

Strategic Improvement Plan 2021-2025

Rocky River Public School 2983



School vision and context

School vision statement

At Rocky River Public School, we believe our main purpose is **LEARNING FOR ALL**.

This ensures that:

- * all students are engaged as learners in all areas of the curriculum
- * all students develop as literate, numerate, well informed and creative individuals
- * all teachers are provided with quality professional learning and leadership opportunities.

The school's motto **Learn to Succeed** encapsulates the high expectation of students and staff.

Our vision and values, combined with our school's focus on student progress, achievement and wellbeing, guide all that we do. We are privileged to have a highly engaged and supportive school community, a truly dedicated staff and of course, wonderful students who are at the centre of everything we do.

School context

Rocky River Public School is the oldest school in the New England region. The school has continuously provided quality teaching and learning for over 160 years.

It is a small rural school situated 5km north west of Uralla on the Thunderbolt's Way. The students are from a wide socio economic range within the local area and Uralla. It is currently classified as a TP2 with a two full time classroom teachers along with other additional staff as employed through school funding opportunities.

Rocky River Public School works within a cluster of small schools known as *The Thunderbolts Alliance* in the areas of sporting, cultural, social and professional development activities. The school is also a member of the *Armidale Community of Schools (ACOS)* which supports principals, staff and students across the New England area.

The school provides comprehensive educational experiences to enhance the academic, cultural, physical and social development of students. A dedicated staff, excellent resources and a beautiful rural setting, combine to develop in the students, a love of learning which, together with strong academic fundamentals, will carry them through their education and their lives in the 21st Century.

In this small school, students interact across age groups, playing with and caring for each other as a family. Small class sizes ensure individual attention - each child is treated as an individual and their own needs, interests and talents are understood and catered for.

Student attendance at Rocky River PS continues to be at state or above state averages. The school will continue to embed strong practices in following up on student absence after 24 hours of being away from school, and to work closely with families on having attendance at school as a top priority.

The school is an important part of the Rocky River community. Staff, parents and local residents actively work to provide a strong foundation for learning excellence. The local community is very supportive and all major school activities are well attended. We have a holistic view of education encouraging our students to be involved in not only academic and sporting activities but also actively promoting student leadership, values and contributing to the wider community. In the small school environment, students are encouraged to work independently and cooperatively to become self-motivated learners.

Through a thorough evaluation of practice and procedures, we have concluded that our improvement areas will be in literacy, numeracy, quality teaching and a personalised learning approach for every student.

Strategic Direction 1: Student growth and attainment

Purpose

To improve and build student learning through the development and delivery of consistent, high quality teaching practice. This involves students planning and monitoring their own learning.

Improvement measures

Achieve by year: 2025

Teaching and learning programs describe expected student progression in knowledge, understanding and skills and the assessments that measure them.

All teachers have a sound understanding of student assessment and data concepts. They analyse, interpret and extrapolate data and the collaboratively use this to inform planning, identify interventions and modify teaching practice.

SEF - Curriculum

Achieve by year: 2023

SEF - 'Curriculum' - Working Towards Sustaining and Growing

School will self assess itself as working towards Sustaining and Growing in the Element of Curriculum, using the School Excellence Framework.

Reading growth

Achieve by year: 2023

An increase in check in assessment mean scale score for Reading in Year 3 and 5 for 2023, compared with Year 3 and 5 Year 5 in 2022.

Numeracy growth

Achieve by year: 2023

An increase in check in assessment mean scaled score for Numeracy in Years 3 and 5 for 2023, compared with Year 3 and 5 in 2022.

Initiatives

Data and Assessment

Build teacher capacity to ensure data collection is used to differentiate curriculum and inform teaching.

Consistent approach to literacy and numeracy programs across the school to enable clear, consistent and accurate progress data on every student in the school.

Whole school scope and sequences in all key learning areas to be evaluated as new syllabus documents are revised and released. Assessment schedules to be re-negotiated to align with new system requirements and school priorities.

Personalised Learning

Review and adapt practice to ensure reliable formative and summative assessments are used to analyse student progress and are embedded in whole school approaches and culture.

Success criteria for this strategic direction

All teaching and learning programs are responsive to the needs of all learners, showing evidence of feedback on teaching practices/approaches and continuous tracking of student progress and achievement.

All students have demonstrated improved range of wellbeing strategies as evidenced through regular student reflection and goal setting.

An integrated approach to quality teaching, curriculum planning and delivery and assessment, promotes learning excellence and responsiveness in meeting the needs of every student.

Evaluation plan for this strategic direction

Analysing internal and external data to further inform teaching and learning sequences (NAPLAN and PAT assessments) and to monitor student progress. Extra support will be provided to cater for individual learning needs.

Teaching programs show clear evidence of data informing classroom practice with ongoing adjustments.

Student work samples demonstrate personalised success criteria and build on prior learning.

Student voice is evidenced in goal setting (Personalised Learning Plans).

Future directions and next steps will be determined by data analysis.

Strategic Direction 2: High Expectations and Continued Improvement

Purpose

To strengthen our school culture where students and staff members are responsible for their ongoing learning and development. We all strive for innovation and improvement and make strong connections within the school and school community.

Improvement measures

SEF - Learning Culture

Achieve by year: 2025

SEF - 'Learning Culture' - Excelling

School will self assess itself as Excelling in the Element of Curriculum, using the School Excellence Framework.

Well-developed and evidence based pedagogical approaches, programs and processes identify, regularly monitor and review student learning needs.

Achieve by year: 2025

Teachers share and extend current practice to incorporate a holistic approach to teaching and learning.

Attendance (>90%)

Achieve by year: 2023

Our school will work towards the systems lower bound target of 70% of students attending 90% of the time.

Initiatives

Teacher Toolkit

Every teacher reflects and refines their teaching and learning practice using the Quality Teaching Framework.

Personalised Learning Plans for Every Student

Personalised learning plans for every student in the school with a three way approach (student, teacher, parent/carer) with a focus on explicit learning targets and wellbeing priorities.

All students have a clear understanding of their own learning and are provided with strategies and skills to improve on their personal goals.

Success criteria for this strategic direction

Teachers use the Quality Teaching Framework to improve student learning outcomes across all Key Learning Areas and this is measured by sharing best practice and implementing learning into their own pedagogy.

Students are attending school regularly and wellbeing is monitored by all staff staff on a daily basis.

Students are self regulated learners who can clearly articulate their successes and can identify their areas of development.

Evaluation plan for this strategic direction

Teachers identify improvement in their own professional practice and that of their colleagues.

Students are able to achieve their personal learning goals and articulate their progress towards this achievement.

Future directions and next steps are determined from data analysis.