

School plan 2018-2020

Spring Ridge Public School 3091



School background 2018–2020

School vision statement

Our school is a place where all students regardless of background or ability, can be successful learners and the best that they can be.

Our vision for education is close in line to that of the Melbourne Declaration this being that our goals at Spring Ridge School focuses on promoting equity and excellence, and students becoming successful learners, confident and creative individuals and active informed citizens.

Our vision requires teachers and leaders who:

- know their students and how individual learns.
- know intensively the syllabus contents for each key learning area and how to effectively teach it.
- create a school where students feel safe and supported.
- implement and use effective quality teaching and learning practices.
- provide useful assessment strategies in providing accurate reporting feedback to parents and the students themselves.
- are continually seeking new ways to learn and strive to teach lessons which are thought provoking, interesting and engaging.

Engage professionally with other staff members, parents, carers and wide community.

School context

Spring Ridge Public School is a K–6 school of 34 students, situated southwest of Tamworth on the fertile Liverpool Plains. The school services a supportive rural community which is proud of its school and the achievements of its children.

At present the school has two full time teachers and a part time teacher who is employed 3 days per week to support our infant's students. The school enjoys the support of an active P&C and School Council.

The school is a registered KidsMatter school which is part of an Australia wide primary school's mental health initiative.

The school undertakes a wide variety of teaching and learning programs including Best Start, L3 Literacy, Accelerated Literacy, Cars and Stars Comprehension Reading program and Stepping Stones.

Parents are very supportive of the school and are very active, helping out regularly in classrooms with literacy activities, sporting carnivals, travel to/from external activities and the school canteen.

Student's participation in sport is enthusiastic and they regularly participate in the Premier's Sporting Challenge as well as solid performance in PSSA sports.

The student Representative Council regularly meets each term where students have a say in purchasing equipment and learning activities.


School planning process

A review of the 2015–2017 school plan was conducted with a series of surveys for parents, staff and students. In each survey parents, teachers and students had the opportunity to reflect on what works well at Spring Ridge School and what areas need improvement.

Feedback

- Indicated that the community as a whole considered our school to be an excellent place where education was of a very high standard and it was a place where the students felt safe.
- Parents want the basics to be at the forefront of teaching and learning activities with a real focus on literacy and numeracy
- They want technology to aid in teaching and learning and want students to be competent users of technology for learning and communication purposes.
- Parents wanted children to experience an enriched curriculum based around weekly CAPA sessions.
- Teachers are very happy with class structures and are thrilled to work in such a cooperative working environment.
- Teachers are open to exploring strengths and weaknesses within their own teaching and explore and share better or improved teaching practices.
- Teachers would like to take more teacher Professional Learning in the implementation of STEAM. robotics and the new accreditation process.

School strategic directions 2018–2020



STRATEGIC DIRECTION 1 FUTURE FOCUSED LEARNING

Purpose:

Future Focused Learning refers to teaching and preparing students to be successful learners, confident and creative individuals and active informed citizens.

To ensure that students will become active, engaged and informed self directed learners through the use of technology to prepare them for potential life roles.



STRATEGIC DIRECTION 2 KNOWLEDGEABLE STAFF

Purpose:

Great Teachers are knowledgeable. They know their students, they know their curriculum, they know best practice pedagogy, they welcome feedback and they embrace reflection.

Teachers will utilise explicit systems for collaboratively assessing student learning with high priority given to evidence based teaching strategies and collection of data.

Strategic Direction 1: FUTURE FOCUSED LEARNING

Purpose

Future Focused Learning refers to teaching and preparing students to be successful learners, confident and creative individuals and active informed citizens.

To ensure that students will become active, engaged and informed self directed learners through the use of technology to prepare them for potential life roles.

Improvement Measures

All staff embedding Future Focussed Learning into classroom practise. This will be evidenced in programs, classroom observations, student work samples, eportfolios and attendance at professional learning.

Teaching and learning programs are centred around Future Focussed Learning as evidenced by programs, student feedback and student and staff surveys.

People

Students

Engage in STEAM through higher thinking for Future Focussed Learning . Support students with touch typing techniques to improve speed and accuracy.

Staff

Build Teacher Capacity in the use of technology and develop appropriate documents and protocols.

Leaders

All Principal's of the Alliance are committed to support Future Focussed Learning within their schools.

Parents/Carers

Understand and engage with Future Focused Learning.

