

School plan 2018-2020

Mount Riverview Public School 4435



School background 2018–2020

School vision statement

Excellence, Care, Opportunity and Success

As a community at Mount Riverview Public School, we value optimism, empowerment, citizenship, excellence, the acquisition and use of knowledge in a 21st century context. We maintain high expectations in teaching and learning across Kindergarten to Year 6 by providing stimulating and engaging programs.

Mount Riverview Public School is committed to providing productive relationships between students, teachers, parents and the wider community. Our school is a place of excellence where children can achieve full potential in their academic, creative, personal, physical and moral development.

School context

Mount Riverview Public School is situated in the Lower Blue Mountains and is a proud member of the Lower Blue Mountains Learning Community (Blaxland PS, Blaxland East PS, Blaxland HS, Glenbrook PS, Lapstone PS, Mount Riverview PS and Warrimoo PS), a group of schools committed to working together to provide the best possible education for all students.

The school has a current student population of 217 (2018) servicing 140 families, including 13% from a non-English speaking background and 5% Aboriginal and Torres Strait Islander background.

At Mount Riverview we:

- have an experienced and dedicated staff, committed to achieving improved student learning outcomes;
- aim to provide students with the skills and knowledge to help them become life long learners;
- provide all staff opportunities to engage in quality professional learning activities aimed at improving outcomes for all students;
- acknowledge & showcase the academic, sporting, cultural & leadership;
- embrace the use of technology to enhance the learning programs of students;
- are committed to the social / emotional well-being of staff & students;
- endeavour to instil our core values of "Be Respectful", "Be A Learner" and "Be Safe" through explicit teaching and high expectations at all times;
- are strongly supported by a hard working P&C & the wider community;
- have a strong primary–secondary transition program with our neighbouring high school for the benefits of our students.

School planning process

The school undertook an extensive planning process to inform the strategic directions for the three year plan 2018–2020. This process assisted the school in identifying its strengths and areas of need, the key aspects impacting student learning and determining priorities for future planning. As part of the planning process:

- Staff discussions and feedback was obtained on school vision, areas of strength and areas of further development.
- The school community was surveyed during Term 4, 2017 and asked to provide feedback on the school's performance including areas of strength, areas of further development and what values community see as important within a school.
- The 5P planning approach across all strategic directions was collaboratively developed. The draft plan was shared with staff and parents to ensure collective understanding.
- Informal feedback opportunities through open communication channels.
- The staff worked together to develop the Milestones section of the plan.

School strategic directions 2018–2020



Purpose:

To build the capacity of all students to achieve their full potential by promoting confidence, creativity, collaborative and critical thinking skills in a stimulating and engaging learning environment through quality teaching practices and differentiated curriculum.

Purpose:

A school community working together to be safe, respectful learners by fostering a safe, caring environment.

Students are empowered to develop attitudes, values, skills and behaviours enabling them to become active, productive and emphatic members of the community.

Purpose:

To build the capacity of all staff, as leaders, through professional development aligned with the school plan to deliver a collaborative practice of sustained high expectations and shared responsibility for improving student engagement and learning.

Strategic Direction 1: Successful, Engaged Learners

Purpose

To build the capacity of all students to achieve their full potential by promoting confidence, creativity, collaborative and critical thinking skills in a stimulating and engaging learning environment through quality teaching practices and differentiated curriculum.

Improvement Measures

80% of students are achieving at or beyond the grade appropriate stage level in literacy and numeracy.

100% of students can reflect on the learning intentions process to evaluate their progress and support conversations about their learning directions.

Students are able to clearly articulate specific information about their own learning, growth and next steps through a 3 way interview process.

Increase the proportion of students in the top two NAPLAN bands by 10% by 2020 from 2015–17 baseline data average.

People

Students

Understand that engagement and effort are required to reach goals and display an active, informed approach to their learning. Develop the capacity for all students to use learning intentions to access and monitor their progress and to take ownership of their own learning. Students will be given every opportunity to become resilient in their learning by taking roles.

