School background 2015 - 2017

SCHOOL VISION STATEMENT

Richmond North Public School engages students, staff, parents and community in a shared learning journey. We empower students to acquire, demonstrate and value knowledge and skills that will support them, as lifelong learners, to participate in and contribute to the global world and practice the core values of respect, inclusion and excellence.

Our Mission

Is to enable all students access to learning through the provision of-

- differentiated, in-depth and cohesive learning programs, informed by the NSW DEC syllabus documents and encompassing 21st century learning principles.

- highly effective teachers, focused on improving student outcomes, through their commitment to ongoing professional learning, quality teaching, evidence-based practices, coaching and mentoring and collaboration.

- a quality, inclusive learning environment that is responsive to student voice.

- opportunities for parents and community to participate in the learning and decision making process

SCHOOL CONTEXT

Richmond North Public School seeks to provide a safe and happy environment where students are encouraged to "Strive to Achieve" in all that they undertake. The core values of integrity, excellence, respect, responsibility, cooperation, participation, care, fairness and democracy underpin the school's expectations for safe, respectful and responsible learners.

One hundred and sixty students are enrolled in 7 classes. The student demographic includes 5% Aboriginal, 8% LBOTE, 13% transient (rental & defence force) with a number of families from diverse socio-economic backgrounds.

Teaching experience amongst the staff includes a balance of early, mid and late career teachers. There is a focus on developing a culture of thinking through effective teaching in Literacy, Numeracy and Integrated Technology. Teacher Professional Learning supports change through stage teamwork, assessment for learning, and collaborative planning.

Student engagement and well-being underpin student welfare policy and practice. Specialist programs include the Starting School Playgroup, Yellow Lantern Public Speaking, Get Kids Cooking, Jellybean music, Gifted & Talented and Learning Support programs as well as the Edible Garden and Studio K media projects. A holistic education is promoted with students participating in a range of Performing Arts, Sport and Health programs.

The school does not attract any supplementary funding but is supported by a dedicated P&C, Canteen committee and many volunteers who assist in keeping our school happy, caring and successful.

SCHOOL PLANNING PROCESS

This plan has been developed as a result of extensive consultation between all stakeholder groups within the school community. Details of this consultation include –

- Staff meetings
- Focus groups
- Parent surveys and interviews
- A staff planning weekend
- Consultation with the Director of Public Schools
- Student interviews

We have extensively examined data – including NAPLAN, surveys, class assessments and PLAN to ensure there is a sound evidence base for change.

As a result of this consultation, we identified our 3 key strategic directions, which we believe align with and support our vision as well as assist us in delivering on our school mission statement.
School strategic directions 2015 - 2017

This page identifies the 3 strategic directions and the purpose of each one. Each strategic direction will:

- define the key improvements which combine for the school to achieve excellence
- represent a high level and future-focused educational priority which is evidence based and data informed
- be a succinct statement that drives the development of the school's educational and organisational leadership culture
- make explicit links to the dimension of the school excellence framework.

STRATEGIC DIRECTION 1
Excellence in Student Learning

All students will become literate and numerate while at the same time developing essential 21st Century skills of Critical thinking, Collaboration, Communication and Creativity (4 C’s).

We will nurture in students a love of learning and provide a varied curriculum mix that develops the ‘whole child’. Our students will be self-motivated learners who are active partners in their educational journey.

Students are engaged in meaningful learning experiences; utilising appropriate and contextual ICT. Our students will develop the necessary skills to function effectively and positively in the modern world.

STRATEGIC DIRECTION 2
Collaborative, Effective Teaching

To build leadership capacity in staff and students.

Teachers deliver well planned, engaging lessons, using performance data to inform their teaching.

Teachers regularly review learning with students, providing feedback to students on how to improve.

The school has embedded and explicit systems for collaboration, mentoring and coaching and the modelling of effective practice to drive and sustain school wide improvement in teaching.

Teachers are supported and actively engaged in planning for their own professional and career development.

STRATEGIC DIRECTION 3
Inspirational School Culture

To establish a clear school identity centred on the core values of respect, inclusion and excellence.

To engage parents and community in meaningful ways that add value to our school and improve student learning.

To strategically develop strong links with local Pre-Schools and high school, building strong pathways for students to transition between settings.

To implement effective, efficient and regular means of communication between the school and our parents and community.
# Strategic direction 1: Excellence in Student Learning

## PURPOSE

Student learning is at the very core of all we do at school. Our purpose at Richmond North is to –

Allow students to become literate and numerate while at the same time developing essential 21st Century skills of Critical thinking, Collaboration, Communication and Creativity (4 C’s).

