

School plan 2018-2020

Ryde Public School 3021



School background 2018–2020

School vision statement

Ryde Public School is a welcoming and friendly school where parents and community members are valued partners in their child's education. We provide diverse and inclusive educational programs that challenge and inspire all children to take ownership of their learning journey and develop a growth mindset.

School context

Ryde Public School is located in the heart of the city of Ryde. The school is set on large grounds with buildings that reflect the long history of the school. Sandstone buildings and modern classes blend to provide 21st century learning environments. The students at Ryde Public School enjoy a holistic education that provides opportunities in the arts, sport and academics and nurtures social and emotional development.

Increased urban renewal and development in Ryde is supporting the growth in enrolments. The school community is a reflection of the rich cultural diversity of the city of Ryde. The school is proud that many families have their first Australian school experience at Ryde. Over 80% of enrolments are from language backgrounds other than English and over fifty language backgrounds are represented in our school population.

School planning process

The school community including staff and parents participated in a series of collaborative meetings to develop the School Strategic Directions based on our shared core values.

Current school data was reviewed alongside documents including, The DoE Strategic Plan 2018–2022, School Excellence Framework V2, *The Melbourne Declaration on Educational Goals for Young Australians*, *Belong, Being & Becoming– The Early Years Learning Framework for Australia*, and *Tell them from Me*, teacher & students surveys.

As part of our journey we aligned the *Kids Matter* philosophies with our school directions.

Representatives from the parent body and the Ryde community group were actively engaged in the consultation; they were given the opportunity to review and provide feedback as the goals evolved.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1 Empowered Learners

Purpose:

Students will achieve their full potential by taking ownership of their learning, confidently setting measurable goals and being self reflective life long learners. They can articulate their learning and understand what they need to learn next to enable continuous growth. Students voice is valued as they have authentic opportunities to contribute to their school community; student-led, student-driven and student-focused.

STRATEGIC DIRECTION 2 Staff Excellence

Purpose:

Teachers have the greatest impact on student outcomes. Excellent teachers are committed to identifying, understanding and implementing the most effective teaching methods, with the highest priority given to evidence based teaching strategies.

STRATEGIC DIRECTION 3 Wellbeing for all

Purpose:

Wellbeing is inextricably linked to the learning of all students. Building relationships based on transparency, honesty and mutual respect, together we can work constructively to support the wellbeing and engagement of all stakeholders, ultimately enhancing the interpersonal skills for all students in order to develop proactive local and global citizens.

Strategic Direction 1: Empowered Learners

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Improvement Measures

Increase the number of students demonstrating expected growth in literacy and numeracy

- School-wide assessment practices drive improvement of every student, every year.
- Increased percentage of attendance at learning conferences (in place of parent teacher interviews).
- Reports highlight student success and reflect progress towards their learning and wellbeing goals.

People

Students

- Students will develop their knowledge and skills to set, track and achieve goals.
- Students will be consulted and involved in shaping their experiences at school in meaningful and authentic ways.
- Student leaders will build their capacity through positive working relationships with staff, students and the community.

Leaders

- Collaboratively develop a framework to ensure consistency and success for all students when setting goals.
- Involve students in decision making about processes, planning and improvements.
- Review new processes using data and feedback then making modifications

Staff

- Professional development in stage teams, draft goals in preparation for learning conferences.
- Leadership support and training for staff (SRC, Student Voice, Action Team).

Parents/Carers

- Discuss during parent information evenings and participate in learning conferences.
- Work openly in partnership with parents, communities and organisations (**DoE Values: Trust*)
- Community consultation, surveys and

Processes

Learning Conferences

Proformas and scripts developed for teachers, outlining the processes of student learning and wellbeing goals in preparation for Learning Conferences. This will support and strengthen personalised learning and achievement.

Strengthen Student Voice

Support students to be active contributors in their own learning and in the wider school community to increase a sense of belonging, strengthen relationships and improve self esteem.

