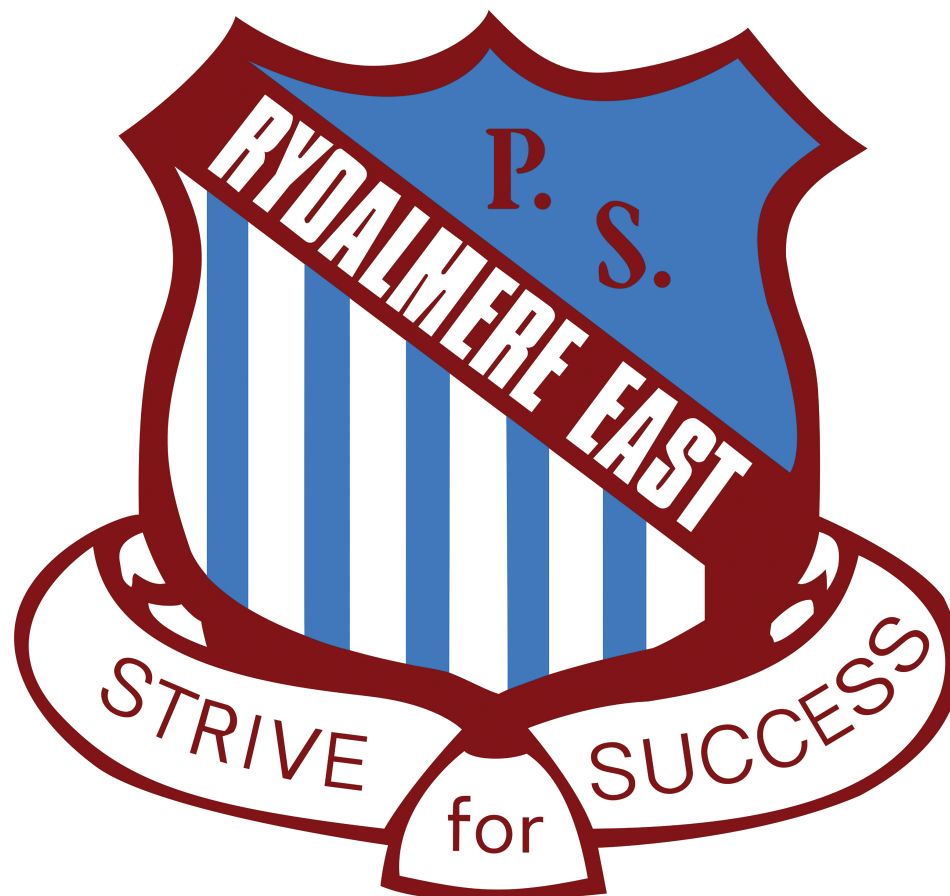# School plan 2018-2020

Rydalmere East Public School 4123

School background 2018–2020

School vision statement

Inspiring lifelong learners through a nurturing and innovative environment

School context

Rydalmere East PS (REPS) is a small school with a culture of high expectations and inclusivity. We actively promote the values of honesty, resilience, responsibility, empathy and respect for others.

Our school promotes equity and excellence, delivering quality programs in our preschool, support classes for students with autism and mainstream K–6 classes.

The dedicated staff at REPS make a strong team, who work collaboratively to provide quality learning experiences that contribute to and support each child's cognitive, physical, social and emotional wellbeing.

We pride ourselves on the ability to address the complexity of changing demographics and a diverse community.

REPS is a *one laptop per child* school for Preschool – Year 6. Our recognised Highly Accomplished ICT Educator leads the innovative use and integration of various forms of technology in classrooms.

Our active P&C support the school and staff in many ways, including fundraising for school resources, supporting school initiatives and programs and working to ensure school grounds are welcoming for visitors and stimulating and inviting for the students.

Our school is a member of the Cumberland Community Connection (CCC), working with other local primary and high schools to share expertise and resources and connect students to the wider community.

