

School plan 2015-2017

Revesby South Public School 4016



School background 2015–2017

School vision statement

Revesby South Public School strives to make the world a better place by enabling excellence and equity, fostering creativity and inspiring innovation so our students can be successful and actively informed thinkers for a rapidly changing world.

School context

Revesby South Public School (enrolment 324 students, including 44% from a non-English speaking background) is a dynamic learning community focussed on providing a relevant education for the 21st Century. There is a current focus on embedding quality teaching into all curriculum areas and the development of innovative technology practices.

A dedicated staff team of early career and experienced teachers is supported by a strong collegial approach to ongoing professional development. Parental involvement is highly valued and the Parents and Citizens' Association plays a vital role in supporting school programs and improving educational outcomes for all students.

The school provides specialist support for a number of students with special needs being integrated into the school that enriches the lives of all students.

The school is well resourced with modern school library, interactive whiteboards in classrooms, computer lab, mobile computer labs, iPads, school hall and covered outdoor learning areas. Specialist curriculum programs include L3 (K–2), Reading Recovery, MultiLit, MiniLit, Targeted Early Numeracy (TEN) and Taking Off With Numeracy (TOWN).

Other initiatives include LifeSkills (Financial Literacy & Enterprise Education Program), Gardening Club, Public Speaking, various Buddy and Social Skills Programs, Kindy Links, Peer Support, Breakfast Club, Student Representative Council, PSSA, Dance and Choir.

The school has an effective welfare and discipline program with a focus on social skills, decision-making and citizenship. The core values of the school are reflected in the School Rules with a focus on 'Being Safe', 'Being Respectful' and 'Being an Active Learner'.

School planning process

The school planning process included all staff members, the P&C and student leaders to enable an inclusive and consultative process.

As a preliminary step, the school designed and conducted evaluations and surveys of previous programs from the last planning cycle. This included a homework task for students to complete with their parents where they were asked to discuss the three most important things RSPS can teach them.

The staff gathered evidence from internal and external sources such as SMART and PLAN data and from evidence based programs such as L3, TEN and TOWN programs. Analysis of the data led to the investigation of other evidence based programs and high quality improvement processes that have the greatest leverage.

School staff and the P&C collaboratively developed the school vision and aligned it with the three strategic priorities. Consultative decision making occurred in various forums such as professional learning meetings, stage meetings, P&C meetings and Student Representative Council Meetings.

Staff then began backward mapping from products and practices, to identify people and processes required to achieve the planned improvement measures. This included looking at building the capabilities of students, staff and the community to implement transformative practices.

Feedback from staff and the community occurred as part of the drafting process before the plan being endorsed by the Principal and Director of Public Schools.

School strategic directions 2015–2017



Purpose:

We believe that the development of students' ability to build and maintain relationships and adopt lifelong learning skills in school influences their prospects of educational and occupational success throughout their life.

Students have a right to quality education and opportunities to develop their knowledge, skills and social connectedness in a culture of excellence and equity. The school community must ensure that socioeconomic disadvantage ceases to be a significant determinant of educational outcomes. Teachers will be expected to deliver a culture of high expectations, differentiate learning to support or extend students and create a concept of self-worth and resilience in students.

Purpose:

We believe that by improving students' ability to think and adapt creatively and maintain curiosity in school influences their prospects of educational and occupational success throughout their life.

Students and teachers need to view creativity as having ideas that have value. As a result, they must be enterprising and resilient, have the freedom and confidence to take risks and use their initiative to demonstrate their creative abilities.

Students' curiosity and learning can create their own power cycle. Teachers can feed our students' curiosity consistently and rigorously and use it to fuel new knowledge and skills.

Purpose:

We believe that inspiring students' to think 'outside the square' and from many different perspectives can improve their ability to be innovative and will influence their prospects of educational and occupational success throughout their life.

Students and teachers must adapt and evolve to suit the circumstances they will face in their future. As a community we must begin to understand that the workforce is changing and not determined. The students' need to be fearless with their ideas and celebrate entrepreneurship in order for them to develop financial and psychological independence.

Strategic Direction 1: Enabling equity and excellence

Purpose

We believe that the development of students' ability to build and maintain relationships and adopt lifelong learning skills in school influences their prospects of educational and occupational success throughout their life.

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Improvement Measures

That 70% of students meet expected benchmarks along the K-6 continuum in Literacy and Numeracy.

That 95% of students exceed NAPLAN minimum standards.

That all teachers meet performance and development processes, and accreditation standards.

Students identified in requiring Occupational Therapy and/or Speech Therapy demonstrated improvement in their area of focus which is tracked from pre and post assessment.

