

# School plan 2015-2017

## Russell Vale Public School 3973



# School background 2015–2017

## School vision statement

The school values every student and every family.

Staff is committed to ensuring that each child reaches their potential and become successful learners, confident and creative individuals and active and informed citizens.

Russell Vale promotes an education that includes the intellectual, physical, social, emotional, moral, spiritual and aesthetic development of its students through the provision of quality, engaging, teaching and learning programs.

Partnerships between students, parents, carers and families and the broader community are fostered and bring mutual benefits.

## School context

Russell Vale Public School is a small, personal, family-oriented primary school located in the northern suburbs of Wollongong.

It proudly delivers quality Public Education for the children and families it serves.

The school was established in 1954 and has a proud tradition of high academic, cultural and sporting achievements. It educates children who are well-mannered, interested learners and happy to attend school.

The staff is very experienced and hardworking. Staff value the strong involvement of a very active and supportive parent community including an active and interested Parents and Citizen's Association.

The school is situated within picturesque parklands with gardens, grass areas, playground equipment and well maintained, functional, attractive classrooms.

Russell Vale Public School is part of the Woonona Community of Schools (COS) – a true learning community in which all students are encouraged to strive for personal

## School planning process

School executive lead the direction the school will take and include all input from staff, parents and students before finalising the plan.


Parents and carers were consulted through written surveys about School Planning for 2015 and beyond as well as surveys about school satisfaction and the future of Information Technology (IT) at Russell Vale Public School.

The Parents and Citizens Association and parent body have been informed and consulted about results in NAPLAN and future directions in IT as well as opportunities to have input into discussions around the planning process.

Specific surveys on 2015–2017 Planning and School Satisfaction have been analysed and considered. Parents were asked directly for their ideas for specific directions for 2016.

All staff have been involved in the planning process during regular meetings and feedback sessions.

# School strategic directions 2015–2017



## STRATEGIC DIRECTION 1

Literacy and Numeracy

### Purpose:

Purpose of Strategic Direction 1

Whole-of-school approach to the implementation of the Australian curriculum in English, Mathematics, Science and History focusing on high quality differentiated and integrated teaching and learning programs.

Increased levels of overall literacy and numeracy achievement for every student.



## STRATEGIC DIRECTION 2

21st Century Learning

### Purpose:

Purpose of Strategic Direction 2

To foster the 4 C's: creativity, communication, collaboration and critical thinking (problem solving).

To develop information, media and technology skills as well as learning and innovation skills suitable for a future as global citizens.



## STRATEGIC DIRECTION 3

Leadership at all levels

### Purpose:

Purpose of Strategic Direction 3

Opportunities for interested staff to lead whole school and Community of Schools initiatives leading to strengthened teaching and learning through the provision of quality professional learning activities.

Opportunities for students to develop leadership skills across all years.

Maintenance of a culture of high expectations for all staff and students (notably Aboriginal students) including support for staff with aspirations for advancement.

# Strategic Direction 1: Literacy and Numeracy

## Purpose

Purpose of Strategic Direction 1

Whole-of-school approach to the implementation of the Australian curriculum in English, Mathematics, Science and History focusing on high quality differentiated and integrated teaching and learning programs.

Increased levels of overall literacy and numeracy achievement for every student.

## Improvement Measures

55% of students in year 3 achieving at proficient level in reading and numeracy in NAPLAN, currently 48.4% and 45.2% respectively.

43% of students in year 5 achieving at proficient level in reading and 23% in numeracy in NAPLAN, currently 40% and 19% respectively.

\*\*\*\*Please note modifications for 2017 throughout plan in dot points

## People

### People

**Students:** All students provided a differentiated teaching and learning program.

Individual learning plans developed for students at risk of not achieving minimum standard.

**Staff:** Plan, teach, assess and report using the Australian Curriculum.

Identify students below minimum standard and provide access to appropriate early intervention strategies.

Utilise DEC PLAN software and literacy/numeracy continuum K–6, to explicitly focus on teaching spelling, reading, grammar, punctuation, writing, comprehension and mathematics.

Increased differentiated learning takes place utilizing clusters on the literacy and numeracy continuums.

- SMART data analysis further developed.
- Online Literacy and Numeracy support course “Differentiated Learning” completed by all staff.
- Research Hattie’s Visible Learning in preparation for classroom practice.

Evaluation of the 3 year Plan by all staff. School Improvement team formed.

Authentic assessments direct teaching and learning and reporting to parents.