Evaluation Plan

- Learning Conference data: attendance, feedback and goals achieved
- Student '**Action Team**' feedback and evaluations
- Increased proportion of students reporting a sense of belonging, expectations for success and advocacy at school (**DoE Performance Measures*)

Practices and Products

Practices

Student Goal Setting

- Learning Conference guidelines published, refined and evaluated annually
- Ongoing goal setting cycle for individual students
- Learning Conferences twice a year with students, families and staff collaborating

Student Voice

- Student leadership structures reviewed, improved and established.
- Building a school culture where student voice has a significant place.
- Creating a student lead '**Action Team**' to gather feedback about curricular and extra-curricular practices.

**KidsMatter: Student Voice*

Products

Student Action Team

- Students involved in curriculum planning and assessing
- Seek and include student views: *curriculum and feedback processes*

School Community

- Empowering students and building school pride
- Decision making shared with students

Strategic Direction 1: Empowered Learners

People
focus groups

Strategic Direction 2: Staff Excellence

Purpose	People	Processes	Practices and Products
<p>Teachers have the greatest impact on student outcomes. Excellent teachers are committed to identifying, understanding and implementing the most effective teaching methods, with the highest priority given to evidence based teaching strategies.</p>	<p>Staff</p> <ul style="list-style-type: none"> In-school Professional Learning processes: mentoring, expertise, induction School Based Teams and Networks <p>Leaders</p> <ul style="list-style-type: none"> Facilitating PDP processes and ensuring they are aligned to Professional Learning, RPS Strategic Directions and Standards for Teachers. Supporting staff to identify PL professional development (internal and external) <p>Community Partners</p> <ul style="list-style-type: none"> Community of Schools Network: collaborative partnerships with local schools: Denistone East & Ryde East 	<p>Professional Development</p> <p>Staff lead and engage with professional learning to enhance the quality of teaching, support knowledge of the curriculum, how students learn, innovation and current changes.</p> <p>Establish networks for 'Early Career and Beginning Network' and 'Accreditation Network'.</p> <p><i>*NESA</i></p> <p>Leadership Development</p> <p>The school has a high performing teaching staff, whose capacities are continually built to ensure that every student experiences high quality teaching. The executive has participated in capacity development programs and implements principals of evaluative thinking, monitoring the impact of programs and approaches used by all teachers, and improved practice as required.</p> <p>Establish the 'Aspiring & new Leader Team'.</p> <p>Curriculum (CTJ & Reporting)</p> <p>The school's curriculum provision supports high expectations for student learning. This will be enhanced with the establishment of specific Teams for 'Teaching and Learning', 'Technology' and 'Assessing and Reporting'.</p> <p>Evaluation Plan</p> <ul style="list-style-type: none"> Staff PL log and PDP's goal 	<p>Practices</p> <p>In-School Professional Learning</p> <p>Regular planning time allocated to staff each term, and allocated time to log and analyse Professional Learning plans.</p> <p><i>*QTSS</i></p> <p><i>*TSA http://tsa.det.nsw.edu.au/</i></p> <p><i>*School Excellence Framework V2</i></p> <p>Ongoing Teacher Development</p> <p>Mentoring and coaching support to ensure the ongoing development and improvement of all teachers (teams, stages and whole staff).</p> <p><i>*Great Teaching, Inspired Learning</i></p> <p><i>*DoE 2018–2022 Excellence, Equity and Accountability</i></p> <p>Teacher Learning Communities (TLC)</p> <p>Teachers collaborate as members of a professional community to engage with evidence based research, information sharing and constructive dialogue.</p> <p><i>*What works best' CESE</i></p> <p><i>*School Excellence Framework–V2</i></p> <p>Accountability Processes</p> <ul style="list-style-type: none"> Teachers have a sound understanding of student assessment and data concepts. Develop and embed consistent teacher
Improvement Measures			
<p>Every teacher and every leader improves every year.</p> <ul style="list-style-type: none"> Teachers have high expectations and continually work to improve themselves and their work. Teachers respect others' expertise, experience and points of views in a collaborative learning environment. Increase capacity of teachers to implement effective teaching and learning, maximising student growth & improving literacy and numeracy performance. <p><i>*How schools can improve literacy and numeracy performance' CESE</i></p> <p><i>https://www.cese.nsw.gov.au/publications-filter/how-schools-can-improve-literacy-and-numeracy-performance-and-why-it-still-matters</i></p>			

Strategic Direction 2: Staff Excellence

Processes

- achievement
- PLAN 2: *Individual Student Progress*
- Creation and reviews of Strategic Direction Teams and Networks
- Increased staff engagement in targeted professional learning
- Staff leadership capacity strengthened and promotions increased

Practices and Products

- judgement practices across the school (CTJ)
- Reporting is personalised and supports further progress and achievement.

