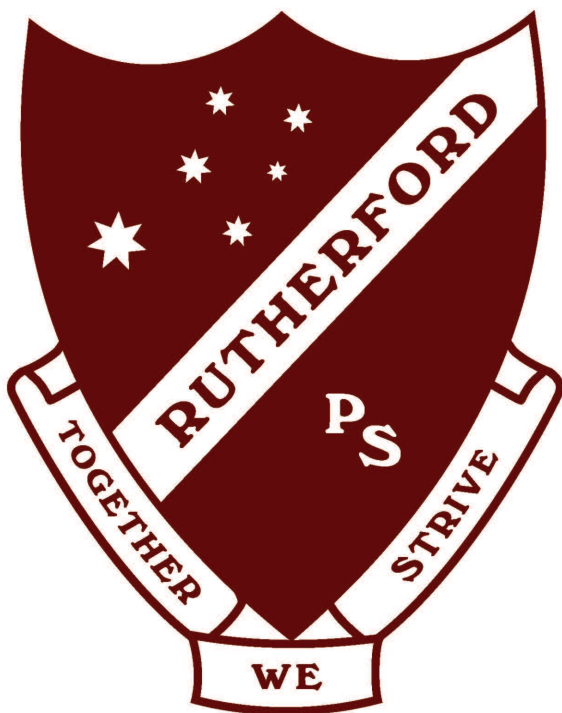# Strategic Improvement Plan 2021-2024

Rutherford Public School 4561

School vision and context

School vision statement

Our school vision at Rutherford Public School is to work in partnership to create a safe and happy environment, where all students, parents, families and staff feel supported, known and valued. We aim to make the large school context feel smaller through individualised support, careful planning and responsive organisation. We have high expectations for all students and aim to provide an engaging and challenging curriculum, appropriate and timely feedback to individuals to support needs and abilities.

School context

Rutherford Public School 4561 (FOFI 128 ICSEA 924) was established in 1985 on the land of the Wonnarua People and is now a large regional primary school catering for a diverse community of learners. The school is situated within a growing residential area within the local Maitland district. The school is located in the Maitland Principal Network, Regional North and West Education School Performance Directorate. The school's anticipated enrolment is 930 at the commencement of 2021, from diverse socio-economic backgrounds, including 16% Aboriginal students. The school has strong ties with the Aboriginal community and a close association with the Aboriginal Education Consultative Group (AECG). The school has a proud tradition of providing quality and highly successful programs in the creative arts, sport and extra curricula activities. Positive Behaviour for Learning (PBL) is an integral part of the school welfare ethos focusing on respect, responsibility, personal best and safety. 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). The school underwent a major redevelopment in 2018-2019 with the construction of 19 new classrooms, new hall, canteen, administration facilities and amenities. A new library will also be constructed during Semester 1 2021 and is due for completion in late 2021. The school is well resourced, attracting significant funding through the resource allocation model (RAM). The school has made significant investments in Information Communication Technologies (ICT) over the last two planning cycles and the school is committed to bridging the 'digital divide' by providing laptops to all students in Years 3-6 from 2021.

The school took part in the External Validation process in 2020 (Group D) and has completed a thorough situational analysis for the 2021-2024 school planning cycle that has identified three areas of focus for this Strategic Improvement Plan. It is important to note that this builds upon the work undertaken in the previous school planning cycle around teacher professional learning and student engagement.

1. Student Growth and Attainment

When analysis was conducted against the student outcome measures it was evident that although the school has experienced significant improvement in internal and external testing measures (2018-2020), there is still a need to have a sharp focus on Literacy and Numeracy to ensure student performance is optimised. The NAPLAN gap analysis indicated the areas of focus include: Reading -vocabulary and inferential comprehension strategies, and Numeracy - whole number, addition and subtraction, measurement and problem solving. Our whole school focus to improve student growth and maintain student achievement in reading and numeracy is underpinned by evidence-based research and to encourage every teacher to be an adaptive teacher moving from an experienced teacher to an expert teacher. There will be a strong focus on planning for 'learning for understanding' and innovative use of ICT to engage all students' knowledge, skills and abilities.

