School plan 2015 – 2017

Rydalmere Public School and Preschool

3020
## School background

2015 - 2017

### School vision statement

At Rydalmere Public School we are dedicated to creating a dynamic and engaging school community of safe, respectful learners who belong. Our priority is developing global citizens for the future.

### School context

Rydalmere Public School and Preschool is a small metropolitan school located at the centre of population for the greater Sydney area. The school is set on expansive grounds. In 2015, the school population sits at 130, comprising 110 K-6 students in our primary classrooms and 20 preschool children each day. The preschool runs two programs each week, servicing a total of 40 preschool children weekly.

50% of our students come from a Non-English Speaking Background and 2% of our students are from an ATSI background. Overall, our Family Occupation and Education Index (FOEI) is 84. Our students are safe, respectful learners who belong. We enable them to become:

- successful learners
- confident and creative individuals
- active and informed citizens

Our school staffing consists of six teaching positions, including two executive positions of Principal and Assistant Principal, and various part-time specialist support teachers and support staff. Rydalmere Public School and Preschool staff promote equity and excellence. Embedded in their practice is the promotion and development of all students’:

- intellectual
- physical
- social
- emotional
- moral
- spiritual and aesthetic and
- wellbeing needs.

The parents and carers of Rydalmere Public School, unite with the staff in positive partnerships to improve the learning experiences for their children. An active P&C body exists. Members from all facets of our school community are involved in key decision making, as valuable contributors in our consultative processes.

### School planning process

The annual evaluation process was led by the school Principal and involved consultation with all key stakeholders within the Rydalmere Public School community.

Key stakeholders for the purpose of this document are students, parents and carers, community members and staff. Initial consultation involved informing the community of the new planning process and the reasons for this. Information was provided about the current and upcoming educational reforms that support this new process, via digital and paper dissemination, as well as face-to-face sessions.

The whole staff reflected on the current school plan with particular emphasis on teaching practice and pedagogy linked to the learning outcomes of our students. The following internal and external data was collected and used for analysis via the following methods:

- Voluntary surveys were provided to all staff and all families members in the areas of 'Technology' and 'School Culture', with responses received from:
  - 100% of staff and
  - 25% of families
- Future forums were held to reflect on what is great at Rydalmere PS, what they would like changed and what they want most for the children at RPS, with participation rates of:
  - 100% of 3-6 students via interview
  - 100% K-2 students via work samples
  - 100% of staff and
  - 33% of all families, including new families joining us in 2015.
- Analysis of student achievement data from K-6 including analysis of Literacy and Numeracy Continuum data, Running Records, South Australian Spelling Test results, NAPLAN SMART data and rich classroom assessment task results.
- Both formal and informal lesson observations as part of the EARS and TARS process, as well as observation via our lesson study TPL focus.
- Analysis of policies and programs, meeting minutes, communication methods and other documents relevant for this evaluation process.

Consultation and collaboration with our Community of Schools group, PSL and AECG was an important part of the process. Current research was used to validate our evaluations, including that of (Covey, MackInsey, Di Paola & Hoy, Robinson, Hattie, McIntyre, Sharratt & Fullan, DuFour, Stoll) ACSSO and AITSL. Key documents used were: the Melbourne Declaration, Australian Professional Standards for Teachers and Principals and the National School Improvement Tool. Key DEC reforms considered were Great Teaching Inspired Learning, Local Schools Local Decisions, Every Student Every School and the School Excellence Framework.
Purpose: To build an expert teaching and leadership team, who take an active leadership role beyond the classroom, where there is a shared responsibility for all students' learning. High quality professional learning will focus on continuous improvement via mentoring and coaching to build the capacity of all staff.

STRATEGIC DIRECTION 1
Leadership and capacity building at all levels

Purpose: For teachers to be supported in the delivery of exemplary teaching practice to ensure that every student is engaged in challenging tasks, supporting learning. Teachers will base their practice on research-based methodologies to create a dynamic learning environment.

STRATEGIC DIRECTION 2
Dynamic and engaging learning environment

Purpose: To maximise student learning success and wellbeing by working in partnership with parents and carers, the Rydalmere Community Hub Leader, local schools and community organisations. Open and effective communication will exist to sustain positive relationships and to evaluate the effectiveness of these partnerships on student learning.

