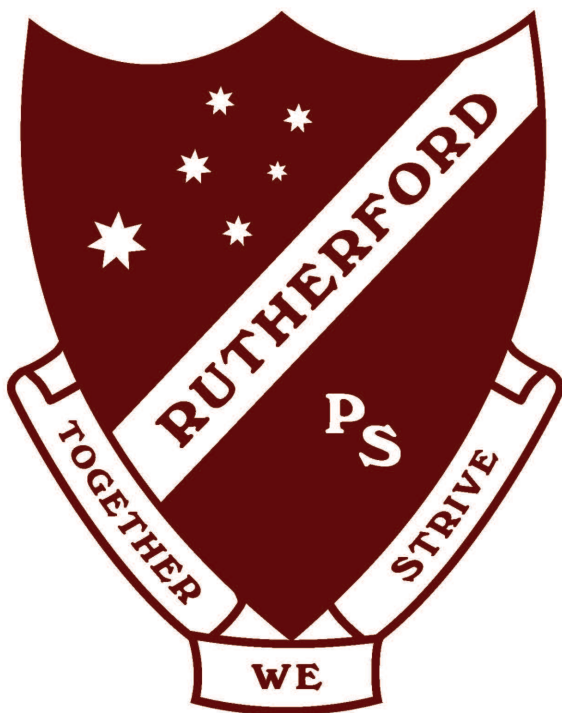


School plan 2018-2020

Rutherford Public School 4561



School background 2018–2020

School vision statement

Our school vision at Rutherford Public School is to create an environment and opportunities where all members of the school community collaborate in their learning, enabling everyone to reach their potential through innovative curriculum that challenges and supports all. The vision is enacted through high academic standards, a culture of innovative and engaging classrooms, a safe and supportive learning environment and a commitment to community consultation and collaboration.

School context

Rutherford Public School was established in 1985 and is a large primary school catering for a diverse community of learners. The school is situated within a growing residential area within the Maitland district. The school is located in the Maitland School Education Group in Hunter/Central Coast Region. The school's anticipated enrolment was 920 at the commencement of 2018, from diverse socio-economic backgrounds, including 16% Aboriginal students. The teaching staff is a mix of experienced and early career teachers who value teamwork and are committed to delivering quality teaching in a nurturing environment. The staff provide quality teaching and learning within inclusive and differentiated learning environments in all aspects of the curriculum. Rutherford Public School has a proud tradition of providing quality and highly successful programs in the creative arts, sport and extra curricula activities. The school has strong ties with the Aboriginal community and a close association with the Aboriginal Education Consultative Group (AECG). Positive Behaviour for Learning (PBL) is an integrated part of the school welfare ethos focusing on respect, responsibility and personal best. The school values the input of community members through the Parents and Citizens' Association. Rutherford Public School is one of seven schools who are part of the Rutherford Learning Community (RLC).

Rutherford Public School joined the Early Action for Success (EaFS) Program in 2017–2020 and was also identified to be included in the "Bump It Up" strategy in 2017–2020 to lift student performance in the top two bands of NAPLAN testing.

The school will undergo a major redevelopment in 2018–2019 with the construction of 19 new classrooms, new hall, canteen and administration facilities.

School planning process

The annual evaluation of Rutherford Public School was led by the school executive and involved participation and consultation with our key stakeholders. These included executive and teaching staff, administrative staff, students, parents, P and C, Aboriginal Education Committee members and community members.

In developing the 2018–2020 school plan the following processes were used:

- Surveys (TTFM) were conducted with staff, students, parents, carers and community members
- An independent retired principal led interviews to provide ideas and feedback on school performance and possible areas for development.
- Document analysis of policies and programs, plans, budgets, student work samples and assessment data
- Formal and informal classroom lesson observations as well as Lesson Study opportunity.
- Analysis of NAPLAN data.
- Analysis of student achievement data using PLAN, L3, L3 Stage 1, Best Start, Focus on Reading, SENA mathematics assessments and term maths achievement assessments.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1 High Academic Standards

Purpose:

To provide all students with a relevant and engaging curriculum which allows students access to higher levels of achievement and understanding.

Our systems track and monitor student progress while also allowing students to self monitor their learning and be active partners in their education.

STRATEGIC DIRECTION 2 Curriculum Innovation and Teacher Professional Learning

Purpose:

Rutherford Public School provides innovative, flexible and adaptive learning approaches to suit the needs of students.

The school creates high level collaborative practices that produce opportunities for integrated curriculum learning.

STRATEGIC DIRECTION 3 Wellbeing

Purpose:

To promote good mental health and wellbeing in all students.

Our consistent and positive approach to student welfare ensures students have clear expectations and high standards are maintained.