People

Students

Students will need to develop emotional competencies and then transfer these capabilities into the curriculum pathway.

Staff

All staff will be supported by high quality performance and development processes. Staff need to demonstrate pedagogical knowledge and implementation of evidence based programs and quality teaching practices.

Leaders

Leaders will develop strong beliefs in ethical behaviour and value their own work and that of others. They need to utilise personal strengths and coaching strategies to maximise their own performance and that of others.

Parents/Carers

Families and the school share responsibility for student learning and wellbeing. They need to work together to create positive attitudes to learning, develop shared understandings of how children learn and develop programs to build on their capacity to support learning at home.

Processes

School Excellence Framework guides school improvement in Learning, Teaching and Leading by gathering evidence and data for analysis and evaluation. The School Improvement Team is formalised and are the drivers of school improvement.

The Performance and Development Framework processes encompass the development of professional goals and the strategies and support required to achieve those goals. Teachers work with the supervisor to systematically and strategically review progress based on evidence, self-reflection and feedback.

Intensive learning support programs for targeted students: Targeted groups and individualised assistance to support the needs of EAL/D, students with learning difficulties including Speech and OT issues. These interventions are reviewed regularly in Learning Support Team meetings.

Parents will receive strategies to support student learning at home and gain an understanding of the practices and support mechanisms within school.

Leaders utilise Professional Standards at Highly Proficient and Lead levels to drive improvement and change in the school context.

Evaluation Plan

School executive will convene every five weeks to review milestones. Staff will meet each term to assess progress of the strategic directions. Principal will inform the community via P&C and in writing of school progress each semester.

Practices and Products

Practices

Teacher Performance and Development framework will embed explicit systems for collaboration, classroom observation, modelling practice, providing feedback and coaching.

Consistent tracking of PLAN, NAPLAN and school based data across K-6. Regular reviews and analysis at stage level to discuss, plan and direct teaching and learning cycle.

Learning Support Meetings to identify and support students with learning challenges including gifted or high performing students. Individualised Learning Plan (ILP) for targeted students and Personalised Learning Plan (PLP) for Aboriginal students are in place.

School and parent leaders work with parents on a regular basis to develop ways to improve parents' capacity to support student learning.

Products

Students demonstrate improved knowledge and skills in literacy and numeracy via the implementation of evidence based programs such as L3 (K-2), TEN (K-2), TOWN (3-6), Synthetic Phonics and Reading Recovery.

Students that experience learning challenges/disabilities or have socio economic disadvantage will receive rigorous support that includes Speech Pathology, OT, Multi-Lit, Mini-Lit, EAL/D, LAST and SLSO intervention.

Strategic Direction 2: Fostering creativity and curiosity

Purpose

We believe that by improving students' ability to think and adapt creatively and maintain curiosity in school influences their prospects of educational and occupational success throughout their life.

Students and teachers need to view creativity as having ideas that have value. As a result, they must be enterprising and resilient, have the freedom and confidence to take risks and use their initiative to demonstrate their creative abilities.

Students' curiosity and learning can create their own power cycle. Teachers can feed our students' curiosity consistently and rigorously and use it to fuel new knowledge and skills.

Improvement Measures

That all teaching staff embeds the ten 'Theories of Action' and demonstrates outstanding teaching practice.

That all students have an opportunity to participate in creative programs and showcase events.

That staff incorporate creativity and curiosity into teaching and learning programs and utilise evidence based models/ rubrics to assess creativity.

People

Students

Students need to have the latitude to take greater control of tasks, to feel free to take risks, to develop an understanding of problem solving strategies and embrace curiosity.

Staff

Staff need to model and allow time for creative thinking, instruct and assess students creatively and build self-worth in students by not limiting their ideas. They need to harness lesson intentions/success criteria, set challenging learning tasks, frame higher order questions, connect feedback to data, commit to assessment for learning and implement cooperative groups.

Leaders

Leaders need to seek different approaches to provide creative opportunities across the school for students and staff. They need to utilise curriculum pathways (emphasise inquiry learning); set processes where peer observation is valued; ensure that learning is personalised and intellectually challenging; articulate, define and monitor achievement and performance and lead a high performance culture – this includes strategies in resolving support and resourcing issues and determining the mix of staff.

Parents/Carers

Parents need to utilise their expertise and backgrounds to support various creative programs and to celebrate creativity in the home. They assist the school in connecting

Processes

Teachers will be able to research, observe and implement quality teaching practices that promote curiosity and powerful learning. Teachers will be given explicit feedback on their teaching pedagogy from their peers.

Students and staff will be creative thinkers who take advantage of opportunities to showcase creativity.

