

School plan 2018-2020

Riverwood Public School 3743



School background 2018–2020

School vision statement

At Riverwood Public School we value working in partnership with the community. As educators and life-long learners we believe in the equity and excellence of learning and achievement. We will be innovative in our pedagogy, provide a caring and stimulating learning environment and set high expectations to improve students' academic, social and personal capabilities.

We aim to produce confident, independent students who are resilient and are able to accept challenges and take risks. We value our students being socially responsible citizens who can collaborate and communicate effectively. We will inspire students to reach their full potential, through their capacity to be creative, analytical problem solvers.

Students will be given every opportunity to be successful life-long learners, to aspire to improve and expand their horizons.

School context

Riverwood Public School is a small school that provides quality education programs for 165 students from Preschool to Year Six. The school is in the Canterbury network of schools. The school values and celebrates a diverse student population with 92% of students from a language background other than English. The school currently has multi-stage classes K–6 and two Preschool groups. Staff at Riverwood Public School include the Principal, Assistant Principal, classroom teachers, specialist EaLD and LaST, Early Action for Success Instructional Leader literacy and numeracy, Reading Recovery, SLSO, administrative staff and a general assistant.

Quality teaching provides our students with relevant and engaging learning experiences with an emphasis on literacy and numeracy. Students and staff utilise modern technology through access to iPads and a dedicated computer lab. Learning opportunities for students are also available in a variety of extra-curricular areas, including a comprehensive environmental education program.

Our school is well-resourced and students have access to a fully functional kitchen, school vegetable garden with outdoor classroom, purpose built school hall and extensive grassed play areas.

We have an active Parents and Citizens committee and supportive parent community, and the school actively participates in community events and organisations.

School planning process

At Riverwood Public School all members of the school community are involved in the school's planning process. All staff, students, parents and the community had opportunities to provide input and feedback. This occurred through meetings and planning days with staff, the students, the P&C and key community groups, as well as surveys to students, parents and staff. With all stakeholder input, we developed our school vision and our three strategic directions, within the context of our school.

Our plan has evolved throughout the planning phase and has been informed by data. Examining our data has allowed us to see our educational strengths and areas for development. These are inbuilt into our key improvement measures and formed part of our 5P planning process.

School strategic directions 2018–2020



Purpose:

Students are engaged, participate in and direct their own learning, to connect, succeed and thrive as active, informed, critical and creative citizens.



Purpose:

Staff are passionate, dedicated professionals who are committed to implementing effective teaching practice to maximise student learning, through targeted professional learning which builds teacher and leader capacity.



Purpose:

Parents are engaged with our school and strengthen their understanding of the learning process, building a school-wide collective responsibility for learning. Our positive and productive partnerships with our community are enhanced and our school is promoted.

Strategic Direction 1: Student Learning and Engagement

Purpose

Students are engaged, participate in and direct their own learning, to connect, succeed and thrive as active, informed, critical and creative citizens.

Improvement Measures

Visible Learning language of learning – dispositions, learning intentions and success criteria articulated and modelled consistently by all students

Positive Behaviour for Learning to be a school wide focus and PBL values to be embedded in school culture.

People

Students

Students develop a deep understanding of the learning process / journey. They can articulate the purpose and value of their learning and its application to the world around them.

Staff

All staff create a culture of visible learning in their classrooms through clearly articulated learning intentions and success criteria. Staff share a common language built upon Visible Learning dispositions and the learning process / journey.

Leaders

Instructional Leader Literacy and Numeracy to effectively analyse data to inform future directions.

Executive staff provide regular opportunities for consultation for all stakeholders.

Parents/Carers

Families will engage with children's learning through Visible Learning and Positive Behaviour for Learning.

Develop expectations of parent/carer involvement in their child's learning.

Community Partners

Engage our local Community of Schools to support the sharing, improvement and evaluation of pedagogical practice.