We will nurture in students a love of learning and provide a varied curriculum mix that develops the ‘whole child’. Our students will be self-motivated learners who are active partners in their educational journey. We will empower students with the tools to meet life’s challenges.

Students are engaged in meaningful learning experiences; utilising appropriate and contextual ICT. Our students will develop the necessary skills to function effectively and positively in the modern world.

## PEOPLE

**Students:**

Students are engaged in learning programs that are meaningful, have a specific purpose and allow critical thinking, collaboration, communication and Creativity. Students have increased success through differentiated lessons targeted at their specific learning needs.

**Staff:**

Teaching staff create and implement quality, engaging teaching and learning programs, through the use of: assessment of, for and as learning, professional development to develop their knowledge and skills, IEP’s, whole school innovative programs, student interest and use of the Australian Curriculum.

**Parents and Community:**

Parents and community members support student learning through quality programs at home and school, as well as, capacity to volunteer, partnerships in school projects and maintaining effective communication between school and home.

## PROCESSES

**Processes:**

Implementing and sustaining the iMaths investigations and Soundwaves phonics programs across the school allowing the use of technology for specific learning purposes in literacy and numeracy.

Explicit teaching the Super Six comprehension strategies and Newman’s prompts.

Developing scope and sequences for Geography, History and Science based on school context and BOSTES syllabus documents.

Providing opportunities for students to demonstrate skills through specific and innovative whole school programs such as Studio K Media Project, Science Fair, Film Festival, Yellow Lantern Public Speaking, Jellybean Music and cooking program.

Providing professional development in curriculum implementation and differentiation to build the capacity of staff.

Regular assessment schedule for tracking purposes and to inform teaching and learning programs to maximise student achievement.

**Evaluation plan:**

Regular monitoring and analysis of assessment data in Literacy and numeracy, as well as school programs and initiatives to develop revised targets based on the analysis of the data.

## PRODUCTS AND PRACTICES

**Products:**

Positive student growth in literacy and numeracy is evident in NAPLAN results and school based data.

Students exit year levels at or beyond year appropriate clusters for literacy and year appropriate levels in numeracy.

Students reflect on their own learning and use rubrics for assessment and learning purposes.

Students demonstrate a high level of knowledge and skills through project-based learning and using skills for real-life purposes, contexts and audiences.

**Practices:**

Teaching and learning programs show evidence of differentiation for all students through the use of assessment for, of and as learning as well as maintaining high standards.

Teaching programs have embedded outcomes from the Mathematics and English BOSTES syllabus documents as well as from the History, Geography and Science.

Teachers confidently incorporate technology into their daily practice and give students the opportunity to demonstrate their 21st century skills through whole school projects and programs.

## IMPROVEMENT MEASURE/S

1. All students to achieve at or above expected growth in NAPLAN 3-5 and 5-7.
2. Evidence of student collaboration, creativity, critical thinking, communication and integrated ICT in teaching programs.

Leaders:

School leaders, experienced staff and aspiring leaders are given areas of the curriculum and specific programs to lead and manage. They provide meaningful and relevant professional development opportunities to build the capacity of staff to improve student outcomes.
Strategic direction 2: Collaborative, Effective Teaching

**PURPOSE**

Highly effective teaching, focused on improving student outcomes, through their commitment to ongoing professional learning, quality teaching, evidence-based practices, coaching and mentoring and collaboration. Our purpose is to:

Deliver a broad and relevant curriculum that recognises the diversity of all students’ talents and interests

Develop teaching programs that embed assessment for learning, as learning and of learning

Ensure meaningful and regular reporting of student progress to parents

Demonstrate pedagogical practices that result in quality teaching and learning in line with the professional standards for teachers

Build leadership capacity in staff and students

**PEOPLE**

Students:

Students will develop an understanding of the purpose of learning and are exposed to quality learning experiences based on current research and best practice.

Students will reflect on their own learning and use feedback from teachers to improve their own learning outcomes.

Staff:

Staff will deliver quality lessons based on their own deep knowledge of the curriculum gained from meaningful collegial discussions, classroom observation, targeted professional development and analysis of assessment data.

Staff will develop personal goals to challenge and improve their teaching practices in line with the Performance and Development Framework and School Excellence Framework

Parents/Community:

Encourage effective communication to foster cooperation so parents and teachers become active partners to improve student outcomes academically, socially, emotionally and physically.