STRATEGIC DIRECTION 3
Enhance school community values and culture
**Strategic Direction 1: Leadership and capacity building at all levels**

### Purpose

**The Research behind our purpose:**

"I am personally convinced that one person can be a change catalyst, a "transformer" in any situation, any organization. Such an individual is yeast that can leaven an entire loaf. It requires vision, initiative, patience, respect, persistence, courage, and faith to be a transforming leader." --Stephen R. Covey

"...nearly 60% of a school's impact on student achievement is attributed to the principal and teacher effectiveness". – MacKinsey (2010).

"Effective instructional leaders recognize the talents and expertise of others in their schools, provide opportunities for leadership development in others, and create a broad leadership base in their schools" –Di Paola & Hoy (2008).

The above research, along with that of Joanne Robinson (2007), John Hattie (2009), Ann McIntyre (2011) and Lyn Sharratt & Michael Fullan (2012) recognise the imperative nature of professional learning and the profound impact this has on student achievement. This research and educational reforms such as Great Teaching Inspired Learning and Australian Professional Standards for Teachers and Principals, underpin the core of our purpose.

**Our purpose is:**

To build an expert teaching and leadership team, who take an active leadership role beyond the classroom, where there is a shared responsibility for all students' learning. High quality professional learning will focus on continuous improvement via mentoring and coaching to build the capacity of all staff.

### Improvement Measures

- To increase to 100% teachers' capacity to transform student learning with strong understanding, utilising the DEC reforms and frameworks, to change practices so they are aligned to our strategic directions, PLPs and staff career aspirations.
- 100% of teachers demonstrate proficiency with an increased number of staff aspiring to be accredited at highly accomplished or lead teacher level.

<table>
<thead>
<tr>
<th>People</th>
<th>Processes</th>
<th>Products and Practices</th>
</tr>
</thead>
</table>
| **Students:** Develop and embed new learning and goal setting strategies to promote critical thinking, improving engagement, learning and wellbeing outcomes. | 1. **Leading and Managing School Performance**
   - a. To provide the Principal and school leaders time to effectively lead, manage and action key DEC reforms, demonstrating educational leadership in the delivery of these via professional learning, educational programs, performance and development, and learning outcome and student welfare analysis. Mentoring of aspiring executive.
   - b. To engage in planning and preparation for the rollout and activation of SAP/SALM system, with a focus on capacity development in school administration to improve organisational effectiveness. | **Products (Quantitative):**
   - 100% of teachers aligned to the strategic directions within the school plan.
   - 100% of staff achieve goals set in Professional Development Framework Plan.
   - 100% of staff have an understanding of their role within key reforms in education, with increased leadership capacity across the board.
   - 100% of staff access information through SAP/SALM systems and services.
   - 100% staff have targeted professional learning experiences focused on engaging and dynamic delivery of content for our global citizens. |
| **Staff:** Challenge what staff see as their ‘practice norms’ to engage them in deep and meaningful professional learning, improving their knowledge and skills, and in turn, student outcomes. | 2. **Effective Pedagogical Practices**
   - a. To build and sustain the professional learning of all staff, by providing targeted TPL to improve teaching practice and enhance student outcomes.
   - b. To implement staff review processes, in line with DEC policy, where goal setting and reflection are the core driver for continuous development. The overarching standards for teachers and principals will be used to set expectations. | **Practices (Qualitative):**
   - Proactive leadership learning across the school supporting quality educational and management practice in line with: current research, NSW Australian Curriculum, the Performance and Development Framework, Professional Standards for Teachers and Principals, and the School Excellence Framework.
   - Regular reflection from teachers on their career progression, with professional goals set in PLP based on these reflections.
   - School Administrative systems aligned with the reforms of SAP/SALM, with administrative practices providing explicit information about the school's situation. |
| **Leaders:** Identify universal, targeted and intensive professional learning opportunities for staff in line with school priorities and DEC accountabilities. | **Evaluation plan:**
   - Regular reporting of milestone progress through management and leadership teams. Staff surveys, formal and informal classroom observations with structured feedback sessions, student data and collegial reflection sharing will provide the systems for evaluation, along with documents such as the School Excellence Framework and the Performance and Development Framework. |
**Purpose**