Community Partners

Strengthen our Small Schools Alliance through Future Focussed Learning through regular Professional Learning.

Processes

FUTURE FOCUSSED LEARNING

* Collegial work with Small School Alliance with regular professional learning for teachers through external teachers and specialised teaching practices and program related to Future Focussed Learning including technology, STEAM, coding and robotics.

CURRICULUM ENRICHMENT

* Focussed learning sessions with other small schools and local High School based around technology, academic, sporting and cultural lessons.

Evaluation Plan

All schools of Small Schools Alliance meet regularly to collaborate and for teachers to demonstrate an understanding of STEAM in authentic ways.

Progress will be measured against milestones on a regular basis, twice a term.

Evaluation strategies will include classroom observations, student achievements as well as staff, student and parents surveys.

Practices and Products

Practices

FUTURE FOCUSSED LEARNING

Teachers actively use technology to enhance teaching and learning. This will be evidenced in PDP's, classroom observations, staff reflections, assessment matrixes and staff surveys.

CURRICULUM ENRICHMENT

* Students actively engaging in Future Focused Learning with termly visits to other small schools with specialised teaching experts as evidenced by classroom observations, student reflections.

* Staff actively collaborate within and across schools to develop future focussed teaching and learning units as evidenced in teacher discussions, staff surveys , staff programs.

Products

FUTURE FOCUSSED LEARNING

* All staff embed Future Focussed Learning into classroom practise. This will be evidenced in programs, classroom observations, student work samples, eportfolios and attendance at professional learning.

CURRICULUM ENRICHMENT

Teaching and learning programs are centred around future focussed learning as evidenced by programs, student feedback and student eportfolios.

Strategic Direction 2: KNOWLEDGEABLE STAFF

Purpose	People	Processes	Practices and Products
<p>Great Teachers are knowledgeable. They know their students, they know their curriculum, they know best practice pedagogy, they welcome feedback and they embrace reflection.</p> <p>Teachers will utilise explicit systems for collaboratively assessing student learning with high priority given to evidence based teaching strategies and collection of data.</p>	<p>Students</p> <p>Know when and why assessment is undertaken and understands the assessment approaches used in the school and their benefits for learning.</p> <p>Staff</p> <p>Share criteria for student assessments with students.</p> <p>Leaders</p> <p>Principals will lead the development of staff in the areas of assessment and data.</p> <p>Parents/Carers</p> <p>Understands the assessment approaches used in the school and their benefits for learning.</p> <p>Community Partners</p> <p>Strengthen our Small School Alliance through collaborative assessment tasks.</p>	<p>COLLABORATIVE ASSESSMENT AND FEEDBACK</p> <p>Development of rich assessment tasks with criteria – specific rubrics that can be used across grades and stages to enable consistency of teacher judgment when providing feedback to students and parents.</p> <p>DATA SKILLS AND USE</p> <p>The School Excellence Framework /Teaching standards is used to target training and development and data use to ensure quality learning practices for all students.</p> <p>Evaluation Plan</p> <p>Progress will be measured against milestones on a regular basis, twice a term. Milestones will be evaluated by community of School Team and also school staff.</p> <p>Evaluation strategies will include : classroom observations, student achievements as well as staff, student and parent surveys.</p>	<p>Practices</p> <p>COLLABORATIVE ASSESSMENT AND FEEDBACK</p> <p>All schools of the Small School Alliance collaborate rich assessment tasks and criteria specific rubrics. Rubrics are developed for students and teachers to use as a reflection tool to indicate achievement and inform future learning practices.</p> <p>Stage Assessments are administrated and moderated in the areas of Math, Writing and Reading across all schools in the alliance.</p> <p>DATA SKILLS AND USE</p> <p>All staff use the School Excellence Framework to inform areas of need to ensure school is sustaining and growing in the area of data skills and use in teaching and planning.</p> <p>Teachers use data effectively to plan and identify skill gaps for improvement. Teachers identify, monitor and track students progress evidenced by students work samples, classroom observations and student and staff feedback.</p> <p>Products</p> <p>COLLABORATIVE ASSESSMENT AND FEEDBACK</p> <p>A whole School approach to assessment tasks in the areas of Math, Writing and Reading across stages within the Small Schools Alliance.</p> <p>DATA SKILLS AND USE</p>

Strategic Direction 2: KNOWLEDGEABLE STAFF

Practices and Products

Teachers use the Excellence Framework to identify areas of growth in their own teaching and learning as well as outlining future directions for the school.