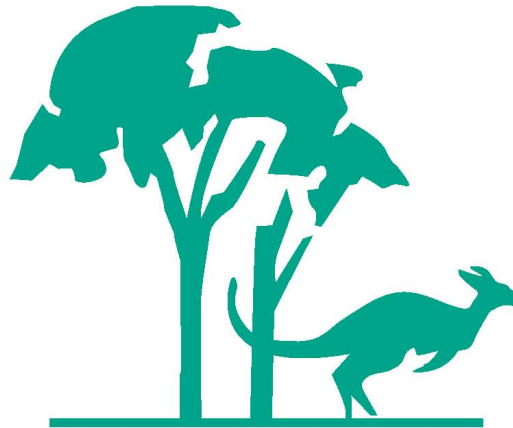


# School plan 2018-2020

## Ropes Crossing Public School 4645

**growth through learning**



**ROPES CROSSING  
PUBLIC SCHOOL**  
Est 2008

# School background 2018–2020

## School vision statement

Ropes Crossing Public School is committed to providing a safe and nurturing environment in which high expectations are reflected in our core values of being safe, sensible, respectful excellent learners for all stakeholders.

Our vision is for every child to be able to connect, succeed and thrive, with our students becoming active and informed citizens, confident and creative individuals who are versatile, future focussed learners.

Ropes Crossing Public School fosters authentic community partnerships which are underpinned by an embedded school culture of diversity being celebrated, embraced and respected by all.

Our staff are passionate life long learners and are skilled in providing high quality, differentiated learning experiences to all students.

## School context

Ropes Crossing Public School is a Public Private Partnership (PPP) school which was established in 2008, providing quality teaching and learning programs to a student population of approximately 765 Kindergarten to Year 6 students.

Enrolments include 64% of students from language backgrounds other than English, with the largest representations from India and the Philippines. Our diverse student body is represented by over sixty language groups. Aboriginal and Torres Strait Islander student enrolments total 4%.

As a developing school, with additional families moving to the Ropes Crossing community, enrolment numbers are expected to continue to increase. Our permanent homebases are supplemented with demountable classrooms.

Ropes Crossing Public School strives to provide a well-balanced academic curriculum across all Key Learning Areas, promoting the highest of expectations for the very best in student learning outcomes.

Positive behaviour for positive learning is promoted with the provision of a safe, caring and happy environment where quality education is promoted for every child, ensuring growth through learning.

## School planning process

Our School Plan for 2018 – 2020 is the result of ongoing consultation with all stakeholders in the school community.

A series of four meetings were held where all staff had the opportunity to analyse student performance data from a range of sources including NAPLAN and internal school data to evaluate the success of the 2015 –2017 school plan and to determine future directions.

All school stakeholders contributed to the evaluation of the 2015 – 2017 school plan and had input into determining the strategic directions of the 2018 – 2020 school plan through data gained from Tell Them From Me surveys completed by students, staff and parents. In addition, clipboard surveys were used to gather further data from parents and wider community members.

Two meetings were held where staff engaged with the School Excellence Framework v.2 to evaluate and self-assess current school programs in order to determine priorities for further school improvement.

The Wellbeing Framework was utilised as a tool to evaluate student wellbeing programs school-wide.

The Executive team synthesised the information gathered from this process to determine the strategic directions and processes that would drive the 2018 – 2020 school plan. Feedback was then sought by all school stakeholders on the drafting of the 2018 – 2020 school plan.

Committees have been formed aligned to the strategic directions of the 2018 – 2020 plan to drive the ongoing implementation, monitoring and evaluation of the plan.

# School strategic directions 2018–2020



**Purpose:**

To equip our students with academic, social and emotional skills to become motivated, creative and critical life-long learners who are able to adapt and thrive in a rapidly shifting and challenging world as global citizens.

**Purpose:**

To deliver quality, personalised teaching and learning underpinned by high expectations and excellence for all in a high challenge and high support environment, catering to the diverse nature of our school community embodied by a growth mindset.

**Purpose:**

Increased opportunities to develop authentic partnerships acknowledging and celebrating our diversity so that our students can connect, succeed and thrive.

# Strategic Direction 1: Engaged, future focussed, learners.

## Purpose

To equip our students with academic, social and emotional skills to become motivated, creative and critical life-long learners who are able to adapt and thrive in a rapidly shifting and challenging world as global citizens.