2. Student wellbeing and attendance

When conducting the analysis of the school wellbeing practices, it was evident that student 'sense of belonging' is an area of ongoing focus. The challenge of the large school context,

School vision and context

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School context

is to make the school responsive to each individual student's needs. Internal and external data suggests that students need to feel more connected to the school and needs to provide more opportunities to engage in extra curricular activities. The school has had a strong commitment to providing a safe and supportive learning environment through Positive Behaviour for Learning (PBL) approaches, but there is an identified need to broaden its focus to include social and emotional learning in a more planned and strategic way if student engagement and a sense of belonging is to be improved. School attendance rates have remained just under the state average for the last two planning cycles. There is a clear need to ensure attendance at school is a high priority. The school needs to ensure strong systems are in place to monitor every student's attendance, provide support and advice to families when needed and to case manage individual students to ensure each student attends school everyday.

3. Community Engagement, Consultation and Partnerships

Community engagement consultation and cohesion is an area of focus identified through the situational analysis and 2020 External Validation process. Although data from the Tell Them Form Me survey suggests that overall parent and carer satisfaction is commensurate with state norms, there is a need to engage with the whole community to ensure authentic partnerships are developed between home and school. The school has worked hard over recent years to provide opportunities to include the community in the life of the school through school events, activities and assemblies. The school has identified the need to build collaborative decision making across all stakeholders to ensure parents and carers are given an authentic voice in school direction and planning.

Strategic Direction 1: Student growth and attainment

Purpose

Numeracy involves the knowledge, skills, behaviours and dispositions that students need to use mathematics in a wide range of situations. All classroom teachers explicitly teach numeracy to students at all levels of achievement with success that can be measured by improvement in student growth and attainment.

The teaching of literacy is a core responsibility of all teachers in our school. Improving literacy skills requires a shared focus, where all members of our school work together to adopt a whole school approach to support the learning of literacy across each key learning area.

Links to School Excellence Framework:

LEARNING DOMAIN: STUDENT PERFORMANCE MEASURES: Internal and external measures against syllabus standards

LEARNING DOMAIN: CURRICULUM: Differentiation

LEARNING DOMAIN: ASSESSMENT: Formative Assessment

LEARNING DOMAIN: CURRICULUM: Teaching and Learning programs

Improvement measures

Target year: 2022

NUMERACY

- Increase the % of Year 3 and 5 students in the top two bands in NAPLAN numeracy to at least 30.3%. (Lower bound system-negotiated target).

Target year: 2022

NUMERACY

- Increase the % of Aboriginal students achieving in the top 3 NAPLAN bands in numeracy to be at least 39.6% (Lower bound system negotiated target).

Initiatives

NUMERACY

1. Student Engagement - Students will engage in opportunities that develop and engage their mathematical thinking, solve problems, apply strategies and demonstrate their understanding.

2. Data Informed Practice and Quality Assessment- All teachers develop data literacy and possess the technical expertise to produce quality, reliable data with consistency of judgement K-6.

3. Technology - Technology is utilised in numeracy in all classrooms to enhance the learning process. Technology allows learners to see and interact with differentiated mathematical concepts.

4. Teacher Professional Learning- Collaborative professional opportunities will develop and enhance teachers skills and knowledge to teach mathematical thinking and problem solving consistently K-6.

5. Quality programming - Programming for teaching and learning will be student interest driven and document differentiation for ability levels in numeracy prioritising student self assessment and reflection.

LITERACY

1. Student Engagement - Students will engage in relevant and meaningful learning in reading comprehension, speaking and listening and writing that is interest driven and integrated across all curriculum areas.

2. Data Informed Practice and Quality Assessment - All teachers effectively collect and use literacy data to inform teaching for student learning outcomes and guide programming.

3. Technology - Technology is utilised in literacy in all classrooms to enhance the learning process. Technology allows learners to see and interact with differentiated literacy concepts.