ATSI students have PLP’s in place and

## Processes

**Students:** 2 hour literacy block and 1 hour numeracy block each day for all classes with modelled, guided and independent lessons including streamed mathematics and spelling instruction 2–6 based on deliberate learning pathways.

Spelling groups 3–6 and streamed Maths groups each day 3–6 in 2016.

- Continue 2017, school’s weekly timetable freed of obstructions to learning.

**Staff:** Focus on explicit teaching in all strands of literacy and numeracy.

Shared COS scope and sequences used K–6 and during year 6–7 transition.

Consistent Teacher Judgement (CTJ) dialogue using learning progressions to ensure high expectations and differentiated learning.

Planning days set aside term 1 and term 3 for CTJ dialogue.

Assessment of work samples in groups. Discussion around differentiation of lessons using continuums.

Resources (supply) to support new syllabii.

Use whole school planning /assessment processes to identify need for particular student cohorts and for individual students. (utilising SMART data and the learning continuums).

Incorporate teaching strategies from SMART data for identified students into teaching and learning programs.

## Practices and Products

### Practices

All teaching programs reflect new syllabus requirements with a focus on improved student outcomes.

Improved diagnostic assessment K to 6 in both literacy and numeracy utilising continuums.

Quality teaching practices and strategies that cater for all students’ needs including enrichment and extension.

Professional learning focused on assessment for, as and of learning.

Planning days Term 1 and 3 2016.

- Review History and Geography scope. School Improvement team in

Interactive white board technology utilised to further enhance teaching and learning in literacy and numeracy and to foster integrated learning programs.

### Products

Student will achieve a level of growth comparable to the state in overall literacy and numeracy as measured by state and school data each year.

A differentiated curriculum to meet student needs and continuing focus on ‘Moving the middle to the top’.

All staff has current professional learning in literacy and numeracy leading to confident delivery of curriculum.

Staff teach using continuum cluster groupings.

# Strategic Direction 1: Literacy and Numeracy

## Improvement Measures

### People

semester meetings with parents are held to discuss progress.

**Parents:** Build links with parents about their child's progress and give opportunities for parents to understand new syllabii.

**Leaders:** Combined Community of Schools (COS) development of curriculum scopes and transition to high school plans.

Student performance data ie SMART/PLAN shared between teachers to enable targeted teaching.

More detailed analysis of SMART Data of individual students will be undertaken.

- SMART data analysis further developed in 2017

Evaluation of the 3 year Plan by leaders. School Improvement team formed.

Discussion and reflection opportunities lead to changes in practices and improved student outcomes.

Planning days set aside at end of term 1 to reflect on strategies for improved planning and delivery of teaching.

School Executive monitor teaching and learning programs for effectiveness.

### Processes

**Leaders:** Professional Learning programs: TEN (Targeting Early Numeracy K-2 ) and new Science and History Syllabuses.

Geography syllabus PL undertaken 2016.

Support and mentor teachers focusing on achievement for all students.

Lead whole school analysis of NAPLAN to analyse strengths and weaknesses with alignment to syllabus outcomes.

### Evaluation Plan

Teacher programs checked.

SMART data analysed and areas of deficit considered

Differentiation of lessons in evidence via continuums

LAST review caseload

Spelling and maths groups monitored and students moved if necessary

### Practices and Products

School Plan 2015-2017 evaluated successfully

Learning Support Team oversee support programs for students experiencing learning difficulties.

# Strategic Direction 2: 21st Century Learning

## Purpose

Purpose of Strategic Direction 2

To foster the 4 C's: creativity, communication, collaboration and critical thinking (problem solving).

To develop information, media and technology skills as well as learning and innovation skills suitable for a future as global citizens.

## Improvement Measures

Evidence individual Personal Learning focusses on 21st Century Learning related to the School Plan.

Evidence of increased use of emerging technologies in classrooms.

Parent and community usage of newsletter, website and Facebook to promote home/school learning partnerships increases from < 20 to over 60%.

\*\*\*\* Please note modifications for 2017 throughout plan in dot points

## People

### Students

Engage students in the need to be highly skilled in the use of information and communication technologies, assisting in fostering creativity, communication, collaboration and critical thinking.

Students engage in the Habits of Mind (HOM) as it relates to each lesson.

- Continues in 2017.

ICT– Increased student motivation and engagement in learning, allowing students to see connections to what they are learning and the wider world.

### Staff

Professional development around Habits of Mind (HOM) and 21st Century Learning principles.