## Improvement Measures

Positive Behaviour for Learning is implemented consistently school-wide to monitor, record and promote positive student behaviour.

40% of students achieve results in the top 2 bands for reading and numeracy in NAPLAN.

All teaching and learning programs demonstrate evidence of future focused pedagogies.

## People

### Students

Students gain deep knowledge of the school's universal, core values and exhibit positive, appropriate behaviour across all school settings to enhance their learning opportunities. Students develop skills in being flexible, resilient and adaptive learners who can apply critical and creative thinking skills through engaging in relevant technologies.

### Staff

Staff capacity is built to be collaborative team members who consistently implement school wide programs that promote positive behaviour for learning. Staff model a passion for learning and gain skills in facilitating future focussed learning opportunities for all students.

### Parents/Carers

Parents / carers and community partners are connected and informed partners who learn strategies to support students and staff in promoting positive behaviour for learning and strengthen the link between home and school.

### Leaders

Leaders are models of exemplary practice and develop skills in leading collaborative practice, driving consistency in the implementation of positive behaviour for learning and guiding professional learning to build capacity of staff across the school.

## Processes

### Student Wellbeing

Implementation of positive Behaviour for Learning (PBL) to provide processes to support student wellbeing across all school settings.

### Future Focused Learning

Draw on evidence-based practices to develop future focussed learning skills through the implementation of strategies such as STEM, Inquiry Based Learning, Problem Solving and ICT integration into daily practice.

## Evaluation Plan

Progress towards improvement measures will be evaluated through:

- Focus group discussions
- Survey data
- Behaviour log data
- Suspension data
- evaluation of consistent use of PBL systems
- Tracking and monitoring of PBL data over time
- Supervision and monitoring of teaching and learning programs

## Practices and Products

### Practices

All staff and students are consistent in using universal language to monitor, record and promote positive student behaviour.

All staff K-6 consistently implement systems within a PBL framework to support positive student behaviour and wellbeing.

Parents, carers and community members articulate and support the school's universal values and contribute to supporting positive student behaviour and wellbeing

Students are engaged in critical and creative learning through regular access to technology and future focused learning experiences embedded in teaching and learning program.

### Products

A variety of interventions exist within a tiered model for supporting students to exhibit positive behaviour for learning.

The school's universal values are clearly embedded across all school contexts through explicit teaching programs for Positive Behaviour for Learning.

The use of technology is embedded in daily practice and is used as a tool to facilitate the development of critical and creative problem solving skills.

Classrooms effectively utilise flexible, future focussed learning spaces to cater for the diverse range of learning needs K-6.

# Strategic Direction 2: Quality, teaching & learning.

## Purpose

To deliver quality, personalised teaching and learning underpinned by high expectations and excellence for all in a high challenge and high support environment, catering to the diverse nature of our school community embodied by a growth mindset.

## Improvement Measures

All teaching and learning programs reflect a variety of data sources being utilised to drive differentiated learning experiences for students.

In all classrooms, there is evidence of formative assessment strategies such as 'Bump It Up' walls, explicit learning intentions and student feedback that feeds forward.

Personalised Learning Pathways for all Aboriginal students contribute to an increased percentage of Aboriginal students performing in the top 2 bands in NAPLAN Reading and Numeracy.

## People

### Students

Students grow in their capabilities to be active, engaged learners in learning programs that are relevant and personalised to their needs.

### Staff

Staff gain knowledge and skills to deliver quality, personalised teaching and learning programs that differentiate for diverse student need across the school. Teachers develop skills in data literacy and have the capacity to use student data to drive the implementation of quality teaching and learning programs for all students.

### Parents/Carers

Parents and carers gain a deeper understanding of how the curriculum is differentiated to support students in their learning at school and how they can further support their child at home.

### Leaders

Leaders develop capacity to analyse, interpret, communicate and monitor whole school data to drive whole school growth and improvement.

### Community Partners

Community expertise is utilised to contribute to quality learning experiences of students, staff and parents and carers at Ropes Crossing Public School.

## Processes

Delivery of school wide professional learning to develop data literate teachers who implement informed and differentiated teaching and learning programs.

Building capacity of current, future and teacher leaders through providing access to a range of professional learning and opportunities such as mentoring, action research projects and leading school wide initiatives.