Leaders:

Lead and manage key projects to improve leadership and management capabilities.

They will provide professional development opportunities and monitor teaching and learning programs guided by the School Excellence Framework.

**PROCESSES**

Processes:

Providing professional development in Australian curriculum implementation and differentiation to build the capacity of staff.

Using and maintaining a professional learning diary, both online and on paper, to track areas of need and strengths of teachers.

Development, implementation and maintenance of the Performance and Development Framework incorporating the ‘Great Teaching, Inspired Learning’ blueprint and the National Teaching Standards.

Regularly scheduling and holding staff/stage meetings to analyse assessment data to inform collaborative teaching and learning practices across stages and the school.

Regular curriculum meetings are scheduled and held by staff responsible for the areas, and scope and sequences are developed.

Sharing of professional reading and continuing membership within specific professional organisations such as PETAA.

Teacher release time is budgeted and allocated for classroom observation and lesson study.

**PRODUCTS AND PRACTICES**

Products:

All teachers have professional learning plan and specific goals for their classrooms, whole school and career development.

Teachers demonstrate high levels of collaboration with other staff, sharing their knowledge, understanding and quality teaching practices with other teachers.

Teachers develop high quality, inclusive learning programs based on performance assessment to, for and as learning and feedback from and to students.

Teachers lead and manage specific school programs and curriculum areas.

Teaching practices reflect current research, development of 21st Century skills and National Teaching Standards.

Practices:

Teaching programs will include personal and class goals reflective of teacher’s current classroom members, situation and access to technology.

Performance and Development Framework processes are aligned with the National Teaching Standards and incorporate the School Excellence Framework

Support and mentoring is provided to teachers wanting to attain accreditation at higher levels.

Specific areas of need, based on data, are identified for improvement and professional development is provided to build teaching capacity in these areas.
Strategic direction 3: Inspirational School Culture

PURPOSE

By engaging our students, parents, community and staff we build a strong base of support and advocacy for our school. Our purpose at RNPS is to –

To engage parents and community in meaningful ways, that add value to our school and improve student learning.

Develop strong links with local Pre-Schools and High School and build strong pathways for students to transition between settings.

To implement effective, efficient and regular means of communication.

Establish a clear school identity based on the values of respect, inclusion and excellence.

PEOPLE

Students:
Engaging and teaching students about the restorative practices programs, Kids Matter program to develop emotional intelligence. Students will be aware of and understand the school’s well-being policy and understand their place in the policy implementation.

Staff:
Staff will increase their understanding, through professional development, of the well-being policy, Kids Matter program and SENTRAL to support the well-being of all students. Staff builds and strengthens relationships with other school stakeholders to support students build an educational community through effective communication systems.

Parents/Community Partners
Parents will begin using the school communication systems and become active partners in their children’s education. They will participate in school events and planning meetings.

Processes:
Analysing SENTRAL data during team/staff/executive meetings, identifying issues and responding to the issues.

Using the partnership with Real Schools to provide professional development and support to teachers and information to parents on restorative practices and school culture.

School activities, events and meetings to be run after school and in the evening to ensure greater parental/community involvement.

Implement Kids Matter program.

Revise current information procedures for parents and implement ‘Notes For School’ online communication system.

Maintaining up-to-date information and newsletters on the school website and on social media.

Establishing communication systems between local Pre-schools, synchronising calendars for events and running school readiness programs.

Strengthening partnerships with Colo High School.

Evaluation plan:
Annual School surveys.

Feedback on school events.

Regular monitoring of P&C attendance data and other events throughout the year.

Tracking behaviour data on SENTRAL.

PRODUCTS AND PRACTICES

Products:
Increased proportion of school community members accessing information from online sources.

Increase in parent participation in large school events and activities.

Increased parent and community membership and involvement in the P&C.

Higher ratio of positive incidents to negative incidents recorded on SENTRAL.

School readiness programs between P-K and 6-7 are being accessed by students and community members.

Practices:
School-based and community-based activities and events are scheduled, collaboratively planned and run on a regular basis.

Regular monitoring and analysis of incidents recorded through SENTRAL.

Celebrating school success stories through newsletters, at assemblies and through social media.

Establishing restorative practices when dealing with student conflicts and wellbeing issues.

Ensuring all school stakeholders are aware and have knowledge of the school’s well-being policy.

IMPROVEMENT MEASURE/S

1. Increase in parent attendance at P&C and school functions.
3. Survey of parents indicates satisfaction with communication systems.
4. Regular contact and strengthened relationships with Pre-Schools and high school.

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