



School plan 2018-2020

Russell Lea Public School 5132



School background 2018–2020

School vision statement

Our students become life long learners filled with curiosity, high expectations and the capacity to thrive in a dynamic world.

School context

Russell Lea Public School is located 6km from the Sydney CBD and one street away from the upper reaches of Sydney Harbour. The school rests on the traditional land of the Wangal clan of the Eora Nation who have been connected to this land for thousands of years. The community is highly educated and has high expectations for student educational success. After transitioning from a K–2 environment RLPS is delivering K–6 education in 2019 and moving into in newly built facilities at the same time. The new building will cater for up to 600 students and provide the ideal platform for a rich and future focussed curriculum. RLPS has a strong reputation in the local community and beyond for quality education, especially K–2 Literacy and Numeracy. Most students achieve results in the top two bands of NAPLAN for each aspect and average results are well above the state average. All staff are committed to professional development and student success. The parent community are strong advocates for the school and significantly enhance the ability of the school to deliver quality programs and broad educational opportunity.

School planning process

The school community has provided a vision and expectations for RLPS within workshops, surveys and discussions led by external facilitators. Ideas have been synthesised and reviewed by a planning committee with opportunities for further feedback provided as the plan details were gradually drafted.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1 Professional Growth

Purpose:

For students to succeed, teachers and leaders need to be life long learners. Effective teaching is complex work requiring constant professional development through examination of evidence based practice, collaboration with peers, reflection on practice and celebration of success. For teachers to succeed in building their capacity, the leaders who support them need opportunities to develop skills in how to mentor, coach and lead others.

STRATEGIC DIRECTION 2 Student Success

Purpose:

All students need to see themselves as learners and successful members of their learning community. Curiosity, a self-sustaining desire to learn and a growth mindset are essential products of a primary school education. Through the provision of quality curriculum, authentic leadership situations and a broad range of extra-curricula opportunities, students build strong identities and are deeply engaged in school life. The world beyond school is increasingly demanding. Students need high levels of resilience, social competence and future focussed skills including a capacity to collaborate, innovate and deal with situations for which they have not been specifically trained.

STRATEGIC DIRECTION 3 Collaborative Communities

Purpose:

We can achieve more when we effectively collaborate with peers, parents and external organisations. Strong relationships with the community enhance the range and quality of education experiences available to students. Our new school infrastructure needs to be matched with quality administration systems and communication structures. These ensure that the school community is united in its vision for student success.

Strategic Direction 1: Professional Growth

Purpose

For students to succeed, teachers and leaders need to be life long learners. Effective teaching is complex work requiring constant professional development through examination of evidence based practice, collaboration with peers, reflection on practice and celebration of success. For teachers to succeed in building their capacity, the leaders who support them need opportunities to develop skills in how to mentor, coach and lead others.

Improvement Measures

Students make progress on the Visible Learning continuum.

Teachers and leaders can demonstrate how they have developed Visible Learning capacity within the school.

Growth in student achievement within literacy and numeracy as measured by internal and external data.

People

Students

Students have a growth mentality and believe in their capacity to succeed with learning.

Staff

Teachers are collaboratively developing their capacity to implement Visible Learning.

Leaders

Leaders understand the relationship between improved teacher practice and student success and have the capacity to develop both.

Processes

Teachers Learning Together (TLT)

Teachers work collaboratively with peers and mentors to implement evidence based practice as defined by John Hattie's Visible Learning.

Lead Learners

Opportunities to lead others are provided in a model of distributed leadership. Leaders undertake professional learning which enhances their ability to build capacity and engage in instructional leadership across the school.

Evaluation Plan

- School Plan data wall.
- Review PDP for evidence of professional growth with implementation of Visible Learning.
- Comparative survey data on Visible Learning practices from classroom walk throughs
- Review leader PDP for evidence of growth in capacity raising skills and impact on teacher practice.
- TTFM Survey

Practices and Products

Practices

Students use Learning Intentions and Success Criteria to understand feedback, self assess, improve understanding and make active decisions towards mastery of concepts within literacy and numeracy progressions.

