

# School plan 2018-2020

## Russell Vale Public School 3973



# School background 2018–2020

## School vision statement

Russell Vale Public School sets high expectations for all students to reach their potential and develop as confident and creative individuals that are lifelong learners. Our goal is for every student, every teacher and every leader to improve every year.

## School context

Russell Vale Public School is a small, personal, family-oriented primary school located within picturesque parklands in the northern suburbs of Wollongong. Established in 1954, it has a proud tradition of academic, cultural and sporting programs and achievements. Enrolments are currently in a slow but steady increase with 274 students structured into 11 classes.

Staff work collaboratively to set high expectations for all students. A focus on explicit and effective teaching practices, coupled with a differentiated curriculum that is research and evidence-based drives student improvement. Embedded reflection on practice and engagement in ongoing professional learning is integral to our pursuit of quality teaching practices.

There is a strong involvement of our supportive parent community, including an active and interested Parents and Citizens' Association.

We proudly deliver quality public education for the children and families we serve.

## School planning process

All key stakeholders (staff, students, parents, Northern Illawarra Aboriginal Education Consultative Group, Principals, School Leadership) were involved in a consultative and/or evaluative process to contribute to the school plan.

Meetings, feedback sessions, surveys, self-assessments, research and internal/external data were used to access information relating to targeted strategic directions that are aligned with the Department of Education's priorities (Premier's Priorities, School Excellence Framework 2, Strategic Plan 2018–2022).

Findings were presented to the school community via newsletters, Parents and Citizens' Association meetings, presentation days, assemblies and orientations.

# School strategic directions 2018–2020

## STRATEGIC DIRECTION 1

Data Informed Evaluative Practices

### Purpose:

“Expert teachers are not wedded to specific teaching strategies – rather, they regularly focus on evaluating the effects they have on students, and adjust teaching methods accordingly” – John Hattie.

Teachers need to be knowledgeable about data and to be able to use it competently and confidently in order to make instructional decisions. Taking time to reflect on this rich information and to consider each student in the class on a regular basis is the foundation of good assessment and teaching. Reflection on the class as a whole and on individuals within the class is necessary if teachers are to provide effective learning experiences for students. Effective analysis of student data will help teachers identify student learning needs.

## STRATEGIC DIRECTION 2

Quality Teaching – Literacy and Numeracy

### Purpose:

Teachers share a significant responsibility in preparing young people to lead successful and productive lives. Teacher quality is the single most important in-school factor influencing student achievement. Our purpose is to create a collaborative culture that develops skilled and high performing teachers with a focus on evidence-based practices. We are particularly focused on improving instruction in literacy and numeracy because of its direct impact on student achievement as per the Premier's Priorities.

## STRATEGIC DIRECTION 3

Engagement and Deep Learning

### Purpose:

We promote equity and excellence and that all young Australians will become successful learners, confident and creative individuals and active and informed citizens. All students need to be continuously challenged to learn new things as if this does not occur, underachievement may result. The early school years contribute to the development of the whole child, which in turn drives academic outcomes. Every child brings a different set of experiences, knowledge and skills to school with them, and understanding these is essential to planning their individual and personalised learning pathways. Our goal is to build connections and relationships so that all students, Aboriginal and non-Aboriginal come together, improving the educational outcomes and wellbeing of all so that they can excel and achieve in every aspect of their education.

# Strategic Direction 1: Data Informed Evaluative Practices

## Purpose

“Expert teachers are not wedded to specific teaching strategies – rather, they regularly focus on evaluating the effects they have on students, and adjust teaching methods accordingly” – John Hattie.

Teachers need to be knowledgeable about data and to be able to use it competently and confidently in order to make instructional decisions. Taking time to reflect on this rich information and to consider each student in the class on a regular basis is the foundation of good assessment and teaching. Reflection on the class as a whole and on individuals within the class is necessary if teachers are to provide effective learning experiences for students. Effective analysis of student data will help teachers identify student learning needs.

## Improvement Measures

**Students achieve one year of growth in literacy and numeracy for one year input of teaching as measured by internal and external measures.**

**Increased leadership capacity as evidenced by improved use of evaluations, assessment and data.**

**Improved effective analysis and use of data by individual teachers and teams to meet student learning needs.**

## People

### Students

will provide timely and respectful feedback to teachers on their learning experiences.

