuals
- active and informed citizens

Our school staffing consists of eight teaching positions, including two executive positions of Principal and Assistant Principal, and various part–time specialist support teachers and support staff. Rydalmere Public School and Preschool staff promote equity and excellence. Embedded in their practice is the promotion and development of all students':

- intellectual
- physical
- social
- emotional
- moral
- spiritual and aesthetic and
- wellbeing needs.

The parents and carers of Rydalmere Public School, unite with the staff in positive partnerships to improve the learning experiences for their children. An active P&C body exists. All members of our school community are involved in key decision making, and valued as contributors.

School planning process

The annual evaluation process was led by the school Principal and involved consultation with all key stakeholders within the Rydalmere Public School community. Key stakeholders for the purpose of this document are students, parents and carers, community members and staff. Initial consultation involved informing the community of the new planning process. Information was provided about the current and upcoming educational reforms that support this process.

The whole staff reflected on the current school plan, Bump It Up Plan and External Validation outcome with particular emphasis on teaching, learning and leading. The following internal and external data was collected and used for analysis via the following methods:

- Voluntary surveys were provided to all families in the areas of the 2015–2017 Plan and the three strategic directions, with responses received from 34.4% of families
- Future forums were held to reflect on what is great at Rydalmere PS, what they would like changed and what they want most for the children at RPS, with participation rates of 100% of selected K–6 students via interview and 100% of staff through forums.
- Analysis of student achievement data from K–6 including analysis of Literacy and Numeracy Continuum data, Running Records, Words Their Way Spelling Inventory, NAPLAN SMART data and rich classroom assessment task results.
- Both formal and informal lesson observations as part of the PDP process, as well as peer observation via our QTSS focus.
- Analysis of policies and programs, meeting minutes, communication methods and other documents relevant for this evaluation process.

Consultation and collaboration with our Community of Schools group, PSL and AECG was an important part of the process.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1 Excellence in Learning

Purpose:

From preschool days teachers will:

- * Plan rich learning experiences to establish high expectations
- * Engage and develop vital skills for now and the future
- * Use student's prior knowledge and skills, to develop individual learning plans and programs
- * Facilitate the learning of foundation skills in literacy and numeracy, strong content knowledge and the ability to learn, adapt and be responsible citizens.
- * Use formative and summative assessment to measure student's performance and inform students, parents, carers and community.

This is underpinned by a whole school approach towards wellbeing and is developed through a positive learning culture.

STRATEGIC DIRECTION 2 Excellence in Leading

Purpose:

To build an instructional leadership team who have a shared responsibility for:

- * all students learning
- * sustained and measurable whole school improvement
- * being responsive to the community.

High quality professional learning will focus on continuous improvement in the areas of:

- * technology
- * pedagogy
- * active leadership at all levels

This is underpinned by a high expectations culture of mentoring, coaching and community engagement.

STRATEGIC DIRECTION 3 Excellence in Teaching

Purpose:

Teachers will demonstrate personal responsibility for:

- * Capacity building
- * Improving teaching practices in line with Professional Teaching Standards
- * Working individually and collaboratively with support to evaluate the effectiveness of their teaching
- * Regularly analysing and collecting data to inform future teaching
- * Giving priority to evidence based teaching strategies.

This is underpinned by high quality teaching programs promoting student engagement.