**The Research behind our purpose:**
It is the attention to the purposes of innovations, the willingness to seek negative evidence (i.e., seeking evidence on where students are not doing well) to improve the teaching innovation, the keenness to see the effects on all students, and the openness to new experiences make the difference…The major message is for teachers to pay attention to the formative effects of their teaching, as it is these attributes of seeking formative evaluation of the effects (intended and unintended) of their programs that makes for excellence in teaching. –John Hattie (2009)

The Melbourne Declaration on Educational Goals for Young Australians (2008) explicitly states educational goals for all young Australians within all school contexts. These include:

**Goal 1:** Australian schooling promotes equity and excellence

**Goal 2:** All young Australians become:
- successful learners
- confident and creative individuals
- active and informed citizens

This document, as well as John Hattie’s research, is the driver for our purpose.

**Our purpose is:**
For teachers to be supported in the delivery of exemplary teaching practice to ensure that every student is engaged in challenging tasks, supporting learning. Teachers will base their practice on research-based methodologies to create a dynamic learning environment.

**Improvement Measures**

- 100% of eligible students receiving tailored support through IEPs, PLPs and inclusive learning accommodations
- Increased numbers of students achieving expected growth or beyond in external (NAPLAN) and internal (PLAN) data
- Increased number of Kindergarten students achieving L9 text in L3 by 2017, with an increase of Year 1 students achieving L19 text in S1L3.
- RAM ‘Learning and Support’ and ‘English Language Proficiency’ flexible funding utilised to ensure all equity funded students achieve Literacy and Numeracy targets.

**People**

**Students:** Action our school values within our PBL approach of being ‘safe, respectful learners who belong’ to ensure engagement.

**Students:** Commit to learning goals set and reflect on feedback provided by teachers to understand their own learning needs, instilling the cycle of being a lifelong learner.

**Staff:** Know and understand the goals of the Melbourne Declaration, using these to broaden teaching and extend student learning.

**Staff:** Use research to guide the creation of a variety of fluid and flexible learning spaces.

**Leaders:** Current and aspiring leaders will lead and manage key projects to develop their leadership capabilities.

**Leaders:** Identified as change agents to drive change and lead staff.

**Parents and Carers:** Support children’s learning through meaningful and transparent communications with teachers about the academic, social and emotional needs so their child can reach their potential.

**Processes**

1. **Creating Engaged Learners**
   - Differentiated programming to reflect the diverse needs of our students. This will be supported by our ‘Teach Well, Levels of Support’ approach.
   - Build curriculum for our global citizens with 21st century learning capabilities explicitly embedded. Critical and creative thinking tools will build self-directed independent learners. Maintain and build technology resources and learning tools.
   - Intensive Learning Support programs for targeted students in the areas of EAL/D, NAP, Learning Support, Multillit and Gifted & Talented.

2. **Creating a Dynamic Learning Environment**
   - Update indoor and outdoor learning spaces to reflect the needs of our global citizens.
   - Creative timetabling to reflect the needs of our students.
   - Develop a school-wide framework where learning intentions are clearly articulated to students every lesson, along with assessment criteria.

3. **Strong Preschool Foundations**
   - Literacy: Children will be provided opportunities to engage with a range of texts through play based learning including speech, story, rhyme, written and environmental texts with a focus on the aspects of Cluster 1 & 2 of the literacy continuum.
   - Numeracy: Children will be provided with opportunities through play (including ICT) to apply a wide range of thinking strategies and problem solve. Students will be encouraged to explore and communicate mathematical concepts, be exposed to mathematical symbols and contribute to mathematical discussions with a focus on counting.

**Evaluation plan:**
Regular reporting of milestone progress through management and leadership teams. Regular monitoring of school-based internal data (including tiered data), linked to learning continuums, from classroom teachers, ESL teacher and LaST. Monitoring of external data such as NAPLAN data to validate internal data. Student surveys conducted. Functional Analysis Assessments conducted to measure student engagement.

**Products and Practices**

**Products (Quantitative):**
- Preschool - Increased Best Start entry outcomes in Literacy and Numeracy.
- 100% of students enter school with a strong sense of belonging, being and becoming.
- K-6 – Strong Literacy and Numeracy outcomes with 75% of students in K-6 achieving at or above appropriate grade Continuum Cluster in Comprehension and Reading Texts and 85% of students in Years K-6 working within or above the relevant grade cluster in Number.
- Students accessing dynamic learning spaces to suit them as a learner.
- Learning environment will incorporate diverse learning zones.