School planning process

Authentic collaboration and consultation was undertaken with all Rydalmere East Public School community stakeholders

The consultation process included:

- Whole school community review of 2017 External Validation
- Parent surveys on teaching and culture
- Student surveys
- Staff SWOT Analysis
- Analysis of internal and external data by staff and reported to community
- Staff reflection on current school plan
- Contributing to shared vision
- Collaboration with our community of schools
- Consultation, Professional Learning and support from Principal School Leadership

Trends from stakeholders consultation indicate continued focus on:

- strong literacy and numeracy foundations
- igniting and sustaining a passion for learning
- a nurturing and supportive environment
- 21st century learning (4 Cs)
- quality teaching

The draft document was taken to staff and parents for further development and consultation and input at various stages throughout the planning process

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School strategic directions 2018–2020

STRATEGIC DIRECTION 1
Wellbeing

STRATEGIC DIRECTION 2
Literacy and Numeracy Achievement

STRATEGIC DIRECTION 3
Producing Successful Innovative Global Citizens

Purpose:

To create an environment where every student is known, valued and cared for.

Purpose:

All students continue to develop their literacy and numeracy skills to reach their individual learning potential.

Purpose:

To engage students in developing their understanding of an evolving world through innovative pedagogies and strong community connections.

Strategic Direction 1: Wellbeing

Purpose

To create an environment where every student is known, valued and cared for.

Improvement Measures

The school demonstrates an increase of at least 10% each year in annual PBL Benchmarks of Quality Survey, with a view to achieve at or above 90% at the end of the 3–year plan.

All staff demonstrate an understanding of identifying and referring students to school based structures for learning and support.

Parent feedback demonstrates growth in community connectedness with an understanding of school wellbeing practices.

People

Leaders

School leaders promote evidence–based wellbeing practices through positive interactions and targeted professional learning.

Staff

All school staff are empowered to support the social and emotional wellbeing of all students and positively respond when additional support is required.

Students

Students continually build their capacity to be resilient, self aware citizens while developing positive relationships across the school community.

Community Partners

All members of the school community are actively involved in all school events through partnerships and high–level communication with school staff.

Parents/Carers

Parents and carers are active and positive contributors to the school and experience a sense of belonging to their school and community through planned and proactive interactions with school staff.

Processes

Positive Behaviour for Learning (PBL) embedded throughout school practice.

Proactive and responsive learning and support team targeting student wellbeing and learning outcomes.

Engaging activities to support student needs including with the Defence School Transition Aide.

Providing an engaging and inclusive environment for all members of the school community.

Evaluation Plan

Process will be monitored through:

– On–going assessment of PBL data

– Tell them from Me and school developed surveys (students, parents, staff and the community)

– Monitoring and tracking of students using PLAN data

– Monitoring and tracking of students using the learning progressions.

– Staff uptake and implementation of evidence–based wellbeing practices

– PBL Benchmarks of Quality

PBL surveys

Practices and Products

Practices

1. Wellbeing initiatives are promoted throughout the school to students, staff, parents and the community.

2. The individual needs of all students P–6 are met through evidence–based interventions and programs.

3. Parents and the community are valued as stakeholders within the school and make valuable contributions.

Products

1. Positive and respectful relationships are evident and widespread among students, staff and the community.

2. Student learning and wellbeing goals are informed by analysis of internal and external student progress and assessment data.

3. The school is recognised as responsive by the community and caters to equity issues.

Strategic Direction 2: Literacy and Numeracy Achievement

Purpose

All students continue to develop their literacy and numeracy skills to reach their individual learning potential.

Improvement Measures

Students achieve a year's worth of growth for a year's worth of instruction.

8% increase of students in the top two NAPLAN bands.

8% increase of students achieving at or above minimum benchmarks in literacy and numeracy.

Teacher capacity built through personalised performance and development goals consistent with the professional teaching standards and school's strategic directions.

People

Students

Students are supported in their literacy and numeracy learning and achieve to their full potential.

Students are provided with appropriate skills to assess their own learning through effective feedback.

Staff

Staff are involved and engaged in targeted professional learning delivered by internal and external staff, with a focus on classroom based professional learning.

Teachers provide highly personalised and differentiated learning experiences in their classrooms.

Teachers provide appropriate interventions for students who require additional support in literacy and numeracy.

Leaders

School Leaders work shoulder to shoulder with classroom teachers and are actively engaged in their professional learning.