4. Teacher Professional Learning- Collaborative

Success criteria for this strategic direction

1. Student Engagement - Teachers make strategic choices in programming learning activities that inspire and motivate learners in their learning of literacy and numeracy, enhancing student wellbeing.

Number talks and mathematical investigations to develop reasoning are evident in all classrooms.

Literacy lessons contain high interest and rich learning experiences across all Key Learning Areas.

2. Data informed practice - Quality Numeracy and Literacy Data is collected and analysed by all teachers to inform differentiation and drive teaching and learning programs in all classrooms K-6. Data is being used to inform student ability to scaffold learning equitably in Numeracy and Literacy.

3. Technology - Programs K-6 reflect opportunities to enhance literacy and numeracy learning using available technology.

4. Teacher Professional Learning- Teachers engage in and implement professional learning and share successful and innovative evidence-informed practices in numeracy and literacy.

5. Quality programming - Programs are student interest driven and document differentiation to target individual learning needs and challenge for students in the classroom. Personalised learning goals are used to drive literacy and numeracy learning. Clear, explicit learning intentions and success criteria are evident in all classrooms K-6.

Evaluation plan for this strategic direction

Question, Data, Analysis, Implications (QDAI)' is an evaluative thinking process.

The QDAI approach will be used to evaluate the school's success in:

Strategic Direction 1: Student growth and attainment

Improvement measures

Target year: 2023

NUMERACY

- Increase the % of students achieving expected growth to be above 61.0% in NAPLAN numeracy (Lower bound system negotiated target).

Target year: 2022

READING

- Increase the % of Year 3 and 5 students in the top two bands in NAPLAN reading to be at least 41.10% (Lower bound system-negotiated target).

Target year: 2022

READING

- Increase the % of Aboriginal students in the top 3 NAPLAN bands in reading to be at least 47.30% (Lower bound system negotiated target).

Target year: 2023

READING

- Increase the % of students achieving expected growth to above 64.90% in NAPLAN reading (lower bound system negotiated target).

Initiatives

professional opportunities will develop and enhance teachers skills and knowledge to teach literacy consistently K-6.

5. Quality programming - Programming for teaching and learning will be student interest driven and document differentiation for ability levels in literacy prioritising student self assessment and reflection.

Evaluation plan for this strategic direction

COMMUNITY ENGAGEMENT, CONSULTATION AND PARTNERSHIPS

Question:

To what extent have we improved student's proficiency in Numeracy and Literacy ?

Data

We will use a combination of data sources, such as:

- NAPLAN and Check-in results
- Internal data sources - standardised and school based
- PLAN2 Data
- Teacher programs
- SCOUT DATA- IT usage reports
- Student Work samples
- Student and Teacher surveys

Analysis

Analysis will be embedded within the plan through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

Implications

- The findings of the analysis will inform future actions.
- Annual reporting on school progress measures - published in the annual report and published on the school website at the end of Term 1 each year.

Strategic Direction 2: Student Wellbeing and Attendance

Purpose

Our school aims to be organised so all students have access to advice, support and assistance when needed so students can fulfil their potential. Evidenced based practices are utilised to promote improvements in wellbeing and engagement to support learning. Parents and carers are key partners in promoting good mental health and informed of student progress and areas for development. Positive and respectful relationships are valued by all members of the Rutherford Public School learning community.

All stakeholders associated with Rutherford Public School value consistent and high attendance of students at school. It is recognised that good attendance is important for ongoing academic progress as well as many social and emotional aspects of children's lives. Friendship development and how students relate to each other is at times adversely affected by inconsistent attendance. A child's emotional development, including sense of belonging, is critically important to children and can be negatively affected by poor attendance. Students, parents, carers, teachers, executive staff, support staff and office staff all have key roles to play in ensuring students have good attendance.