Strategic Direction 1: High Academic Standards

Purpose	People	Processes	Practices and Products
<p>To provide all students with a relevant and engaging curriculum which allows students access to higher levels of achievement and understanding.</p> <p>Our systems track and monitor student progress while also allowing students to self monitor their learning and be active partners in their education.</p>	<p>Students</p> <p>Students self monitor their learning and provide feedback to teachers on their learning.</p> <p>Staff</p> <p>Teachers maintain accurate records, documentation and assessment data in order to adjust their teaching strategies and have high expectations for all learners.</p> <p>Leaders</p> <p>School leaders establish and improve systems and processes which build the capacity of the school to understand and use data to drive high expectations for every student, teacher, parent and community member.</p> <p>Parents/Carers</p> <p>Parents are regularly informed of student progress and are aware of how they can support their child.</p>	<p>Quality Literacy Programs</p> <p>Implementation of key literacy and support programs to improve student understanding and essential competencies.</p> <p>Quality Numeracy Programs</p> <p>Implementation of key numeracy and support programs across the school and RLC to improve student understanding and essential competencies.</p> <p>Quality assessment and reporting</p> <p>Draw on solid research to inform and develop authentic forms of systematic data collection to drive student learning, understanding, reflection and identification of student need.</p> <p>Evaluation Plan</p> <p>Analysis of student data– Internal and external showing student growth and improvement</p> <p>Supervision of teacher programs</p> <p>Class observations/mentoring</p> <p>School Surveying</p> <p>Feedback from students/parents/teachers</p> <p>Student focus groups</p> <p>Student work samples eg. writing slips, PBL booklet</p>	<p>Practices</p> <p>Focus on Reading elements incorporated across Primary literacy sessions; L3 elements within Infants literacy. (BIU)</p> <p>Formative and summative assessment data used to drive teaching and learning programs.</p> <p>Professional learning delivered around curriculum standards and implementation.</p> <p>Students self monitor the progress of their learning through formal and informal measures.</p> <p>Products</p> <p>Success and improvement in school, similar schools and state performance measures –NAPLAN, school assessments (BIU)</p> <p>High satisfaction rates across the school in school data sources; attendance, school surveying.</p> <p>Data and assessment informs practice and intervention for students, teachers and parents.</p>
Improvement Measures			
High 'value added' as evidenced by internal and external measures.			
Achievement of 26% (or greater) of the cohort in Year 3, 5 and 7 in the top 2 bands for Literacy and Numeracy.			
90% of students can show evidence of self monitoring of their learning.			
100% of teachers can show evidence of relevant and engaging curriculum in teaching programs.			

Strategic Direction 2: Curriculum Innovation and Teacher Professional Learning

Purpose	People	Processes	Practices and Products
<p>Rutherford Public School provides innovative, flexible and adaptive learning approaches to suit the needs of students.</p> <p>The school creates high level collaborative practices that produce opportunities for integrated curriculum learning.</p>	<p>Students</p> <p>Incorporation of technology into all classes ensures students have access to ICT and can use technology to supplement their learning. Future focused classrooms and team teaching is incorporated to enhance teaching and learning programs.</p> <p>Staff</p> <p>All staff are aware of and trained in Explicit Direct Instruction. Staff participate in instructional rounds to drive personal and collegial professional development and pedagogy. Incorporation of technology into all classes with a clear focus through professional development on future focused learning.</p> <p>Leaders</p> <p>School Leaders are Instructional Leaders who drive effective pedagogy throughout the school and facilitate teacher professional growth, reflection and development.</p> <p>Parents/Carers</p> <p>Parents are regularly informed of curriculum being implemented in the school and are aware of their child's progress and success.</p>	<p>Innovative Curriculum</p> <p>Researched based models of classroom instruction implemented into all classrooms.</p> <p>Future Focus Learning Environments and curriculum</p> <p>Flexible and creative learning spaces created across the school, with a focus on technology integration (STEAM) into all classes.</p> <p>Collaboration</p> <p>Teachers work collaboratively to develop innovative and engaging learning experiences. Class programs are shared, monitored and evaluated for effectiveness and improvement.</p> <p>Extra-Curricular Activity</p> <p>A sharp focus on an engaging curriculum that builds upon student interest, passion and enthusiasm on extra-curricular pursuits.</p> <p>Evaluation Plan</p> <p>Internal and external data showing student growth and improvement</p> <p>Supervision of teacher programs</p> <p>Class observation/mentoring</p> <p>School Surveying of staff</p> <p>Student feedback</p>	<p>Practices</p> <p>Opportunities for ongoing collaboration are timetabled on regular basis.</p> <p>Research informed professional learning is delivered on an ongoing basis</p> <p>Teachers select appropriate strategies and pedagogy to suit learning needs and encourage engagement.</p> <p>Products</p> <p>All teachers implementing EDI lessons and incorporating problem-based learning aspart of future-focused direction.</p> <p>All teachers of a stage collaboratively planning during RFF and stage meetings toallow team teaching and creative learning activities across the school</p> <p>Structures are in place for flexible and innovative pedagogy</p>
Improvement Measures			
<p>School wide practices reflect and support flexible and adaptive learning approaches.</p> <p>All collaborative opportunities produce high level integrated curriculum.</p>			

Strategic Direction 3: Wellbeing

Purpose

To promote good mental health and wellbeing in all students.

Our consistent and positive approach to student welfare ensures students have clear expectations and high standards are maintained.

Improvement Measures

High levels of student engagement and self reflection is evident.

High levels of students successfully demonstrating school core values.

Consistent approach by all staff members to promote student wellbeing and engagement.

People

Students

Students feel valued, are engaged and reflect upon areas of strengths and areas of development. Students take an active role in regulating and monitoring behaviour and learning choices.

Staff

Staff engage proactively and collaboratively with parents to ensure student wellbeing.

Leaders

School leaders support and guide staff, students, parents and community members to ensure wellbeing.

Parents/Carers

Parents are active partners in the provision of the learning, behavioural and social development of students.

Processes

Consistent School Wide Student Wellbeing and management practices

Positive Behaviour for Learning (PBL) and social emotional learning program is systematically implemented. through out the school.

Strong Learning and Support Team (LST) Systems

Whole School LST systems and polices support learning, student wellbeing and development.

Evaluation Plan

Analysis of student data– Internal and external showing student growth and improvement

Supervision of teacher programs

School Surveying

Student work sample

Student/teacher conferencing

Formative assessment

Practices and Products

Practices

Regular data collection and analysis informs PBL direction and whole school focus.

School learning and support teams meet regularly to provide ongoing support to students, staff and families. Policies and procedures are regularly reviewed, updated and communicated.

Products

A safe and productive learning environment for students and staff. Low levels of anti-social behaviour and suspension.

Students and families needs are met and managed equitably. Staff feel supported by whole school LST processes.