**Practices (Qualitative):**
- Innovative quality learning practices across the school, demonstrated through differentiated literacy and numeracy lessons to improve student achievement.
- Explicit learning goals for students regularly communicated to parents.
- Students reflecting and reporting on their own achievement in relation to learning goals.
- The school promotes and maintains high expectations of students to be safe, respectful learners who belong.
- Students will have choice in how and where they learn.
### Purpose

**The Research behind our purpose:**
Building learning communities as a means to engage teachers in their profession flows from the assumption that the core purpose of education involves a focus not just on teaching but on learning (DuFour, 2004).

A professional learning community is an inclusive group of people, motivated by a shared learning vision, who support and work with each other, finding ways, inside and outside their immediate community, to enquire into their practice and together learn new and better approaches that will enhance all participants’ learning (Stoll et al.).

One good example of how parents can make a difference is illustrated through the work of the Australian Council for State School Organisations (ACSSO, 2008a). With a clear and strong focus on parents, ACSSO offers interesting and helpful ways of connecting parents with ideas about student learning in ways that are easy to grasp and initiate. [AITSL funded publication ‘Feasibility Study Establishing a national centre for pedagogy’](http://www.aitsl.edu.au/)

**Our purpose is:**
To maximise student learning success and wellbeing by working in partnership with parents and carers, the Rydalmere Community Hub Leader, local schools and community organisations. Open and effective communication will exist to sustain positive relationships and to evaluate the effectiveness of these partnerships on student learning.

### Improvement Measures

- Increased parent/carer satisfaction levels in the area of ‘School Culture’.
- Significant decrease of negative incidents recorded in Student Welfare records.
- RAM Aboriginal and Low-Socio Economic funding utilised to support initiatives.

### People

<table>
<thead>
<tr>
<th>Students</th>
<th>Engage in our Positive Behaviour for Learning and Wellbeing strategies to be respectful, responsible students who are confident and resilient leaders of the future.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff</td>
<td>Build strong community relationships with parents and carers through use of improved two-way communication and consultation on a regular basis.</td>
</tr>
<tr>
<td>Leaders</td>
<td>Share responsibility across schools in leadership, teaching, learning and community partnerships.</td>
</tr>
<tr>
<td>Parents and Carers</td>
<td>Establish a collaborative learning community with children, teachers and other parents and carers to support student engagement, learning and wellbeing.</td>
</tr>
<tr>
<td>Community partners</td>
<td>Know, understand and support our school through effective engagement with members of the school community.</td>
</tr>
</tbody>
</table>

### Processes

1. **Communication and Consultative Decision Making**
   - Build and grow Future Forums to lead consultative processes, with a focus on learning.
   - Create multimodal communication process between school and home to better meet the diverse needs of all students and families.
2. **Wellbeing**
   - Continue to support Rydalmere Community Hub Leader, in the community development initiatives running within our school for our CALD families and community.
   - Strengthen existing transition to school and transition to high school initiatives.
   - Continued application of PBL with focus on consistent expectations between classroom and playground.
3. **Community of Schools Network**
   - Actively build Community of Schools partnerships through ‘like’ target areas to engage all staff in a strong professional learning community to improve student outcomes.

### Products and Practices

**Products (Quantitative):**
- Increased parent participation at P&C meetings and events.
- Sustained high levels of positive student satisfaction of school culture – 95% in 2014.
- Teachers across Community of Schools collaborate to improve quality teaching and student outcomes.
- Teachers value Community of Schools.
- 100% identified indigenous students are actively engaged in explicit targeted learning programs.

**Practices (Qualitative):**
- A positive culture of learning exists across the school among students, staff, parents and carers.
- All staff utilise and share skills developed through Community of Schools, to provide students with opportunities to engage in learning in specialised areas, with expert guidance.
- All staff have knowledge of, and appropriate staff are implementing programs, to enhance outcomes of all indigenous students.
- The school promotes and maintains high expectations of students to be safe, respectful learners who belong.