Strategic Direction 1: Excellence in Learning

Purpose	People	Processes	Practices and Products
<p>From preschool days teachers will:</p> <ul style="list-style-type: none"> * Plan rich learning experiences to establish high expectations * Engage and develop vital skills for now and the future * Use student's prior knowledge and skills, to develop individual learning plans and programs * Facilitate the learning of foundation skills in literacy and numeracy, strong content knowledge and the ability to learn, adapt and be responsible citizens. * Use formative and summative assessment to measure student's performance and inform students, parents, carers and community. <p>This is underpinned by a whole school approach towards wellbeing and is developed through a positive learning culture.</p>	<p>Students</p> <p>Actively demonstrate being safe, respectful learners to ensure engagement in all tasks.</p> <p>Students</p> <p>Commit to learning goals set and reflect on feedback provided by teachers to understand their own learning needs.</p> <p>Staff</p> <p>Know and understand individual student needs and create targeted learning goals for all students.</p> <p>Staff</p> <p>Collegial mentoring through QTSS funding to ensure all teachers are creating rich learning experiences.</p> <p>Parents/Carers</p> <p>Support children's learning through meaningful and transparent communications with teachers about the needs of their child.</p>	<p>Strong Preschool Foundations Children will be provided with opportunities to apply thinking strategies and problem solve, through play. Children will be encouraged to explore and communicate concepts, with a focus on literacy and numeracy.</p> <p>Curriculum Delivery</p> <p>a. Differentiated programming to reflect the diverse needs of our students. This will be supported by school-based assessment data to inform our 'Tiered Levels of Support' approach.</p> <p>b. Embed the cross curriculum priorities of literacy and numeracy in all Key Learning Areas, with an emphasis on students' wellbeing.</p> <p>c. Intensive Learning and Support programs for targeted students in the areas of EAL/D, NAP, Learning Support (including Intervention Groups 3–6) and Gifted & Talented.</p> <p>Wellbeing Continued application of PBL, our Resilience Program and growth mindset strategies with a focus on consistent expectations between classroom and playground.</p>	<p>Practices</p> <p>Strong Preschool Foundations – Preschool educators embed belonging, being and becoming into the daily program.</p> <p>Curriculum Delivery – All teachers identify the impact of their teaching on student learning through data analysis and reflective feedback.</p> <p>Wellbeing – The school promotes and maintains a culture of high expectations of students to be resilient safe, respectful learners who belong.</p> <p>Products</p> <p>Strong Preschool Foundations – increased Best Start entry outcomes in literacy and numeracy.</p> <p>Curriculum Delivery – All teachers embed all elements of the quality teaching framework into daily programs. Learning and Support programs run parallel to regular classroom learning.</p> <p>Wellbeing – sustained high levels of engaged students who are committed to their individual learning goals, and who engage in reflection sessions with teachers.</p>
Improvement Measures		Evaluation Plan	
<p>Increase the proportion of students in the top two NAPLAN bands by 14% (2019) as per 'Bump It Up' measures.</p> <p>60% of students making greater than or equal to expected growth in Reading.</p> <p>50% of students making greater than or equal to expected growth in Numeracy.</p> <p>100% of students using individual learning goals in literacy and numeracy.</p>		<p>Reporting of milestone progress through management and leadership teams. Regular monitoring of school-based internal data linked to learning continuums/progressions. Monitoring of external data such as NAPLAN data to validate internal data. Student surveys conducted.</p>	

Strategic Direction 2: Excellence in Leading

Purpose	People	Processes	Practices and Products
<p>To build an instructional leadership team who have a shared responsibility for:</p> <ul style="list-style-type: none"> * all students learning * sustained and measurable whole school improvement * being responsive to the community. <p>High quality professional learning will focus on continuous improvement in the areas of:</p> <ul style="list-style-type: none"> * technology * pedagogy * active leadership at all levels <p>This is underpinned by a high expectations culture of mentoring, coaching and community engagement.</p>	<p>Leaders</p> <p>Identify universal, targeted and intensive professional learning opportunities for staff in line with school priorities and DoE accountabilities.</p> <p>Leaders</p> <p>Build staff, teacher and leader capacity through the delivery of high quality professional learning.</p> <p>Leaders</p> <p>Current and aspiring leaders will lead and manage key projects to develop their leadership capabilities.</p> <p>Leaders</p> <p>Use instructional leadership to drive change.</p> <p>Staff</p> <p>To view themselves as leaders and take on leadership opportunities.</p> <p>Community Partners</p> <p>Community Hub leader to support and engage families and the community.</p> <p>Community Partners</p> <p>Sustain and grown our CCC CoS and share knowledge and expertise to develop educational management and leadership capabilities of current and aspiring leaders.</p>	<p>Professional Learning – To build effective pedagogical practices and sustain the professional learning of all staff. This will be achieved by leaders providing targeted Professional Learning to improve teaching practice and enhance student outcomes.</p> <p>Community of Schools – Develop efficacy and capacity of current leaders and aspiring leaders through high quality professional learning, structured support and coaching from Principals within our CoS.</p> <p>Instructional Leadership and Management – Leaders will monitor and evaluate the school-wide impact of their instructional leadership and design initiatives that will support teachers to improve student achievement. Distributed leadership will build the capacity of all staff through meaningful and intuitive mentoring.</p> <p>Evaluation Plan</p> <p>Reporting of milestone progress through management and leadership teams. Staff surveys conducted. PDP goal evaluations.</p>	<p>Practices</p> <p>Professional Learning – Teacher capacity built through instructional leadership, where cycles of inquiry drive change and are linked to professional standards for teachers and leaders.</p> <p>Community of Schools – All staff utilise and share skills developed through CoS initiatives. Leaders maintain regular contact and communication to sustain and grow the connectedness and efficacy of our CoS.</p> <p>Instructional Leadership and Management – Supportive and collegial opportunities build the capacity of all staff through evaluative management processes. Staff have purposeful leadership roles based on their expertise, including mentoring of Beginning Teachers.</p> <p>Products</p> <p>Professional Learning – varied professional learning structures and mentoring structures reflect both individual staff needs and the school priorities.</p> <p>Community of Schools – Teachers engage in collaboration across the CoS and value what it offers. Principals and leadership team share knowledge and expertise.</p> <p>Instructional Leadership and Management – Structured meaningful and intuitive mentoring is effectively delivered to drive continuous improvement.</p>
Improvement Measures			
Leaders drive improvement and implement processes and practises that reflect data-informed goals.			
100% of staff are engaged in high quality professional learning as reflective leaders of learning.			
Community of Schools leadership team evidence increased satisfaction from staff involvement in professional learning.			