Leadership teams in consultation with the staff and community will be able to determine the mix of staff to meet the learning needs of students to ensure strong curriculum implementation and instructional leadership. When vacancies occur, staff may review the school's structure in the context of the School Plan to fill vacancies with different expertise.

Parents and the community will actively participate in and support the celebration of creativity by attending events, providing extra-curricular experiences within and outside the school.

Evaluation Plan

Practices and Products

Practices

Provision for open learning environments allowing students to collaborate, experiment and take risks to develop confidence.

Students and teachers use problem solving processes, flexible grouping and diverse environments to foster creativity and curiosity, differentiate learning and cater for various learning styles.

Products

Students and teachers will demonstrate and showcase creativity via internal and external programs in photography, visual arts, movie making, music, dancing, choir, writing, science and computer coding. There will be a strong emphasis on keeping it relevant, support for student development and alignment to other strategic priorities.

Students and teachers will implement a rigorous school improvement process focussing on the classroom, leadership and school (system) levels. The successful implementation of the Curiosity and Powerful Learning program depends on consistent and rigorous execution of ten 'Theories of Action'. These theories are what outstanding teaching looks like.

Strategic Direction 2: Fostering creativity and curiosity

Improvement Measures

People

with local businesses, artists, musicians and writers to inspire creativity.

Processes

Practices and Products

Strategic Direction 3: Inspiring innovation

Purpose

We believe that inspiring students' to think 'outside the square' and from many different perspectives can improve their ability to be innovative and will influence their prospects of educational and occupational success throughout their life.

Students and teachers must adapt and evolve to suit the circumstances they will face in their future. As a community we must begin to understand that the workforce is changing and not determined. The students' need to be fearless with their ideas and celebrate entrepreneurship in order for them to develop financial and psychological independence.

Improvement Measures

Increase number of students participating in Life Skills program. Students are able to articulate how to earn (by creating a business), save and spend money appropriately.

Implementation of BYOD strategy for Stage 2 and 3 students.

People

Students

Students need to have the latitude to take greater control of tasks, to feel free to take risks, to develop an understanding of problem solving strategies and to explore new ideas. They can provide thoughtful feedback to teachers about teaching and learning and other programs to foster ideas and innovation.

Staff

Teaching staff have the confidence and scope to implement ideas that they feel will add value and improve student knowledge and skills. Staff must be flexible, dynamic and understanding of external and internal forces that shape what they can implement.

Staff will encourage collaboration, model listening to other viewpoints, generate excitement, prioritise high expectations and formulate authentic relationships, set stimulating environments and get students to work to their strengths.

Leaders

Leaders need to develop a shared vision for school improvement, develop the competence base through performance and development frameworks and accreditation, improve pedagogy through evidence based professional learning, foster creativity and idea management through various forums, enable flexible management structures and systems including class formation, create a positive culture and climate while managing all resources including personnel.

Parents/Carers

Processes

Genius Hour/ Project or Product based learning initiatives for students will provide a sense of direction and authentic purpose, and takes note from their context.

Action research for teachers provides an opportunity to evolve quality practice into best practice and to be leaders in their field.

Staff form professional learning communities based on the implementation of evidence based programs (TEN, TOWN,L3, etc), national curriculum and other programs that foster excellence, creativity and curiosity and innovation.

School improves systems for continuous formative, summative and diagnostic assessment procedures, including SMART and PLAN that contributes to the evaluation of class programs. Student performance data is analysed, evaluated and reviewed by Learning Support Team, leadership and stage teams.

Students are trained in self-reflection, reporting and goal setting, as well as providing opportunities for students to develop learning rubrics/ success criteria.

Evaluation Plan

School executive will convene every five weeks to review milestones. Staff will meet each term to assess progress of the strategic directions. Principal will inform the community via P&C and in writing of school progress each semester.

Practices and Products

Practices

The school will implement a BYOD strategy for Stage 2 and Stage 3 to assist in 21st century learning practices.

Products

Students will develop financial literacy with enterprise education skills through the Life Skills (product based learning) initiative. The program will teach students financial and entrepreneurial skills as they create a business and learn about market forces to sell their product using a developed school based currency.

Student directed learning (Genius Hour) will provide different learning opportunities based on product based learning initiatives which utilise expertise from High School students (Sir Joseph Banks HS), teachers and experts from the community.

Students will learn to create their own commercial quality video games at school, write simple artificial intelligence code, character animation code as well as learn important coding concepts needed to create games for all major platforms, mobile devices and games consoles.

Strategic Direction 3: Inspiring innovation

Improvement Measures

People

Parents and community partners support and encourage the development and implementation of various programs by utilising their expertise and background.

Processes

Practices and Products