

# School plan 2018-2020

Raleigh Public School 2931



# School background 2018–2020

## School vision statement

At Raleigh Public School we are deeply committed to providing and sustaining, quality education within a nurturing and safe environment. Our school inspires and promotes individuals to reach their highest potential in an inclusive and supportive environment, to create future, community-focused global citizens.

## School context

Raleigh Public School is a TP2 school on the flood plain of the Bellinger River, on the Mid North Coast of New South Wales. It was established in 1874 and is one of the oldest schools in the area. We are active members of the Bellinger Valley Community of School (BVCoS) and Bellinger–Dorrigo Small Schools Network (BDSSN), which includes Dorrigo, Dundurrabin, Hernani, Orama and Raleigh Public Schools.

The local school zone is small and our student body is made up of students from locations across the Bellinger Valley, including Raleigh, Urunga and Bellinger. We have a current enrolment of 29 students for 2018, with 3% of students being Aboriginal. Our School's average 2016 and 2017 Family and Occupation Index (FOEI) was measured at 103, 27.7% of students were in Quartile 1 and 13.8% in Quartile 2.

Our school has a large leafy, natural play area, including a large flat sports field, orchard, kitchen garden, chicken pen and is surrounded on three sides by farm land. We have both a full sized undercover basketball court and large covered play area. There are two permanent buildings, one used as a classroom and one as an office. One demountable building houses the second classroom and library. The school is staffed on a TP2 entitlement, there are fluctuating enrolments and current staffing is a permanent TP2 teaching principal, temporary full-time teacher and permanent part-time teacher one day a week. The permanent part-time teacher is on extended leave. We are entitled to 0.696 School Administrative Manager and 0.2 General Assistant which is currently staffed casually due to leave. Decisions made around budgeting and resourcing have input from staff and are taken to P&C meetings for further input and suggestions.

## School planning process

Our school evaluation process has included a review of the strengths, opportunities and areas for development across our school.

The evaluation processes included:

Staff collaboratively participated in a meeting where discussion was held and a survey was developed to evaluate the school with all parties. A further meeting was held where staff discussed and evaluated the strengths, areas for improvement, things that we were currently occurring that they liked and the things that makes Raleigh unique.

Two parent and community meetings were held. One within school hours to cater to families who were unable to get care for their children outside of school hours and one after school for working families. Those families who were unable to attend meetings were offered the opportunity to complete the survey also. A total of 80% of families responded. There was rich discussion and ideas generated from the meetings and surveys, around the strengths, areas for improvement, things that we were currently doing that they liked and the things that makes Raleigh unique.

The students from Years 3–6 were also asked to complete the survey to evaluate the strengths, areas for improvement, things that we were currently doing that they liked and the things that makes Raleigh unique.

The Principal worked collaboratively with the BDSSN and the Principal School Leadership Officer on the process, including a one day workshop.

# School strategic directions 2018–2020



## STRATEGIC DIRECTION 1 Learning

### Purpose:

Excellent schools have a strategic and planned approach to develop whole school wellbeing processes that support all students so they connect, succeed, thrive and learn. Our purpose is to develop engaged, self-directed and resilient learners through a focused approach to professional learning and developing creative and critical thinking skills and strategies in students and staff, including developing in students the ability to set goals, self-reflect and articulate their learning.



## STRATEGIC DIRECTION 2 Teaching

### Purpose:

Highly skilled and passionate teachers are an essential part of improving students outcomes. Raleigh Public School's purpose is to create a stimulating, challenging, yet supportive professional environment for teachers, which uses research to underpin quality practice. We understand the need for genuinely collaborative planning, dialogue and reflection. We maintain a focus on the delivery of the required curriculum and on literacy and numeracy across the whole school.



