

# School plan 2018-2020

## Rylstone Public School 3025



# School background 2018–2020

## School vision statement

Rylstone Public School creating world ready empathetic, motivated learners through innovative, authentic and engaging education.

## School context

Rylstone Public School creates future focussed students through developing application, respect and perseverance . Rylstone Public School is a dynamic, vibrant and innovative school community. It is committed to fostering the talents, skills and aspirations of all its members and ensuring that every student is able to achieve their personal best. We promote excellence and equity by ensuring all students become active and engaged learners, confident and creative individuals and world ready, informed citizens.

We promote a fair and just school in a nurturing environment that allows all members to participate, contribute and flourish.

Our school opened in 1857. It is a small, rural school located in the Bathurst School Education region. The school is located 55km from Mudgee and has strong links with neighbouring schools and the Wollemi Learning Alliance. The school caters for the needs of all K–6 students who live in the village of Rylstone and the surrounding areas.

The school currently has 76 enrolments. There are 4 classes; a straight Kindergarten, and 3 multi-staged classes. There are currently 6 teachers working at the school.

We are a school that endeavours to provide quality teaching and learning programs, particularly in the areas of Literacy and Numeracy. All students are provided with teaching and learning experiences that cater for their individual needs. It is a very cohesive and inclusive school environment. Student wellbeing is a high priority at our school with identified programs to encourage resilience and values, such as Positive Behaviour for Learning (PBL) and 'Bounce Back'. We are future focussed with embedded flexible learning spaces and STEM and computer coding activities as the norm in every class.

We are a proud member of the Wollemi Learning Alliance and future Lithgow Small Schools Alliance.

## School planning process

Rylstone Public School is committed to the practice of consultative decision-making. Consultation with our stakeholders is ongoing and encompasses a diverse range of processes including surveys, fact sheets, social media and websites, open days, forums, meetings, interviews, and newsletters.

Our ongoing consultation process has identified strengths and opportunities for growth. Our future directions have been informed by our student voice, parental aspirations, and the input of our professional staff guiding and implementing transformational change.

In conducting the consultation process for the School Plan, the following phases were followed to draw conclusions, make recommendations and refine strategies. Planning the process:

1. Collecting data
2. Analysing data
3. Communicating findings, recommendations and strategies
4. Collaboratively identifying and creating the School Vision Statement, a Situation Analysis and the School Strategic Directions.

The process involved staff, parents, community members and students.

Data was collected from a variety of sources such as 'Tell Them From Me' surveys and P&C meetings

# School strategic directions 2018–2020

## STRATEGIC DIRECTION 1

Excellence in Teaching –  
curriculum

### Purpose:

Rylstone Public School is seen as a school of excellence in student based, future focussed learning and create a whole school culture of development and continuous leaning

Rylstone Public School will deliver teaching and learning programs that support high expectations for student learning and development. Through effective teaching practice, comprehensive data skills and use, Professional Learning, collaboration and effective feedback

## STRATEGIC DIRECTION 2

Excellence in leading–  
connecting communities

### Purpose:

A positive, engaged and supportive community that celebrates and appreciates student achievement.

Establish as the norm, a school wide culture that is committed to a shared responsibility for ongoing school improvement and student achievement. Stakeholders will be empowered and engaged to take a proactive approach towards ensuring that they are a vital and active contributor to the learning process in all its facets.

To enhance community capacity to develop a supportive and dynamic school culture where the values of respect, responsibility and empathy are taught, modelled and promoted to all in order to ensure a high quality approach to student wellbeing and a productive whole school culture.

## STRATEGIC DIRECTION 3

Excellence in learning –  
wellbeing

### Purpose:

Student wellbeing, resilience and emotional intelligence strengthened to they connect, succeed and thrive. To create future focused students through promoting our PBL expectations of Application, Respect and Perseverance.

Rylstone Public School will connect character development in staff, children and young people to individual and collective wellbeing, which in the longer term will shape the values and attitudes of the society in which they live. To support students and staff through positive relationships, to connect, succeed and thrive and to provide opportunities that are age rigorous, meaningful and dignified; and to do this in the context of individual and shared responsibility underpinned by productive relationships that support students to learn.

