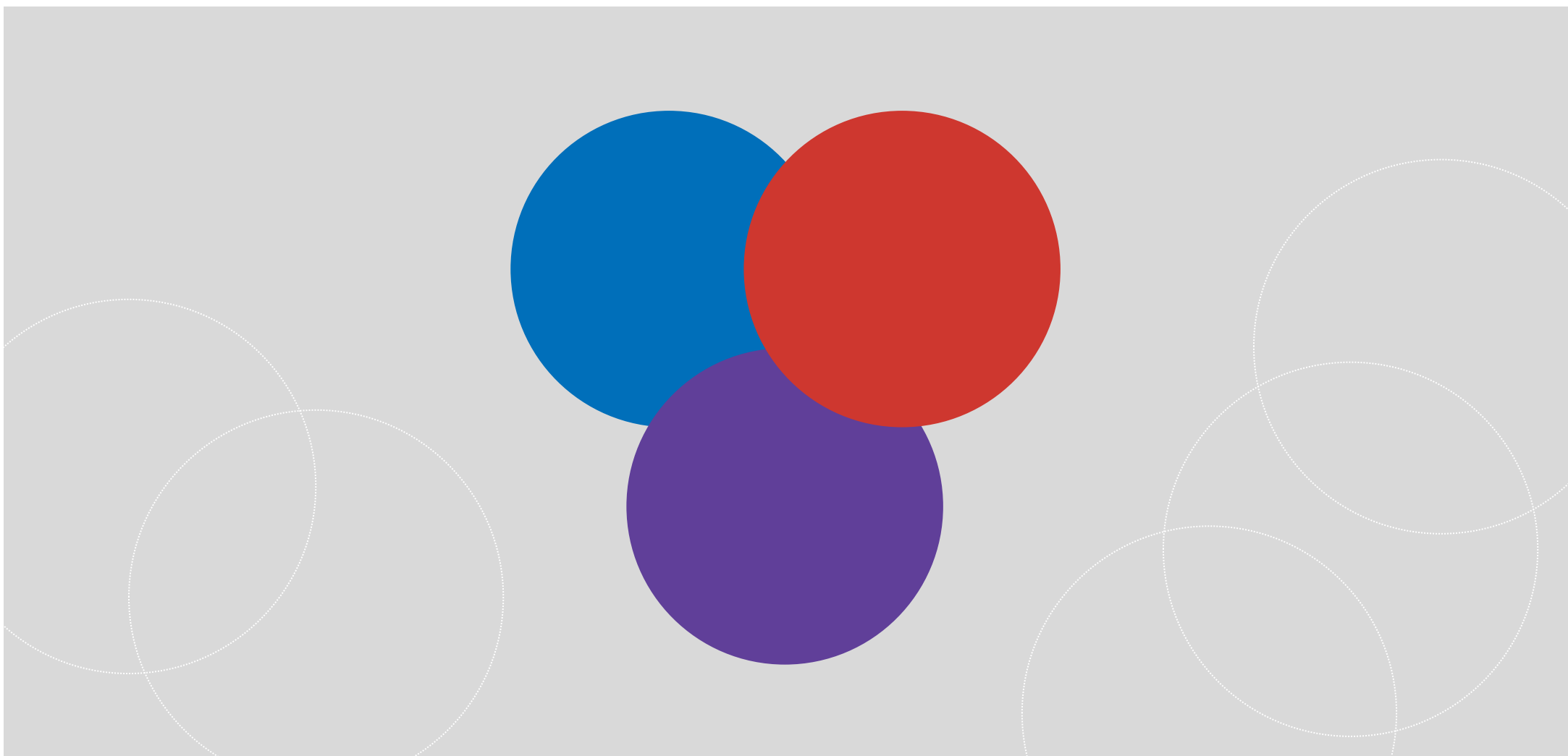


School plan 2015 – 2017

ROCKY RIVER PUBLIC SCHOOL 2983





School vision statement

Rocky River Public School is committed to providing inclusive education within an engaging and nurturing environment. We are committed to academic excellence as well as developing confident, creative and successful learners.