Staff

Develop a collaborative mindset that our students can and will succeed and provide our students with the knowledge, skills and capabilities to achieve their potential. Through collaborative professional learning build an understanding of what learning intentions are. Design assessment for learning and assessment of learning opportunities which provide data to promote further directions in learning programs.

Parents/Carers

All parents and carers understand what, why and how students are learning, what is required for learning improvement and how they can assist their child at home. Parents will have opportunities to develop their knowledge of curriculum through school newsletters, participation in open classroom opportunities and school information nights.

Community Partners

Work collaboratively with school staff to support student achievement in learning, engagement and wellbeing. Foster strong

Processes

Teacher professional learning is provided to ensure that 'Assessment for Learning' practices (learning intentions, success criteria, effective feedback) are embedded in all teaching and learning programs.

Quality differentiated learning experiences for all students are carefully and collaboratively planned, explicitly taught and assessed using Consistent Teacher Judgement (CTJ).

School processes and procedures encourage a community culture of learning success celebration and risk taking amongst students.

Evaluation Plan

Data used for evaluation will be sourced from:

Analysis of NAPLAN and PLAN data

Analysis of internal summative and formative assessments

Analysis of student work samples

Review of teaching and learning programs

Analysis of feedback: student to teacher, teacher to student and student to student

Practices and Products

Practices

Students demonstrate confidence as learners and map their progress against their personal learning goals and school values.

Students utilise feedback provided by staff against success criteria to improve and achieve their learning goals.

Students clearly articulate explicit learning intentions identified by staff.

Students (K–6) demonstrate confidence, creativity, collaboration and critical thinking skills in all learning.

Respectful trust relationships are evident and recognised as important to achieving learning growth.

Literacy and numeracy learning progressions are reported on to parents and used to develop each student's learning plan.

Products

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Students are able to clearly articulate specific information about their own learning, growth and next steps through a 3 way interview process

Increase the proportion of students in the

Strategic Direction 1: Successful, Engaged Learners

People

partnerships within our community of schools to enhance collaborative practice across schools.

Leaders

Develop assessment and reporting procedures that inform students, teachers and parents of student progress based on learning outcomes and provide tracking using literacy and numeracy progressions. Develop leaders' ability to support and mentor teachers and provide effective feedback to teachers to develop quality teaching practices which lead to improvement of student learning outcomes.

Practices and Products

top two NAPLAN bands by 10% by 2020 from 2015–17 baseline data average.

Strategic Direction 2: Relationships and Wellbeing

Purpose

A school community working together to be safe, respectful learners by fostering a safe, caring environment.

Students are empowered to develop attitudes, values, skills and behaviours enabling them to become active, productive and emphatic members of the community.

Improvement Measures

All staff will embed wellbeing practices across the curriculum.

Increased levels of happiness reported by students, staff and parents measured by school surveys and a reduction in the number of referrals to executive staff and the Learning Support Team.

Students are aware of self in order to make rational and informed decisions and accept responsibility for their actions.

People

Students

Develop the capacity to value and respect one another and appreciate cultural diversity. To have high expectations of themselves and be intrinsically motivated to learn.

Staff

embrace new ideas, innovate and take risks. Engage in professional learning in wellbeing programs. Demonstrate commitment to the wellbeing and inclusion of all students.

Parents/Carers

Working together with staff to foster genuine and productive relationships which support student learning. Build awareness of student wellbeing programs through parent workshops and newsletter inserts.

Leaders

School leaders work collaboratively to ensure our culture of high expectations that foster quality teaching and learning programs to build students' capacity to be successful. To provide knowledge and skills in the development of professional learning in wellbeing programs.

Processes

Address the diverse academic and social needs of all students through whole school programs.

Disseminate information to the community regarding school wellbeing programs through written and electronic communication channels as well as workshops.