# Strategic Direction 1: Excellence in Teaching – curriculum

Purpose	People	Processes	Practices and Products
<p>Rylstone Public School is seen as a school of excellence in student based, future focussed learning and create a whole school culture of development and continuous leaning</p> <p>Rylstone Public School will deliver teaching and learning programs that support high expectations for student learning and development. Through effective teaching practice, comprehensive data skills and use, Professional Learning, collaboration and effective feedback</p>	<p><b>Students</b></p> <p>Students can actively and successfully participate in Daily 5 literacy program.</p> <p>Students will have high expectations of their own learning and be able to:</p> <ol style="list-style-type: none"> <li>1. State their current level of performance against a standard. They can explain their learning strategies.</li> <li>2. Know what they need to learn next, students can articulate their learning goals– what they are learning and why.</li> <li>3. Understand the resources they have to make this happen including 21st Century Learner learning dispositions and can demonstrate a Growth Mindset</li> </ol> <p><b>Staff</b></p> <p>Will make learning intentions and success criteria clear to students.</p> <p>Will have high but achievable expectations with high support for all students based on evidence and data.</p> <p>Will provide regular and evidence based authentic feedback to students.</p> <p>Will engage with high quality professional learning in a culture of consistent school and personal improvement</p> <p><b>Parents/Carers</b></p> <p>Will engage with their children's learning and continue to advocate for them in a knowledgeable and empowered manner that is afforded to them by the school's</p>	<p><b>Processes</b></p> <p>Build a whole school culture and common language of what an effective learner is and does.</p> <p>Embed a culture of impact–focused teaching and learning that includes learning intentions, success criteria and effective feedback in every classroom for every student.</p> <p>Embed a culture of collective efficacy that uses data to make impact focused class, stage and whole school decision making/resourcing.</p> <p><b>Evaluation Plan</b></p> <p>Collaborative professional practice is aligned to the school plan and impact on the quality of teaching and student learning outcomes is evaluated. Strategies used to assess progress and impact may include:</p> <ul style="list-style-type: none"> <li>• Analysis of school–based and external assessment data</li> <li>• Observational rounds and walk throughs</li> <li>• TTFM survey data</li> <li>• Scout data,</li> <li>• Accreditation reports</li> <li>• PDPs Meeting Minutes.</li> </ul>	<p><b>Practices</b></p> <p>HOW2Learn growth mindset</p> <p>Daily 5</p> <p>Students write regularly and frequently across all curriculum areas. The length, time and audience are varied.</p> <p>Students demonstrate the characteristics of visible learners. They have meta cognitive skills, are capable of self–assessment, can respond to feedback, are reflective and set mastery goals.</p> <p>Explicit teaching of cognitive skills through explicit teaching of Visible Learning, as well as non–cognitive skills through ongoing implementation of BounceBack.</p> <p><b>Products</b></p> <p>Most students achieve in the top two bands for NAPLAN reading, writing and numeracy.</p> <p>Students are aware of and are showing expected growth on internal student achievement data</p> <p>Formative assessment, differentiated learning and quality direct instruction is embedded practice in all learning environments. Staff provides effective feedback to students who use this information to guide their own learning and form high expectations of themselves as engaged learners.</p>
Improvement Measures			
<p>By adhering to our Annual milestones, we will endeavour to include learning intentions, success criteria in every classroom, every day.</p> <p>Students model characteristics of visible learners.</p> <p>All students have learning goals and a Growth Mindset</p>			
<p>Build student capacity as 21st century learners through creativity, collaboration and communication.</p>			
<p>Increase the proportion of students achievement at or above State norms, measured by internal and external data.</p>			
<p>Staff will implement evidence based and research informed practices that promote student learning and wellbeing.</p>			

# Strategic Direction 1: Excellence in Teaching – curriculum

## People

collaborative processes.

### Community Partners

Engage and link with partner schools, experts and community members who will add value and enrich school learning culture, pedagogical practices and learning outcomes for students.