School context

Rocky River Public School is one of the oldest schools in the New England region and celebrated its sesquicentenary in 2010. It is a small rural school situated 5km north 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 a two teacher school and works within a cluster of small schools in the area for sporting, cultural, social and professional development activities. The local community is very supportive and all major school activities are very well attended. 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 combines to develop in the students a love of learning which, together with strong basic academic skills, will carry them through their education and their lives. 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. 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 school is a member of the Armidale Community of Schools (ACOS) which supports principals, staff and students across the New England. 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.

School planning process

In 2014, a comprehensive process was undertaken to review current practices and collect evidence to determine the strengths and areas for further development. Survey results from staff, students and parents, student attendance and academic results were used to determine the three key strategic directions for the School Plan to ensure school improvement. Regular staff meetings were held to discuss the strengths of the school and the directions that need building. All staff have had input into identifying the 3 strategic directions and the processes, products and practices.

The parent and community groups were invited to contribute through discussions at P&C meetings and feedback via emails. Data from informal discussions with parents, teachers and students has also been used.

This consultation process has resulted in the three strategic directions:

1. Successful participants in 21st Century Society.
2. High Quality Educational Experiences.
3. Respectful and responsible community members.



STRATEGIC DIRECTION 1

Successful participants in 21st Century Society

Purpose:

To develop in students a love of learning with the skills needed for them to be proactive and dynamic members of 21st Century society. To be technologically smart and resourceful and be able to work independently as well as to be able to work collaboratively in teams. As a result of classroom programs, students will have the literacy and numeracy skills to function and communicate in our rapidly changing world.

STRATEGIC DIRECTION 2

High Quality Educational Experiences

Purpose:

Staff has the capacity to provide quality teaching programs to meet the diverse range of student abilities and needs. Teachers are engaged in individual and team professional learning to cater for the 21st Century learner. A sequenced plan for curriculum delivery ensuring consistent teaching and learning experiences with clear monitored learning across year levels is developed. Assessment and reporting practices are aligned with teaching and learning practices.

STRATEGIC DIRECTION 3

Respectful and responsible community members

Purpose:

The school has an embedded system of values and understanding of culture which includes students' social conscience and aspirations to be lifelong learners. Students are given opportunities to develop into resilient, responsible members of society. Staff, students and school community members are respected and highly valued. Opportunities and support are provided for students and staff to develop leadership and be involved in decision making in the school. All students, staff and community have a sense of belonging and pride in the school.

Strategic Direction 1: SUCCESSFUL PARTICIPANTS IN 21ST CENTURY SOCIETY

Purpose

To develop in students a love of learning with the skills needed for them to be proactive and dynamic members of 21st Century society. To be technologically smart and resourceful and be able to work independently as well as to be able to work collaboratively in teams. As a result of classroom programs, students will have the literacy and numeracy skills to function and communicate in our rapidly changing world.

Improvement Measures

- ❖ Teaching and learning programs and assessment tasks reflect 21st Century Learning as per The Melbourne Declaration
- ❖ Australian Professional Standards to build the Performance and Development process in line with the framework.

People

How do we develop the capabilities of our people to bring about transformation?

Students:

- Students monitor their own learning and set their own learning goals having high expectations of themselves and being accountable for being active learners.
- **Staff:** Through actively engaging in professional learning all teachers will have a clear understanding of curriculum expectations to provide learning experiences that are relevant as well as being engaging and challenging for all students.
- Staff will develop the capacity to explicitly teach students to reflect practice of Highly Accomplished Teachers.

Parents/Carers:

Teachers communicate with parents, information about their child's learning; what progress has been made and what they can do to support their child's further learning.

Community Partners:

- The school accesses resources beyond the school to ensure that the learning needs of individual students are being met.

Leaders:

- The Principal will encourage the

Processes

How do we do it and how will we know?

- Staff collect, analyse and interpret data to support student learning and use PLAN software confidently to diagnose student needs in literacy and numeracy.
- Implement NSW curriculum syllabus documents which ensure systematic and explicit teaching of objectives, cross curriculum priorities and general capabilities.
- Professional action learning and mentoring develop quality differentiated teaching and learning with embedded practices for learning support.

Evaluation Plan

- Parent, student and staff surveys will be conducted yearly with Tell Them From Me surveys to evaluate level of satisfaction.

Products and Practices

What is achieved and how do we measure?