## STRATEGIC DIRECTION 3 Sustainability

### Purpose:

The school is driven by a deep belief that every student is capable of successful learning. A high priority is given to ensuring all students play an active role in programs and activities being offered. The 'Kids in the Kitchen' (KiK) and 'Reduce, Reuse, Recycle' programs encourage healthy eating and lifestyles and environmental awareness, to create responsible lifelong learners. Promotion of the school and its programs to the wider community, to build student numbers and ensure the longevity of Raleigh Public for the future.

# Strategic Direction 1: Learning

## Purpose

Excellent schools have a strategic and planned approach to develop whole school wellbeing processes that support all students so they connect, succeed, thrive and learn. Our purpose is to develop engaged, self-directed and resilient learners through a focused approach to professional learning and developing creative and critical thinking skills and strategies in students and staff, including developing in students the ability to set goals, self-reflect and articulate their learning.

## Improvement Measures

80% of students, staff and parents indicate that students demonstrate the seven dispositions most of the time.

Parents and students indicate increased wellbeing and engagement, between students and school.

## People

### Students

Will engage in lessons to develop creative and critical thinking skills and goal setting. They will clearly articulate what they know and what they need to do to progress.

### Staff

Participation in planned professional learning will allow staff to lead lessons to develop creative and critical thinking skills, strategies and goal setting. Understanding of individual students' capabilities will allow them to plan engaging learning experiences. They will work collaboratively on consistent teacher judgement.

### Leaders

Will work individually and collaboratively as a part of the Bellinger Dorrigo Small Schools network to foster a school wide culture of high expectations and shared responsibility, resulting in sustained and measureable whole school improvement.

### Parents/Carers

Engage with workshops and school activities and have open and positive communication with the school, to be better informed about and support their child's learning.

### Community Partners

Engage interested community members and organisations in authentic learning opportunities for the students and staff.

## Processes

Whole school wellbeing program, focused on Creative and Critical Thinking and resilience.

Well developed and evidence-based approaches, programs and assessment processes identify, regularly monitor and review individual student learning needs.

## Evaluation Plan

Increased student engagement is demonstrated in pre/post survey data.

Students plotted against the Seven Dispositions learning continuum and Creative and Critical Thinking (CCT) learning continuum.

Pre and post surveys for student, staff and parent surveys for seven dispositions and CCT.

Student feedback meetings planned and timetabled each term.

## Practices and Products

### Practices

Staff enable success by contributing to a positive, supportive and encouraging learning environment.

Whole school approach to student wellbeing and learning by participation in Creative and Critical Thinking(CCT) program.

Staff use explicit strategies such as CCT, Big Write and mathematics fact fluency to engage students in high quality learning and build student outcomes.

Parent workshops to inform and engage parents to support strategies being used at school and home.

### Products

Students are confident, engaged and resilient learners.

CCT program is used as a whole school strategy to create positive and successful learners.

Confident engaged students resulting in improved student outcomes and movement across the learning progressions.

Parents are better informed and more engaged in student learning.

# Strategic Direction 2: Teaching

## Purpose

Highly skilled and passionate teachers are an essential part of improving students outcomes. Raleigh Public School's purpose is to create a stimulating, challenging, yet supportive professional environment for teachers, which uses research to underpin quality practice. We understand the need for genuinely collaborative planning, dialogue and reflection. We maintain a focus on the delivery of the required curriculum and on literacy and numeracy across the whole school.

## Improvement Measures

Increase the percentage of students at or above expected growth in writing on the learning progressions.

Increase the percentage of students at or above expected growth in number on the learning progressions.

## People

### Students

Actively connected to their learning through meaningful, engaging and rewarding personalised learning experiences.

### Staff

Work collaboratively and are committed to identifying, understanding and implementing the explicit teaching methods.

### Leaders

Committed to leading a school wide culture of high expectations and shared responsibility for student success.

### Parents/Carers

Parents collaboratively work with the school engage with their child's learning and strengthen student outcomes.

### Community Partners

Engage interested community members, businesses and organisations in authentic learning across the school.