# Strategic Direction 2: Excellence in leading– connecting communities

Purpose	People	Processes	Practices and Products
<p>A positive, engaged and supportive community that celebrates and appreciates student achievement.</p> <p>Establish as the norm, a school wide culture that is committed to a shared responsibility for ongoing school improvement and student achievement. Stakeholders will be empowered and engaged to take a proactive approach towards ensuring that they are a vital and active contributor to the learning process in all its facets.</p> <p>To enhance community capacity to develop a supportive and dynamic school culture where the values of respect, responsibility and empathy are taught, modelled and promoted to all in order to ensure a high quality approach to student wellbeing and a productive whole school culture.</p>	<p><b>Students</b></p> <p>Connectedness and partnerships in learning reflect the role students have in self-directing their future learning.</p> <p>Understand how to build positive relationships and demonstrate behaviours, attitudes and expectations that enhance wellbeing.</p> <p><b>Staff</b></p> <p>To develop a collaborative approach to all school partnerships and relationships to support our vision.</p> <p>Authentic practices to make informed decisions about the learning and wellbeing of students.</p> <p><b>Parents/Carers</b></p> <p>Increase opportunities for parents to participate in learning around curriculum, innovative pedagogy through workshops.</p> <p>To have positive influence in the governance of the school in order to make decisions that best meet the needs of staff and students.</p> <p>Trust and feel empowered to engage with school staff and school referred supports in a culture of mutual respect aimed at ensuring optimum outcomes for their children</p> <p><b>Community Partners</b></p> <p>Building the collective efficacy across Community of Schools, Preschools and external agencies.</p>	<p><b>Consolidate and expand effective partnerships to support student well being and school learning support systems.</b></p> <p>Build teacher capacity and strong whole school systems to differentiate for both behaviour and learning.</p> <p>Parents and community members are engaged to provide regular and open feedback about the schools responsiveness to the learning needs of students, student wellbeing, equity issues and the provision of quality learning experiences.</p> <p><b>Evaluation Plan</b></p> <p>Sustained and measurable whole school improvement through rigorous programs,systems and leadership is an ongoing focus for the provision of excellence. Strategies used to assess progress and impact may include:</p> <ul style="list-style-type: none"> <li>• Surveys and focus group data and data captured at various school events</li> <li>• Community engagement data</li> <li>• Tell Them From Me student, staff and parent surveys</li> <li>• NAPLAN data,</li> <li>• Scout data.</li> </ul>	<p><b>Practices</b></p> <p>Staff and parents effectively support student engagement, welfare and high expectations for all students.</p> <p>A common language for behaviour expectations is used by students,staff and parents.</p> <p>The school makes deliberate and strategic use of partnerships to access resources to enrich learning. Establish educational network to build knowledge and skills.</p> <p>Collaborative feedback and reflection is used to promote and generate future directions and innovation.</p> <p>A system for regular and meaningful communication to parents is in place.</p> <p><b>Products</b></p> <p>The school supports a culture of high expectations and community engagement, resulting in sustained and measurable whole school development.</p> <p>Develop and enhance a positive partnership with Students, Staff and wider community. There is a whole school approach to improving service delivery,customer experience and community satisfaction.</p> <p>Strong partnerships are fostered with external organisations and communities ofschools to deliver rich, relevant and meaningful learning experiences.</p>
Improvement Measures			
<p>Increase in parental and community engagement, as evidenced by attendance at school events, engagement in student learning programs and participation in school consultation and decision making.</p> <p>The school will actively support change that leads to improvement, creating opportunities where feedback about the impact of change is shared and monitored.</p>			

# Strategic Direction 3: Excellence in learning – wellbeing

## Purpose

Student wellbeing, resilience and emotional intelligence strengthened to they connect, succeed and thrive. To create future focused students through promoting our PBL expectations of Application, Respect and Perseverance.

Rylstone Public School will connect character development in staff, children and young people to individual and collective wellbeing, which in the longer term will shape the values and attitudes of the society in which they live. To support students and staff through positive relationships, to connect, succeed and thrive and to provide opportunities that are age rigorous, meaningful and dignified; and to do this in the context of individual and shared responsibility underpinned by productive relationships that support students to learn.

## Improvement Measures

Increased levels of engagement and wellbeing as evidenced in internal and external data.

All students model social and emotional skills that reflect 21st Century non-cognitive skills such as empathy, curiosity, leadership, perseverance, ethics, and citizenship. Improved levels of student

## People

### Students

Students can articulate and exhibit the dominant school culture that is, the three PBL values of Application, Respect and Perseverance and understand that they are essential and empowered owners of their school environment.

Develop skills in problem solving through exposure and experience of a wide range of problem solving activities in real world problems. Students taking responsibility for their learning and becoming successful learners.

### Staff

Staff are committed to high expectations and solutions based/data driven welfare approaches that proactively support students to strong social, emotional and learning outcomes.

### Parents/Carers

Trust and feel empowered to engage with school staff and school referred supports in a culture of mutual respect aimed at ensuring optimum outcomes for their children

## Processes

Development of visible learners who can articulate how they learn, whilst setting and achieving learning goals

How2Learn Growth Mindset and Bounce Back program fully embedded.

Build a whole school culture and common language of what an effective learner is and does.

Embed a culture of impact-focused teaching and learning that includes learning intentions, success criteria and effective feedback in every classroom for every student.

## Evaluation Plan

Collaborative analysis of data will lead to school wide valid teacher judgements that drive future planning for action. Strategies used to assess progress and impact may include:

- Analysis of school-based and external assessment data
- Learning Continuum and Progressions data
- Tracking and monitoring of PLAN / PLAN 2
- Lesson Plans and Teaching programs
- IEPs and PLPs
- SMART data
- Observational rounds and walkthroughs
- Tell Them From Me survey data

## Practices and Products

### Practices

Explicit teaching of cognitive skills through explicit teaching of Visible Learning, as well as non-cognitive skills through ongoing implementation of BounceBack.

Daily 5 future focussed student-centric learning. Students demonstrate the characteristics of visible learners. They have meta cognitive skills, are capable of self-assessment, can respond to feedback, are reflective and set mastery goals.

High energy, aspirational classrooms where students are challenged to think creatively and critically. •

### Products

School PBL data reflects a positive school culture with data at or above PBL whole school goal levels.

Students show continuous growth in literacy and numeracy that is equal to, or greater than, the state average measured by both internal and external data

Teaching and learning programs, student learning and engagement and classroom settings reflect rich teaching and 21st century pedagogical practices.

## Strategic Direction 3: Excellence in learning – wellbeing

### Processes

- PBL environmental inventory
- Wellbeing data
- PBL behaviour data
- Surveys
- Attendance data