Teachers plan using literacy and numeracy progressions, incorporate feedback processes within lessons and gradually release learning responsibility to students.

Leaders use mentoring and coaching skills in spirals of inquiry to enhance the capacity of teachers to implement the ideas of Visible Learning.

Products

Learning programs include clear learning intentions which result in differentiation and increased representation of students in the top two Bands of NAPLAN.

Students have learning success because they know what their learning goals are and what they need to do to achieve them.

Teachers and leaders can explain how they have developed visible learning capacity in the school.

Strategic Direction 2: Student Success

Purpose

All students need to see themselves as learners and successful members of their learning community. Curiosity, a self-sustaining desire to learn and a growth mindset are essential products of a primary school education. Through the provision of quality curriculum, authentic leadership situations and a broad range of extra-curricula opportunities, students build strong identities and are deeply engaged in school life. The world beyond school is increasingly demanding. Students need high levels of resilience, social competence and future focussed skills including a capacity to collaborate, innovate and deal with situations for which they have not been specifically trained.

Improvement Measures

Students demonstrate well developed social and emotional competence.

Students demonstrate well developed future focussed skills.

People

Students

Students have learning skills which allow them to thrive in difficult and unknown learning circumstances.

Students learn from and independently manage the social and emotional challenges of daily life.

Leaders

Leaders understand and can communicate the vision for a future focussed education.

Parents/Carers

Parents value, help define and make connections to the skills of the future.

Parents work in partnership with the school to build student social and emotional competence.

Staff

Staff understand the value of future focussed skills and how to develop them.

Staff understand the value of social and emotional competence and work within a whole school framework to develop student social capacity.

Processes

Future Focussed Learners

Learning programs and extra curricular activities are designed to build skills, dispositions and identities which give students the capacity to thrive in an ever changing world.

Capable Kids

Social and emotional skills critical to long term wellbeing are identified, communicated and developed across the school community.

Evaluation Plan

- School plan data wall
- Review of PBL processes
- Review of future focussed curriculum via class walk through and teacher evidence workshops
- TTFM Survey

Practices and Products

Practices

Students learn from and increasingly independently resolve a broad range of everyday social and emotional challenges.

Students use collaborative skill, creativity and critical thinking to make connections and solve problems which go beyond what has been explicitly taught.

Products

Students have productive identities and approach learning with flexible thinking, curiosity and a growth mentality.

Students learn from and are increasingly able to independently resolve the broad range of social emotional challenges encountered everyday.

Students have future focussed skills.

Students have strong social and emotional competence.

Strategic Direction 3: Collaborative Communities

Purpose

We can achieve more when we effectively collaborate with peers, parents and external organisations. Strong relationships with the community enhance the range and quality of education experiences available to students. Our new school infrastructure needs to be matched with quality administration systems and communication structures. These ensure that the school community is united in its vision for student success.

Improvement Measures

Parent responses in the TTFM survey indicate improved communication and engagement.

Increased educational opportunity as a result of the range and quality of school partnerships.

People

Staff

Staff investigate and deliver quality systems which improve the management and administration of the school.

Staff partner with parents to enhance educational delivery.

Parents/Carers

Parents are meaningfully engaged in the development of the school and the delivery of quality educational outcomes.

Community Partners

Community partners work with RLPS to improve educational delivery.

Processes

Quality Systems

School communication, administration and managements systems are developed to reflect the changing purpose and structure of the school.

Productive Partnerships

Partnerships with parents, schools and organisations are identified and developed to enhance the range and quality of education opportunity.

Evaluation Plan

- School Plan data wall.
- Review of external organisation partnerships
- Review of parent partnership quality
- TTFM Survey

Practices and Products

Practices

Communication, administration and management practices are progressively assessed and redesigned to build high quality systems.

Teachers seek opportunities to engage parents and external organisations to enrich educational delivery.

Products

School systems support positive parent partnerships and efficient delivery of educational outcomes.

Parents and external agencies are engaged in school based activities which improve student outcomes.