Products:

- Students demonstrate success in their learning through the completion of tasks specifically developed to develop an inquiring mind with the capacity for self-direction and critical and creative thinking.
- Teaching and learning programs and assessment tasks demonstrate the explicit integration of ICT targeted general capabilities
- Teaching programs, scope and sequences, assessment schedules and units of learning are interco Students nected and delivered using systematic and explicit teaching.

Processes:

- All teaching staff understand that student learning and engagement are related, with the school communicating priorities for strengthening both.
- Students use assessment and feedback to reflect on their learning.



use of research- based teaching practices to ensure that every student is engaged, challenged and learning successfully.

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Strategic Direction 2: HIGH QUALITY EDUCATIONAL EXPERIENCES

Purpose

Staff has the capacity to provide quality teaching programs to meet the diverse range of student abilities and needs. Teachers are engaged in individual and team professional learning to cater for the 21st Century learner. A sequenced plan for curriculum delivery ensuring consistent teaching and learning experiences with clear monitored learning across year levels is developed. Assessment and reporting practices are aligned with teaching and learning practices.

Improvement Measures

- ❖ Student growth from YR3 TO Yr5 as evidenced by NAPLAN and various standardised data
- ❖ 100% K-6 students achieving benchmarks in English and Mathematics.

People

How do we develop the capabilities of our people to bring about transformation?

Students:

- Will build beliefs in their own capacities to learn successfully and their understanding of the relationship between effort, attitude and success
- Staff undergo professional learning to build skills to analyse and interpret data
- Teachers develop an understanding of where students are up to in their learning including their current knowledge skills and learning difficulties using the learning continuums to identify starting points for teaching.

Parents/Carers

Working collaboratively with the school to form meaningful community relationships to engage students in real life activities.

Community Partners:

Set high expectations for every student to progress and demonstrate cognitive, emotional, social, physical and spiritual well-being.

Leaders:

- The Principal will work with the staff to review student achievement data

Processes

How do we do it and how will we know?

- Use of qualitative and quantitative student data to inform all teaching and learning
Develop a whole school process that embeds collecting, analysing and reporting data on Individual students' progress tracked and assessed on Literacy and Numeracy continuums and embedded in the teaching and learning cycle.
- Teachers plan for curriculum delivery that is sequential with consistent teaching and learning expectations and to which assessment and reporting procedures are aligned.
- Plan and implement the NSW curriculum syllabus documents which ensure systematic and explicit teaching of objectives, cross curriculum priorities. Development and implementation of high quality learning and support programs which reflect the Education Standards Act and Disability Discrimination Act to facilitate differentiation that is individualised to improve student outcomes.

Products and Practices

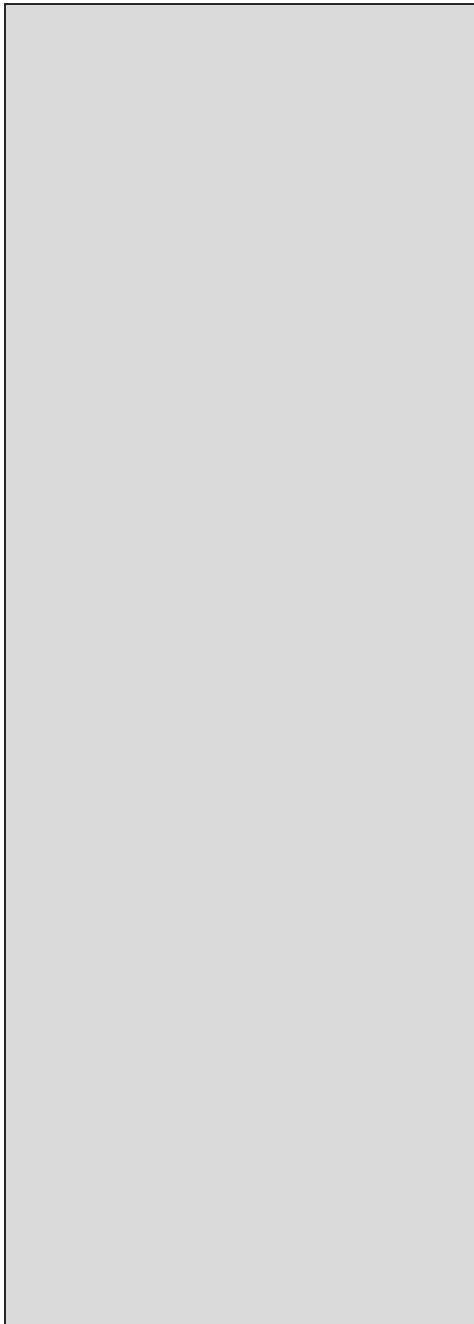
- **What is achieved and how do we measure?**