Parents/Carers

Parents and carers will have opportunities to develop their knowledge of classroom based practices and intervention programs through P&C meetings and other communication channels.

They understand what is required for learning success and how they can help their child at home.

Processes

Implementation of evidence–based differentiated teaching practices in both literacy and numeracy.

Targeted and responsive, individual and whole–school professional learning opportunities to build teacher capacity and offer leadership opportunities to all staff.

Consistent collection and analysis of quality data to inform teaching practice and track student achievement.

Evaluation Plan

Ongoing whole school data collection and analysis in the following areas will be used to monitor student achievement:

– Eight targeted Literacy and Numeracy Progressions

– Student reading levels.

– Spelling skills.

– Best Start and NAPLAN results.

– PLAN data.

– Ongoing formative assessment strategies

Practices and Products

Practices

1. Ongoing consistent collection of student achievement data across literacy and numeracy

2. Ongoing professional learning around evidence–based practices relating to differentiation and embedded formative assessment

3. Modelling instructional leadership and supporting a culture of high expectations.

Products

1. Teachers respond to trends in student achievement, at individual, group and whole school level. to drive differentiated teaching and learning.

2. Staff value ongoing professional learning, collaboration and feedback.

3. Evidence of distributed instructional leadership.

Strategic Direction 2: Literacy and Numeracy Achievement

People

Parents and carers are given opportunities to celebrate their child's successes in literacy and numeracy.

Community Partners

Collaborative partnerships exist from all school stakeholders within our community of schools where expertise is shared and valued.

Strategic Direction 3: Producing Successful Innovative Global Citizens

Purpose

To engage students in developing their understanding of an evolving world through innovative pedagogies and strong community connections.

Improvement Measures

Increase in student engagement and satisfaction.

Increase in parent and community involvement in student learning and whole school planning.

Partnerships between the school and wider educational community continue to strengthen to connect relevant and meaningful student and staff learning.

Internal survey data demonstrates a regular increase in staff confidence and ability to:

– Integrate effective use of technology into regular classroom practice

– Incorporate effective inquiry based approaches to student learning

– Incorporate effective future focused learning environments that foster creative, critical thinkers, collaborative workers and effective communicators.

People

Students

Students build skills to become creative, critical thinkers, collaborative workers and effective communicators who use ICT as an integrated accessible tool. They engage with the wider education community to enhance their educational experiences.

Staff

Staff develop a growth mindset towards improvement and transformational change. They develop their skills and knowledge of future ready learners. Staff have high expectations of student learning.

Leaders

Leaders explore current research that supports bringing a culture of effective innovation and change, leading to collegial whole school transformation.

Parents/Carers

Create a shared understanding of the importance of innovative whole school change and transformation and its impact on student learning.

Community Partners

Community Partnerships strengthened to provide real world learning opportunities and experiences for students through mutually beneficial programs and initiatives. We continue an active role in our Community of Schools to enable sharing of expertise across different school contexts.

Processes

Professional learning opportunities to improve teachers' knowledge of and skills in managing future focused learning environments and innovative pedagogy.

Students engaged in differentiated, explicit learning experiences fostering collaboration, visible learning, growth mindset and formative assessment strategies across all KLAs.

Develop communities of practice that the support the implementation of future focused learning environments, inquiry based learning and the effective use of integrated technology.

Evaluation Plan

- Evidence of professional learning reflected in staff PDPs.
- Classroom observation tools completed by teachers.
- TTFM survey results
- Personal Learning Pathways and Individual Education Plans include student goals.
- Student worksamples (including digital)
- Teaching and Learning programs.
- Student evaluation of own learning through future–focused classrooms.

Practices and Products

Practices

1. School culture is strongly committed to future focused learning and the building of educational aspiration throughout the school community

2. Teachers demonstrate and share their expertise within our school and wider educational community, and trial research–based innovative practice that supports students, staff and community

3. Technology that supports learning is expertly integrated into lessons across all KLAs by teachers.

Products

1. Students are capable collaborators and personal goal setters.

2. Class and Whole School programs embed innovative, current and evidence–based teaching practices.

3. Students are capable users of technology.