Strategic Direction 3: Excellence in Teaching

Purpose	People	Processes	Practices and Products
<p>Teachers will demonstrate personal responsibility for:</p> <ul style="list-style-type: none"> * Capacity building * Improving teaching practices in line with Professional Teaching Standards * Working individually and collaboratively with support to evaluate the effectiveness of their teaching * Regularly analysing and collecting data to inform future teaching * Giving priority to evidence based teaching strategies. <p>This is underpinned by high quality teaching programs promoting student engagement.</p>	<p>Staff</p> <p>Know, understand and implement explicit literacy and numeracy pedagogy with ongoing collaborative professional learning, planning and assessment.</p> <p>Staff</p> <p>Challenge what staff see as their 'practice norms' to further engage in deeper professional learning of teaching the curriculum.</p> <p>Staff</p> <p>Proactively engage in individual professional learning in line with their PDP goals.</p> <p>Leaders</p> <p>Facilitate review of internal and external data to reflect-on and improve future programming.</p> <p>Parents/Carers</p> <p>To understand the importance of capacity building and the positive impact this has on their child's learning and the school as a whole.</p>	<p>Assessment and Reporting</p> <p>a. A common language for visible learning is established where learning intentions are clearly articulated in all literacy and numeracy lessons.</p> <p>b. Data walls are used for staff and students to track and monitor individual progress on learning continuums/progressions, to support a growth mindset model.</p> <p>c. PAT online testing for Reading and Mathematics will take place in Term 1 and Term 4 to measure growth over time and plan effective teaching cycles. These will also be used to monitor targeted 'Bump It Up' students.</p> <p>Collaborative Practice – Collaboration between staff to provide high quality, authentic learning experiences, by evaluating and reflecting on their own practice.</p> <p>Performance and Development Plan (PDP) – staff will create PDPs that are reflective of their personal goals and in line with school priorities.</p> <p>Evaluation Plan</p> <p>Reporting of milestone progress through management and leadership teams. Regular monitoring of school-based internal data linked to learning continuums/progressions. Monitoring of external data such as NAPLAN data to validate internal data.</p>	<p>Practices</p> <p>Assessment and Reporting – Teachers enable students use their knowledge of self to set new learning goals and use these as a tool for growth. Students maintain ownership of learning through growth mindset principles.</p> <p>Collaborative Practice – Time built in to professional learning calendar for collaborative planning, programming and assessment, with evidence-based teaching strategies at the core.</p> <p>Performance and Development Plan (PDP) – All staff are actively engaged in and committed to developing their own capacities and capabilities as teachers and leaders.</p> <p>Products</p> <p>Assessment and Reporting – Individual student data walls exist in every classroom.</p> <p>Collaborative Practice – Increased teacher capacity resulting in improved student outcomes.</p> <p>Performance and Development Plan (PDP) – Teacher quality is enhanced through high calibre, relevant and evidence-based professional learning linked to their PDP.</p>
Improvement Measures			
Increased number of Teachers accredited by NESA at Proficient and higher levels.			
100% of staff reflect on their success of goals achieved as part of annual PDP process.			
Shared culture of high expectations in programming and assessment with increased engagement in collaborative practices.			