## Processes

Implement a whole school approach to the teaching writing and mathematical fluency.

Provision of high quality feedback to students to inform teaching.

Regular ongoing lesson observations and provision of feedback to staff.

## Evaluation Plan

Professional Learning that is researched, planned and budgeted.

Consistent Teacher Judgement (CTJ) meeting planned and budgeted for each term.

Pre and post assessment data in writing and mathematics fluency.

Pre and Post student, parent and staff surveys.

Teaching programs show evidence of Vocabulary, Connectives, Openers and Punctuation (VCOP) strategies.

Students progress is regularly mapped on the learning progressions in writing and number.

Regular lesson observation practices established and implemented across the school

## Practices and Products

### Practices

Every teacher tracks student progress on the learning continuums/progressions and this informs their differentiation of teaching and learning.

Every teacher uses VCOP strategies and practices for all students.

Every teacher participates in professional learning to consistently engage student learning across the whole school.

Every teacher engages with the lesson observation and feedback process to improve teaching and learning.

Teachers engage in professional dialogue, collaboration and classroom observation and feedback to drive improvement in teaching practice and student results.

### Products

Teaching programs are differentiated for individual learning needs and evidenced by work samples.

All students are showing movement in writing and number on the learning progressions.

School wide improvement in writing is evident in student work samples during CTJ sessions.

# Strategic Direction 3: Sustainability

## Purpose

The school is driven by a deep belief that every student is capable of successful learning. A high priority is given to ensuring all students play an active role in programs and activities being offered. The 'Kids in the Kitchen' (KiK) and 'Reduce, Reuse, Recycle' programs encourage healthy eating and lifestyles and environmental awareness, to create responsible lifelong learners. Promotion of the school and its programs to the wider community, to build student numbers and ensure the longevity of Raleigh Public for the future.

## Improvement Measures

Increased confidence, cooking skills and number of students participating in KiK meals.

Increased local enrolments.

Increased parent satisfaction from 82% to 90%.

## People

### Students

Actively engaging in the learning programs to increase environmental awareness and healthy lifestyles for the future.

### Staff

Making environmental and sustainability issues a part of everyday teaching. Positively promoting our school in the wider community.

### Leaders

Promote the school to the wider community, maintain and update the Facebook page and encourage and support a welcoming school environment.

### Parents/Carers

Actively support the package free lunch, KiK and Reduce, Recycle, Reuse programs. Positively promote our school in the wider community.

### Community Partners

Engage interested community members and organisations to support our programs and promote our school.

## Processes

Continue to develop and promote a whole school approach to KiK and Reduce, Reuse, Recycle. Introduce 'Return and Earn' to the school community and use this recycling program as a fundraiser for the school.

Increase opportunities for students in socialisation and extra-curricular activities, within and outside, the classroom and school.

## Evaluation Plan

Pre and post surveys of students, parents and staff to show engagement and increase in skills during KiK and Reduce, Reuse, Recycle programs at both school and home.

Data collected to show KiK involvement, money raised from Return and Earn and package free lunch participation.

Analysis of student participation in START program and playgroup and impact on enrolments.

Increase in local enrolments.

## Practices and Products

### Practices

Reduce, Reuse and Recycle program makes using the three coloured bins and package free lunches a part of everyday teaching.

Students are involved in the planning of KiK meals, maintaining the garden and looking after the chickens.

Positive events, lessons and activities are promoted to the wider community via Facebook, newsletter, website and newspaper articles.

The 'Student Transition And Readiness Training' (START) and playgroup programs are promoted to the wider community, including letterbox drops within the local school area.

### Products

Students will increase their skills working with food, including hygiene, safety, cooking and preparation.

Regular posts are made on the school Facebook page and articles sent to the local newspaper, to promote the school to the wider community.

Flyers for START and Playgroup are produced to be letterbox dropped within the local area.

Regular small school activities and focus days to broaden students' networks across other schools.