Products:

- All student growth from Yr3 to Yr5 as evidenced by NAPLAN data improves by a minimum of 1 skill band.
- Programs reflect evidence based teaching and learning
- Early and sustainable interventions are in place for students identified as needing additional support.
- A deeper, shared understanding of quality teaching for all staff including a framework for teacher self-evaluation, lesson observations, feedback and the Performance and Development process.

Practices:

- Students share responsibility in building a positive school culture through Assessment for Learning.
- The school leadership team builds the collective capacity of the staff to use data to inform professional strategic teaching and learning improvements where all students entered on the PLAN and Literacy and Numeracy continuums to assist with informed decision making
- Programs, assessment tasks



- The Principal has provided for equitable professional learning in the school budget

Evaluation Plan

- Continuity and progression across all years of the school through a whole school approach scope and sequences to all Key Learning Areas..
- All students tracked and data extracted through PLAN including IEP's, Welfare and Learning Support referrals and DEC reporting policy.
- Mathematics assessments recorded to show strengths and weaknesses of student learning and to drive further reteaching and programming. Student pre/post results on standardised spelling assessment recorded to show improvement in Spelling.
- Annual analysis of NAPLAN data to track improvements in literacy and numeracy.

- and rubrics reflect changes to pedagogy and curriculum
- Teaching staff have access to a broad range of student achievement and wellbeing data to use for analysis to diagnose students' needs and to ensure differentiated learning.

Strategic Direction 3: RESPECTFUL AND RESPONSIBLE COMMUNITY MEMBERS

Purpose

The school has an embedded system of values and understanding of culture which includes students' social conscience and aspirations to be lifelong learners. Students are given opportunities to develop into resilient, responsible members of society. Staff, students and school community members are respected and highly valued. Opportunities and support are provided for students and staff to develop leadership and be involved in decision making in the school. All students, staff and community have a sense of belonging and pride in the school.

Improvement Measures

- ❖ Curriculum provision meets community needs and expectations

People

How do we develop the capabilities of our people to bring about transformation?

Students:

Will develop a strong sense of community mindedness and demonstrate the values taught through the YCDI program.

Staff: High expectations of students work and behaviour demonstrating a consistent approach reinforcing values using YCDI

Support all students to create and engage in a culture where success is valued and a strong social and community conscience is meaningful.

Parents/Carers:

Through parent and carer and community engagement high expectations will be set for every student to progress and demonstrate growth by contributing to students' values education.

Leaders:

The Principal makes deliberate and strategic use of the schools community relationships to enrich the school's standing within the local community and to meet student outcomes.

Processes

How do we do it and how will we know?

- Expectations of behaviour are explicitly taught to students and relate to all school and community settings.
- The school consistently implements a whole school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment

Evaluation Plan

- Parent, student and staff surveys will be conducted yearly with Tell Them From Me surveys to evaluate level of satisfaction.

Products and Practices

What is achieved and how do we measure?

- ❖ Students are self-aware, build positive relationships and actively contribute to the school, community and the society in which they live.
- ❖ Students care for self, and contribute to the well-being of others and the community.
- ❖ Staff, students, parents and the broader community are welcomed and engaged in the development of vision, values and purpose for the school.
- ❖ Parent and community members have the opportunity to engage

Product:

There is a high level of involvement and participation in community and global activities including ANZAC commemorations, community fundraising where students demonstrate a community conscience through empathy for others.

Practice:

- Quality teaching and professional practice are evident in every learning environment, providing students with opportunities to connect, succeed and thrive.
- Students are taught to accept responsibility and consequences for their own behaviours.
- Positive, respectful relationships are evident among students, staff and community members.
- Extra-curricular learning opportunities are significant, support student development and are strongly aligned with the school vision, values and priorities.