Implement a profile on every student across the school based on academic, social, emotional and physical aspects of the student.

Evaluation Plan

Data used for evaluation will be sourced from:

5 weekly milestone check-in.

Analysis of feedback: student to teacher, teacher to student and student to student.

School surveys completed by students, staff and parents

Executive staff analysis of student referrals to the Learning Support Team.

Practices and Products

Practices

Students know how to respond in times of emotional distress or academic challenge as a result of wellbeing programs.

Using a variety of processes, regularly gather data of student and staff mental wellbeing and resilience.

Staff consistently communicate with students high expectations regarding achievement and behaviour.

Cultural and background knowledge are valued to promote respect and facilitate inclusivity to participate in school life, through effective and ongoing communication with the whole school community.

Products

All staff will embed wellbeing practices across the curriculum.

Increased levels of happiness reported by students, staff and parents measured by school surveys and a reduction in the number of referrals to executive staff and the Learning Support Team.

Students are aware of self in order to make rational and informed decisions and accept responsibility for their actions.

Strategic Direction 3: Quality Teaching and Leadership

Purpose

To build the capacity of all staff, as leaders, through professional development aligned with the school plan to deliver a collaborative practice of sustained high expectations and shared responsibility for improving student engagement and learning.

Improvement Measures

The school has a high performing staff as measured against the 'Australian Professional Standards', whose capacities are continually built to ensure every student experiences high quality teaching.

Teachers engage in professional discussion and collaboration to improve teaching and learning across the school through negotiated observations of classroom teaching practice with feedback to improve professional knowledge and practice.

Assessments are developed, sourced and used regularly to help promote consistent and comparable judgement of student learning.

People

Students

Will develop the capacity to become confident, independent, resilient, reflective, critical thinkers and problems solvers who demonstrate initiative and perseverance and are able to reflect on their learning.

Staff

Will develop the capacity to set individual goals, take responsibility for their professional learning, seek guidance and feedback and work collaboratively to improve learning outcomes for all students

Engage in purposeful & aligned professional learning in order to improve their knowledge, skills & understanding in the delivery of quality teaching programs.

Demonstrate the use of assessment data in determining teaching directions and providing explicit feedback.

Parents/Carers

Will be provided with workshops and information on our practices to enrich their capacity to support curriculum programs.

Parents will develop the capacity to work in partnership with teachers to meet the needs of students.

Leaders

Develop the capacity to work collaboratively with teachers to provide individualised support, professional learning and assistance with the accreditation process.

Processes

Professional learning is aligned with the school plan, is formulated from evidence based research and its impact on the quality of teaching and student learning outcomes is evaluated.

Implement explicit teaching programs with high expectations and evidence of differentiation.

Establish a system to support and promote evidence gathering, data collection, sharing and professional learning tracking for each teacher.

Evaluation Plan

5 weekly milestone check-in

Annual completion of the School Excellence Framework (SEF) to inform school plans and reports.

Classroom walkthroughs and program evaluation demonstrate the quality of professional knowledge and practice.

Analysis of Performance and Development plans.

Achievement and maintenance of teacher accreditation at all levels.

Practices and Products

Practices

Staff using learning intentions, success criteria and goal setting for students.

Teachers are using data to make decisions about student learning and employ a variety of pedagogical practices to develop students' ability to identify their strengths and weaknesses, becomes self-competitive and competent at self-assessment.

All staff are engaged in collaborative planning of learning and assessment tasks to develop consistency of teacher judgement.

Products

The school has a high performing staff as measured against the 'Australian Professional Standards', whose capacities are continually built to ensure every student experiences high quality teaching.

Teachers engage in professional discussion and collaboration to improve teaching and learning across the school through negotiated observations of classroom teaching practice with feedback to improve professional knowledge and practice.

Assessments are developed, sourced and used regularly to help promote consistent and comparable judgement of student learning.