Links to School Excellence Framework:

LEARNING DOMAIN: WELLBEING: Caring for Students

LEARNING DOMAIN: WELLBEING: Behaviour

LEARNING DOMAIN: WELLBEING: A Planned Approach to Wellbeing

TEACHING DOMAIN: EFFECTIVE CLASSROOM PRACTICE: Classroom Management

LEARNING DOMAIN: LEARNING CULTURE:Attendance

Improvement measures

Target year: 2022

Initiatives

WELLBEING

1. Promote positive school climate - all Rutherford Public School staff create a positive climate where all students are connected and have a sense of belonging by confidently using strategies based on research and consistently implementing the PBL framework.

2. Positive Behaviour for Learning (PBL)- Social and emotional learning is consistently implemented across the school to improve student skills in problem-solving and engaging in prosocial behaviour. All school staff apply tier 2 PBL practices, 'ready to learn plans', and restorative justice practices to support students in developing strong positive character traits, self-awareness skills, and regulating their own emotions and behaviours.

3. Engaging Curriculum- Students are actively connected to their learning through meaningful, engaging learning experiences and the development and achievement of wellbeing goals. Planning for learning is informed by each student's wellbeing goal determined every 5 weeks and reported to parents.

ATTENDANCE

1. Monitoring of Attendance - Fortnightly data analysis where students are prioritised according to the previous 5 weeks attendance. All stakeholders require access to regular data analysis together with a broad range of strategies available in order to support students in attendance.

2. Case management - Determination of key issues across K-6 that impact on unjustified non-attendance. Student voice is used to play a significant role in the investigation as well as in development of programs to mitigate poor attendance.

3. Communication strategy to give school attendance a high profile across the school - The strategy will involve broad communication on attendance and also include communication with individual families according to need.

Success criteria for this strategic direction

WELLBEING

1. The school has implemented, and all staff confidently use evidence-based strategies from research (e.g Berry Street Model) and the PBL framework which results in measurable improvements in the learning climate and ensure all students have a sense of belonging.

2. Social and emotional learning (SEF Framework) is consistently implemented across the school and has improved student problem-solving and prosocial behaviour. Positive, respectful relationships are visible and widespread among students and staff and promote conditions where all students can connect, succeed and thrive. Behaviour incidents are significantly reduced with the consistent implementation of Tier 2 practices and restorative justice problem-solving strategies. Students have the social and emotional skills to develop and maintain positive relationships and engage in prosocial behaviour.

3. Student engagement is a priority in all teaching and learning programs, and there is a significant reduction in classroom behaviour incidents and suspension rates. All students can confidently establish and discuss individual wellbeing goals using each of the 5 elements of SEL. There is a school-wide collective responsibility for students learning, and success shared in student reflections of wellbeing goals included in school reports.

ATTENDANCE

1. Student attendance is monitored in all classes and the teachers are able to respond to student attendance concerns and seek help from the CLO and Executive when necessary. Students and families understand the importance of attendance at school and value high attendance rates.

2. Student non-attendance is case managed and follow-up support is provided when necessary.

3. Regular communication to parents and families reinforces the importance of regular attendance at school. Learning Support Team meetings are held regularly to

Strategic Direction 2: Student Wellbeing and Attendance

Improvement measures

WELLBEING

- Increase the proportion of students reporting Expectations for Success, Advocacy, and Sense of Belonging at School to 89.5% (Lower bound system-negotiated target)
- At least 90% of students achieve the school "Personal Best" badge each year.

Target year: 2022

ATTENDANCE

- Increase the percentage (uplift) of students attending >90% of the time to 74.1% (lower bound system-negotiated target)

Evaluation plan for this strategic direction

'Question, Data, Analysis, Implications (QDAI)' is an evaluative thinking process.

The QDAI approach will be used to evaluate the school's success in:

WELLBEING

Question:

How have we promoted a positive school culture where every student is known, valued and cared for?

Data

We will use a combination of data sources, such as:

- teacher / student surveys
- PBL Data- e.g. SET
- Tell Them from Me Survey- Students 1 and 2
- Sentral data- Behaviour forms, PBL badge
- Suspension rates
- Teacher programs
- Classroom 'walk through' - learning goals visible

Analysis

Analysis will be embedded within the plan through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

Implications

- The findings of the analysis will inform future actions.
- Annual reporting on school progress measures - published in the annual report and published on the school website at the end of Term 1 each year.