Incorporation of the 16 HOM in lesson planning and teaching. 2017 continues

Develop capabilities to adapt teaching and learning to new technologies and the demands of a global environment, while demonstrating that Quality Teaching Framework is still the key to enhanced student learning.

- Cyber Safety and Digital Citizenship policy and practices in place.

### Parents/Carers

Establish a strongly supported vision and culture across the whole school community to introduce educational innovations that

## Processes

### Students:

Stimulating learning environment.

ICT, used effectively, promotes diverse, flexible, interactive, quality learning within a safe online environment.

### Staff:

Enhanced accountability across the school, improving communication between parents, teachers and students.

High expectations of all learners: ICT, used effectively, can transform learning and teaching, enhance learning opportunities and improve learning outcomes for all.

Focus on teaching and learning: ICT is used strategically to improve learning and teaching and it is supported by professional learning.

Focus on sharing apps and other IT skills between staff.

- Continues 2017

Habits of Mind Professional Learning continues and implementation begins.

- Continued implementation 2017.

Purposeful teaching: ICT is used to enhance effective teacher practice, to engage learners and to contextualise teaching to meet individual learner need.

### Parents:

Discussions and planning around Bring Your Own Device investigated.

## Practices and Products

### Practices

Effective use of Knowledge Collaboration by staff (professional learning shared, meetings, emails, shared document folders)

Technology ideas and strategies shared at staff meetings.

Staff utilise shared resources.

Integrated learning incorporated into all programming.

English Syllabus Objectives C, D and E evident in programming and planning.

Effective management of resources – mac lab, mobile pc lab, iPads, apps and software.

Regular use of portable technology in classrooms; embedded in teaching and learning.

Students understand and reflect on Habits of Mind as they apply to integrated lessons.

- Continue in 2017
- CyberSafety and Digital Citizenship policy in place.

### Products

Integration of ICT skills and Web tools in the classroom.

Utilisation of apps in teaching. Sharing of teacher knowledge in stage and mentoring sessions.

BYOD in place in 2017

# Strategic Direction 2: 21st Century Learning

## Improvement Measures

### People

improve school wide practices.

BYOD device survey sent out in term 1 2016 to all parents.

Parents invited to meetings around implementation and pedagogy.

- Parents of 3–6 provide devices

### Leaders

Executive lead the development of targeted Professional Learning (PL) for citizens of a global world.

BYOD pedagogy professional learning in 2016.

- Continues 2017.

### Processes

BYOD Survey 2016 given to all parents.

Continued financial support byP&C for school ICT initiatives.

- Commitment to assist with 75 inch Commbox purchase to replace electronic white board.(\$2000 of \$7999)
- Continues in 2017.

### Leaders:

Clear and shared vision and understanding of how ICT can improve student learning outcomes.

Plan for BYOD introduction after survey analysis.

- BYOD facilitated 3–6

Plan PL that is relevant to each teacher's current level of knowledge.

- Continued PL for staff.

### Evaluation Plan

Staff and students using new technologies

SAMR in evidence in lesson outcomes and programming

Parent meetings to determine impact and success

Habits of Mind PL continued

Teachers integrating HOM into lessons

Learning intentions and success criteria in lesson planning and delivery

### Practices and Products

Continuum of critical skills for technology (K–6) created and implemented.

Structured professional learning for staff.

PLcontinues

Maths Problem solving days held termly (focus on communication, collaboration, critical thinking.)

Science Project Days held min. twice year.

Product: Reliable wireless Infrastructure in use.

Purchase of stimulating Learning Resources.

- Habits of Mind incorporated into lesson structure. 2017 continues

# Strategic Direction 3: Leadership at all levels

## Purpose

Purpose of Strategic Direction 3

Opportunities for interested staff to lead whole school and Community of Schools initiatives leading to strengthened teaching and learning through the provision of quality professional learning activities.

Opportunities for students to develop leadership skills across all years.

Maintenance of a culture of high expectations for all staff and students (notably Aboriginal students) including support for staff with aspirations for advancement.

## Improvement Measures

All staff produce Professional Development Plans (PDPs) using new Performance and Development Framework.

100% of aboriginal students develop, implement and evaluate their personalised learning plans.

Aboriginal student attendance matches state average.

\*\*\*\*\* Please note modifications for 2017 throughout plan in dot points

## People

### People

**Students:** Opportunities for all students including our Aboriginal students to explore and develop leadership skills.

Student Representative Council (SRC) further developed along with other leadership opportunities for younger students.