### Staff

will maintain accurate records, documentation and assessment data so they can analyse and interpret data and use this to inform planning, identify interventions and modify teaching practice.

### Parents/Carers

will provide feedback on school performance.

### Leaders

will use student progress and achievement data to identify strategic priorities, and develop and implement plans for continuous progress.

### Leaders

Instructional Leader will be available to coach/mentor/model/support each teacher as required.

## Processes

### Evaluative Practices for Leaders “Big Data”

Implement a systematic plan for the collection, analysis, interpretation and use of a range of student achievement data.

### Data/Assessment Practices for Teachers “Small Data”

Facilitate professional learning that builds teachers’ and leaders’ data literacy skills to ensure a deep understanding of the teaching and learning cycle by ensuring that teams meet every 1–4 weeks and follow a specific structure to examine student data, set incremental goals, improve instruction, create, plan, repeat.

## Evaluation Plan

All data will be analysed collaboratively

- NAPLAN data
- PLAN2/progression data
- Internal student performance data
- School Excellence Framework 2
- ACER OARS Progressive Achievement Test
- SCOUT reports
- What works best reflection guide
- Teaching programs
- Teacher Tell Them From Me survey
- Direct observation
- Performance and Development Plans
- Teacher reflections

## Practices and Products

### Practices

Teachers regularly focus on evaluating the effect they have on students and adjust teaching methods accordingly. Assessment practices will be purposely derived from multiple pieces of evidence detailing the effectiveness of teaching and impact on learning over time.

Collaborative environment which leaders and teachers effectively analyse data and other evidence to assess how well students are progressing in response to teaching, identifying areas in which student learning needs may require additional attention, intervention, development or extension.

### Products

The technical expertise to measure the impact of teaching to place evaluation, rather than teaching method at the centre of our focus and evident in classroom practice and programs.

Professional dialogue reflects a sophisticated understanding of student assessment and data concepts (eg. effect size, evidence, growth, value-added, statistical significance, quantitative, qualitative).

# Strategic Direction 2: Quality Teaching – Literacy and Numeracy

## Purpose

Teachers share a significant responsibility in preparing young people to lead successful and productive lives. Teacher quality is the single most important in-school factor influencing student achievement. Our purpose is to create a collaborative culture that develops skilled and high performing teachers with a focus on evidence-based practices. We are particularly focused on improving instruction in literacy and numeracy because of its direct impact on student achievement as per the Premier's Priorities.

## Improvement Measures

**Increase the proportion of students achieving proficiency in NAPLAN in line with and to exceed the Premier's Priorities.**

**Effective, collaborative, integrated approach to quality literacy and numeracy teaching, curriculum planning and delivery, and assessment is evident in all classrooms.**

**Increased effective use of the learning progressions and formative assessment strategies, by both students and teachers, is evident in every classroom.**

**100% Aboriginal students set and work towards individual learning goals set in Personalised Learning Pathways. Every student supported as an individual to achieve proficiency.**

## People

### Students

will be aware of where they lie along the learning progressions, articulate what they are learning, set learning goals, see errors as opportunities for further learning, know what to do when they are stuck and seek feedback.

### Staff

will use the learning progressions to collaborate across stages/teams to share curriculum knowledge, data, feedback and other information about student progress and achievement, to inform the development of evidence-based programs and lessons, which meet the needs of all students.

Teachers will provide explicit, specific and timely formative feedback related to defined success criteria.

### Parents/Carers

will work collaboratively with teachers to develop learning goals related to ILPs/PLPs and support students in achieving these goals.

### Leaders

will maintain a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measureable learning progress and gaps in student achievement decrease.

## Processes

### Evidence-Based Professional Learning

Draw on research informed practices to develop and implement high quality professional learning in literacy and numeracy (formative assessment, feedback, differentiation).

### Programming, Planning, Delivering and Assessing

Systematic and thoughtfully structured school systems, led by school leaders, drive the collaborative school planning of teaching and learning programs that focus on student growth and consistency in teacher judgement in the literacy and numeracy progressions and classroom assessments.

### Personalised Learning and Support

Develop and implement a process that supports a wide range of students with additional learning and support needs.

Develop and implement a process that supports all Aboriginal students through the development, implementation and evaluation of Personalised Learning Pathways.