ATTENDANCE

Question:

Strategic Direction 2: Student Wellbeing and Attendance

Evaluation plan for this strategic direction

To what extent have we improved attendance rates across the school?

Data

We will use a combination of data sources, such as:

- Class/sentral roll data
- Attendance reports
- Learning Referalls for attendance concerns
- referrals to HSLO
- Tiered attendance monitoring data

Analysis

Analysis will be embedded within the plan through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

Implications

- The findings of the analysis will inform future actions.
- Annual reporting on school progress measures - published in the annual report and published on the school website at the end of Term 1 each year.

Strategic Direction 3: Community Engagement, Consultation and Partnerships

Purpose

Rutherford Public School recognises and celebrates its diverse community and recognises the integral role parents, carers and families play as partners in their children's education. Our school plays a critical role in supporting this diversity, engaging with the community and modelling fostering respectful relationships between learners and all members of the school. Partnerships with Aboriginal families and local elders is a priority. Community engagement refers to the establishment of sustainable relationships with the local community to improve student's learning and wellbeing outcomes and assist students to understand their role in the broader community.

Links to School Excellence Framework:

LEARNING DOMAIN: REPORTING: Parent Engagement

LEADING DOMAIN: EDUCATIONAL LEADERSHIP: Community Engagement

LEADING DOMAIN: MANAGEMENT PRACTICES AND PROCESSES: Community Satisfaction

Improvement measures

Target year: 2022

COMMUNITY ENGAGEMENT, CONSULTATION AND PARTNERSHIPS

- Portion of parents/carers feeling welcome in the school is >75% (>7.5 in Tell them from Me Survey)
- Results in 'Tell them form Me' Survey in "parents feel informed" is greater than the state average 6.6.

Target year: 2022

COMMUNITY ENGAGEMENT, CONSULTATION AND PARTNERSHIPS

- Parent Overall advocacy is trending towards > 80% (Annual School Survey)

Initiatives

Community Engagement, Consultation and Partnerships

1. Communication - Clear, positive, timely, relevant and informative.

2.. Partnerships with parents - all staff model best practice by being friendly, caring and welcoming. Parents and families have opportunities to be actively involved in school life.

3. Community Collaboration- The school staff and parents share a school vision to address students' learning, health and wellbeing needs, and to identify members of the local community who could compliment and support the school to achieve the school's vision.

4. Decision-making - Parent and community involvement in school decision making encourages greater ownership and ensures local needs are reflected.

5. School culture - Respectful relationships between the school, students, parents and the school community are actively cultivated and valued.

Success criteria for this strategic direction

1. Parents are well informed of school events, curriculum activities and know how to access and seek information when required.

2. Parents feel welcome in the school and have active and authentic roles. They understand and are able to support their child's learning.

3. The school has a shared vision for success and has authentic links to the wider community.

4. Parents and carers have an active role in school decision making and local community issues.

5. Respectful relationships are evident throughout all levels of the school culture.

Evaluation plan for this strategic direction

'Question, Data, Analysis, Implications (QDAI)' is an evaluative thinking process.

The QDAI approach will be used to evaluate the school's success in:

COMMUNITY ENGAGEMENT, CONSULTATION AND PARTNERSHIPS

Question:

To what extent have we engaged, consulted and formed strong partnerships with our community?

Data

We will use a combination of data sources, such as:

- parent and community surveys (e.g. facebook, face-to face)
- observation
- focus groups
- interviews- in person and phone conducted by the CLO

Strategic Direction 3: Community Engagement, Consultation and Partnerships

Evaluation plan for this strategic direction

- document analysis- newsletters, correspondence

Analysis

Analysis will be embedded within the plan through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

Implications

- The findings of the analysis will inform future actions.
- Annual reporting on school progress measures - published in the annual report and published on the school website at the end of Term 1 each year.