Utilise systems to collect, track and monitor evidence from teaching and learning programs and student work samples that K–6 scope and sequences for each Key Learning Area are current, relevant and accurately reflect NSW syllabus documents.

## Evaluation Plan

Progress towards improvement measures will be evaluated through:

- Monitoring of teacher accreditation status.
- Regular program supervision and feedback.
- Team meeting minutes.
- Performance and Development Plan implementation and monitoring.
- Self assessment and evaluation using School Excellence Framework v.2.
- Ongoing monitoring of student Personalised Learning Pathways (PLPs)

## Practices and Products

### Practices

Staff collaboratively collate and analyse student data to create dynamic, differentiated personalised teaching and learning programs by working in collegial, data focused teams.

Teachers are active learners and undertake formal and informal opportunities for professional learning to increase their knowledge of formative assessment.

The capacity of current and future leaders is built through access to personalised professional learning and regular, opportunities to lead initiatives and build the capacity of other staff .

### Products

Teaching and learning programs are initiated, adjusted and personalised through the use of a variety of authentic data sources.

Teachers have a deep understanding of how data is used to drive the teaching and learning cycle.

Leadership is a visible daily practice across the school as all teachers are seen as leaders of learning for their students while executive staff are skilled leaders of quality instruction across the school.

All teaching and learning programs reflect the teaching of content from mandated NSW syllabus documents.

Personalised Learning Pathways are developed through a consultative and collaborative process with students, staff and Aboriginal community.

# Strategic Direction 3: Connected, collaborative partnerships.

## Purpose

Increased opportunities to develop authentic partnerships acknowledging and celebrating our diversity so that our students can connect, succeed and thrive.

## Improvement Measures

Increased and varied opportunities exist for parents, carers and community members to work as collaborative partners with students and staff, as evidenced by a 20% increase in opportunities from 2017 baseline data.

At least 80% of students indicate that they feel connected, engaged and have a sense of belonging at school, as evidenced by Tell Them From Me survey data.

All Aboriginal and Torres Strait Islander students feel connected to their culture at school, as evidenced by Tell Them From Me survey data.

## People

### Students

Students grow in their capabilities to develop positive, respectful relationships with their peers. Students gain deeper knowledge of difference and diversity and develop an authentic sense of belonging at school.

### Staff

Staff capacity is built to facilitate positive relationships between all school stakeholders so that students can thrive in their learning. Staff gain deeper knowledge in creating authentic partnerships with parents and carers and creating connections between home and school.

### Parents/Carers

Parents and carers develop the capabilities to engage in the learning journey of their children by engaging in authentic, valued partnerships with all school stakeholders.

### Leaders

Leaders build the capacity of all school stakeholders to support the learning and wellbeing of all students at the school. Leaders gain skills in developing and fostering positive partnerships between parents and carers and school staff.

### Community Partners

Community members have the capacity to be valued contributors to the learning and wellbeing of students, staff and parents and carers at Ropes Crossing Public School.

## Processes

### KidsMatter

Through the implementation of the KidsMatter framework, positive partnerships between all school stakeholders are enhanced so that all students thrive and have a sense of belonging.

### Parents in Partnership

Developing authentic learning partnerships with parents and carers by empowering them to be active and connected participants in their child's learning journey.

## Evaluation Plan

- Tell Them From Me survey data
- KidsMatter evaluations
- Attendance data from parent workshops / information sessions and community events.
- PLPs
- Focus Groups
- Wellbeing Self Assessment Tool

## Practices and Products

### Practices

Students display respectful, positive partnerships with each other through celebrating difference and diversity by believing in and following the core values of the school.

Through deep understanding of the KidsMatter framework, staff implement a variety of personalised support strategies on a daily basis to enhance student wellbeing.

Varied and regular opportunities are created to engage parents and carers in the learning journey of their children and are empowered to support teachers in enhancing their child's learning.

### Products

Students feel connected and have a sense of belonging within the school community, experience success each day and thrive in a high challenge – high support educational environment.

Parents and carers are connected to the school and participate in a range of authentic opportunities to contribute to the culture of learning and wellbeing at school.

Aboriginal and Torres Strait Islander students feel connected to their culture and have opportunities to share and celebrate their culture with others.