**School Excellence Framework –V2*

**PLAN 2*

MAPPEN: Concept Based Learning

- Curriculum and professional learning.
- Integrated units for History, Geography and Science.
- Rich learning tasks alongside 'Habits of Mind' and 'Learning Styles'.

<https://getmappen.com/info/>

Products

Professional Learning Log

Whole School, Team and individual Professional Learning is discussed, tracked, shared, monitored and reviewed (accountability and transparency).

Resources are allocated efficiently and effectively (time and PL budget).

Formative Assessment (TLC)

Evidence-based strategies are embedded in teacher practice.

**Dylan Wiliam*

<http://www.dylanwiliamcenter.com/>

Effective Induction

Consistent school based induction

Strategic Direction 2: Staff Excellence

Practices and Products

programs support new staff and early career teachers.

**SSGT*

<http://www.ssgt.nsw.edu.au/>

Increased Leadership

Staff capacity is increased, leadership roles are distributed and promotions are successful.

**DoE 'Leadership and High Performance*

[https://education.nsw.gov.au/inside-the-department/directory-a-z/leadership-and-high-performance'](https://education.nsw.gov.au/inside-the-department/directory-a-z/leadership-and-high-performance)

Strategic Direction 3: Wellbeing for all

Purpose

Wellbeing is inextricably linked to the learning of all students. Building relationships based on transparency, honesty and mutual respect, together we can work constructively to support the wellbeing and engagement of all stakeholders, ultimately enhancing the interpersonal skills for all students in order to develop proactive local and global citizens.

Improvement Measures

Actively develop the wellbeing of all stakeholders.

- Increased percentage of attendance at all school events
- Student reflections highlight wellbeing growth and increased engagement in learning
- Staff report increased growth in own wellbeing
- Clear use of communication trees by staff and parents/ carers.

People

Students

Students will develop their wellbeing with a focus on resilience and engagement in their learning.

Staff

Professional learning to enhance both personal wellbeing and the wellbeing of students under their care.

**KidsMatter*

<https://www.kidsmatter.edu.au/>

Leaders

Collaboratively develop a framework to support the wellbeing of staff as well as review and formalise the wellbeing opportunities of students. Support the continued development of wellbeing practices linked to parents and carers.

Parents/Carers

Attendance at activities organised to promote links to the school as well as participation in workshops to develop skills and understandings to build their own and their children's wellbeing.

Processes

Student wellbeing: Refine and implement comprehensive whole school practices to support wellbeing and engagement in learning.

Staff Wellbeing: Implement procedures and programs to ensure consistency of school wide expectations and create optimum conditions for teaching and learning.

Establish 'Wellbeing Team'.

Strengthening Community Relationships: Building community relationships through authentic engagement opportunities, consistent protocols, clear communication and mutual respect.

Evaluation Plan

- Tell them from me data
- Focus groups
- 'People Matter' survey
- Student rating of wellbeing
- Attendance figures at school events

Practices and Products

Practices

Parent information evening planning at SDD at beginning of Term 1 each year.

Staff use the communication tree for queries and determine due process.

Parents and community contribute to relevant events including P&C, special days and assemblies.

Our school is promoted and celebrated through the use of social media and the school website.

Products

Protocols

- Communication between teachers and parents
- Class parents/helpers

Communication

- Behavior management and class management flow chart
- Staff communication tree

Celebration

Successful 150th Centenary event in 2018

Scope and Sequence PD/H

Revise to reflect inclusion of targeted wellbeing program.