RVPS and Woonona COS Public Speaking showcase at all COS schools.

Choral Festival, Southern Stars and Dance Festival all opportunities for creative arts involvement.

Southern Stars and Choir participation in 2016.

- Choral Festival 2017
- Students have opportunity for choir involvement.

Jump Rope for Heart Demonstration Team formed. 25 students from years 3–6.

**Staff:** A high priority on professional learning, with an emphasis on developing opportunities for personal growth in leadership at a stage, department, school, COS or promotion level.

- School Validation Process planning and data gathering commenced. "What works best?" used as basis for compiling sources of data.
- School Improvement team formed to facilitate.
- Mentoring / collegial lesson observation and practice relationships further

## Processes

### Students:

Opportunities for increased leadership opportunities for Aboriginal students. .

Partnerships strengthened with aboriginal families.

Further student leadership (SRC) opportunities canvassed and implemented wherever possible.

Jump Rope for Heart demonstration team attend training day in Sydney.

Team performs at 6 schools throughout 2016.

- Jump Rope continues 2017
- Choir in place

### Staff:

Professional Development Plans centred around and further aligned to Australian Professional Standards for Teachers.

Principal performance aligned directly to Australian Professional Standards for Principals

Leadership PL for aspiring staff ie Leading at the Speed of Trust, Principal Credential and Growth Coaching, 21st C Learning; Habits of Mind.

All staff compile PDP's relevant to the 3 Strategic Directions and their own interests and aspirations if applicable.

Staff share PDPs with all other staff.

Self- reflection mid-year of goal progress.

## Practices and Products

### Practices

Aboriginal students reflect on their own learning and plan achievable goals.

Aboriginal students' attendance and welfare monitored regularly.

Staff reflect on their own performance and aspirations leading to improved student outcomes.

Parents become partners in the planning process of goals and aspirations for Aboriginal students.

Woonona COS further strengthened and developed. Transition 6–7 revised, reviewed and refined.

- QTSS funding assists professional development.
- Student Welfare policy and procedures improved and enhanced.

### Products

All History units to have Aboriginal perspective.

Improvement in attendance of Aboriginal students.

Improved relationships with Aboriginal families and Aboriginal leadership skills developed

Aspirational staff guided and supported



# Strategic Direction 3: Leadership at all levels

## Improvement Measures

### People

developed.

- Welfare policy and procedures reviewed.

Staff continue the ethos of developing closer relationships with indigenous students.

**Parents:** Parents involved in true collaborative practices around school planning and in the partnership between teacher, parent and learner.

Parents of ATSI students meet re PLP progress every semester.

- Parents involved in Student Welfare review.

#### Leaders:

Collaboratively develop and articulate

Personal Development Plans linked to Australian Professional Standards for teachers and School Plan.

Supervisors and Principal observe two lessons in term 2 and term 3.

Final sign off at end of year for all staff.

- Facilitate further mentor and collegial PL opportunities using QTSS funds/time

Devise high quality professional learning relevant to School Plan's aspirations. Mentoring of staff with greatest needs by others.

- Facilitate Student Welfare policy review

Quantify the needs of Aboriginal students and develop strategies and innovations for

### Processes

Opportunities for all staff to lead the sharing of ICT ideas, resources and strategies.

- QTSS funding used to allow executive staff to foster and develop peer professional learning opportunities beyond the PDP process.

#### Parents:

Collaboration and strengthened relationships between schools and the community through development of PLP's and ILP's with parents and caregivers.

#### Leaders:

Woonona Community of Schools (COS):

Continued opportunities for staff to collaborate and learn from expertise of Learning COS colleagues.

Ongoing meetings with COS group to refine practices, share resources and ideas.

Teachers and executive afforded opportunities for professional growth and leadership.

### Evaluation Plan

Goals in staff PDP's specifically aimed at improving student outcomes

Staff observed twice a year delivering lesson relating to PDP's

QTSS funds utilised for coaching and

### Practices and Products

towards goals.

Alignment of all staff performance with Australian Standards.

Choral Festival participation 3–6, 2015

Southern Stars participation 2016.

(Choir and dance.)

- Choral festival 2017
- Choir in place.

Quality PDPs written relating to Strategic Directions in the School Plan. Continue 2017.

# Strategic Direction 3: Leadership at all levels

## Improvement Measures

### People

growth.

### Processes

Professional Learning with peers

Aboriginal student personalised learning plans in place and evaluated twice yearly

### Practices and Products