## Evaluation Plan

All data will be analysed collaboratively

- NAPLAN data
- PLAN2/progression data
- Internal student performance data
- ACER OARS Progressive Achievement Test
- School Excellence Framework 2

## Practices and Products

### Practices

Teachers identify, understand and implement the most effective teaching methods, based on evidence-based practices, validated by research.

Continuous collaboration and action learning results in explicit teaching approaches in literacy and numeracy.

Teachers identify student learning needs in literacy and numeracy and differentiate the classroom program to provide specific intervention strategies.

### Products

An evidence-based approach to teaching and learning, which will directly impact on student growth and achievement.

Structures are in place to ensure continuous collaboration opportunities to plan, reflect, improve and deliver upon highly specific outcomes and incremental goals.

Teaching and learning programs show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and adjustments lead to improved learning.

## Strategic Direction 2: Quality Teaching – Literacy and Numeracy

### Processes

- What works best reflection guide
- Teacher, parent and student Tell Them From Me surveys
- Direct observation
- Performance and Development Plans
- Teacher programs and reflections
- SCOUT reports
- Personalised Learning Pathways
- Individual Learning Plans

# Strategic Direction 3: Engagement and Deep Learning

## Purpose

We promote equity and excellence and that all young Australians will become successful learners, confident and creative individuals and active and informed citizens. All students need to be continuously challenged to learn new things as if this does not occur, underachievement may result. The early school years contribute to the development of the whole child, which in turn drives academic outcomes. Every child brings a different set of experiences, knowledge and skills to school with them, and understanding these is essential to planning their individual and personalised learning pathways. Our goal is to build connections and relationships so that all students, Aboriginal and non-Aboriginal come together, improving the educational outcomes and wellbeing of all so that they can excel and achieve in every aspect of their education.

## Improvement Measures

**Increased evidence of critical and creative thinking in classrooms and teaching and learning programs.**

**Improved student engagement and wellbeing school mean in student Tell Them From Me surveys (students who are interested and motivated, positive teacher-student relations, students with a sense of belonging) to above average for similar schools.**

**Increased activity in partnership meetings where information is shared and strategies to promote and improve learning are developed.**

## People

### Students

will be able to identify and have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help fulfil their potential.

### Staff

will develop approaches, programs and processes to identify, regularly monitor and review individual student needs.

will quantify the needs of Aboriginal students and develop strategies and innovation for growth.

### Parents/Carers

will support learning at school and at home by taking an interest in school lessons and assignments and talk about how important schoolwork is.

### Leaders

will collect, analyse and interpret data including valid and reliable student, parent and staff surveys/feedback to monitor and refine a whole school approach to wellbeing and engagement, to improve learning and outcomes for all students.

## Processes

### Enrichment for Students

Refine and review future-focused learning where students collaborate and use critical and creative thinking to solve complex problems across all curriculum areas and learning stages.

### Wellbeing

Implement a whole-school integrated approach to student wellbeing in which students can connect, succeed and thrive at each stage of development, while incorporating the 16 Habits of Mind to build social, emotional learning and life skills.

### Partnerships

Increase partnerships across and beyond the school community (parents, Northern Illawarra Aboriginal Educational Consultative Group, universities, businesses, community groups, community of schools and networks of schools).

## Evaluation Plan

All data will be analysed collaboratively

- Student and parent Tell Them From Me surveys
- Focus groups and internal surveys
- Wellbeing Self-Assessment Tool
- Direct observation
- Meeting minutes
- Aboriginal Education Self-Assessment Tool
- Personalised Learning Pathways
- ACARA Critical and Creative Thinking

## Practices and Products

### Practices

Individually and collaboratively, teachers and leaders collect and analyse information detailing student engagement and/or wellbeing.

A commitment to nurture, guide, inspire and challenge students – to find the joy in learning, to build their skills in understanding and make sense of their world.

Effectively engage with parents, schools and other organisations to solve and improve practice and deliver innovation.

Build staff and students' cultural knowledge about Aboriginal culture, histories and experiences.

### Products

Higher levels of student engagement and wellbeing that are linked to higher academic achievement and mental health.

Strategic individualised learning plans/pathways developed that identify, organise and apply personal approaches to learning and engagement.

Structures are in place to enable regular opportunities to collaboratively plan, reflect, improve and deliver innovative practice.

Aboriginal content and perspectives will be embedded in the school curriculum.

# Strategic Direction 3: Engagement and Deep Learning

Processes
learning continuum