Processes

Learning Attitude

Make meaning of and apply understanding of learning dispositions, learning intentions and success criteria in literacy and numeracy

- A culture of Visible learning embedded to increase students understanding of their learning
- Early Action for Success K–2 and 3–6
- Extra curricular experiences in creative and performing arts, sport and well-being

Student Well-Being

Opportunities for students to connect, succeed and thrive through a school wide Positive Behaviour for Learning approach

- Positive Behaviour for Learning (PBL)
- Targeted, structured Learning and Support
- Individual Learning Plans (ILPs and PLPs)
- Peer Support and Social Skills

Evaluation Plan

- Visible Learning language embedded
- Positive Behaviour for Learning language embedded

Practices and Products

Practices

Learning Attitude

- Visible learning visual displays of dispositions, learning intentions and success criteria
- K–6 Instructional Leader support for students
- Assembly performances

Student well-being

- PBL values embedded in the classroom and playground
- ILPs and PLPs in consultation with students
- Student wellbeing and leadership such as Peer Support, Social skills and Student Representative Council

Products

- Students can explain and document the stages of their learning
- Students are self-motivated and engaged to extend learning
- Visible Learning embedded in school culture
- Students develop confidence and responsibility to work collaboratively
- Improved peer support / social skills, able to resolve minor incidents independently
- PBL values embedded in school culture

Strategic Direction 2: Staff Learning

Purpose

Staff are passionate, dedicated professionals who are committed to implementing effective teaching practice to maximise student learning, through targeted professional learning which builds teacher and leader capacity.

Improvement Measures

All teachers will demonstrate improved skills in differentiating the curriculum in literacy and numeracy and meeting the learning needs of all students

All staff engage in professional learning opportunities and apply their performance development plan to improve their practice.

People

Students

All students see themselves as learners. and are engaged in decision-making, self-reflection and feedback.

Staff

All staff engaged in professional learning to improve their pedagogy. Staff sharing expertise within school and across Community of Schools. Instructional Leader support. Performance development plans.

Leaders

Model, demonstrate and support best practice and develop professional learning based on needs, evidenced in data and current research.

Parents/Carers

Engage in learning sessions about current curriculum and innovative teaching practices. Provide feedback.

Community Partners

Work together to provide meaningful experiences for students. Sharing expertise, mentoring across community members.

Processes

Quality Teaching and Assessment

Design, implement and evaluate quality teaching and learning activities and assessment strategies to inform practice and evaluate impact

- Differentiating the curriculum
- Visible Learning
- Quality literacy / numeracy sessions
- Early Action for Success K–2 and 3–6
- Preschool Quality Improvement Plan
- Formative assessment in all classrooms
- Assessment scope and sequence

Professional Learning

Planned, targeted professional learning to build staff capacity, knowledge and skills

- Visible Learning Community of Schools
- Country–City Learning Community
- L3 for K–2
- Literacy / numeracy progressions
- Preschool Literacy Numeracy collaboration
- Student welfare and well-being
- School administration staff training
- Performance Development Plans

Evaluation Plan

- Programs meet needs of all students
- Staff Performance Development Plans

Practices and Products

Practices

Quality Teaching and Assessment

- Teacher programs show differentiation and Visible learning intentions and success criteria
- School assessment scope and sequence for formative assessment
- EAfS Instructional Leader to support students and staff K–6

Professional Learning

- Visible Learning Community of Schools through Corwin
- Literacy and Numeracy progressions led by Instructional Leader
- Student welfare and wellbeing staff knowledge through training from experts
- Technology and STEM
- Staff PDPs aligned to professional learning

Products

- School culture and language of Visible Learning
- Literacy and numeracy data reporting and analysis
- Formative assessment better informed future teaching practice and consistency teacher judgement
- Staff knowledge and skill in dealing with student welfare and wellbeing
- Achieving PDP goals through professional learning

Strategic Direction 3: Community Learning and Partnerships

Purpose

Parents are engaged with our school and strengthen their understanding of the learning process, building a school-wide collective responsibility for learning. Our positive and productive partnerships with our community are enhanced and our school is promoted.

Improvement Measures

Parent participation at school and community events and at parent learning sessions

The school's profile in the local area has enhanced and our school is the school of choice for local students

People

Students

Students are actively involved citizens in our community and act as ambassadors for our school at every opportunity.

Staff

Staff develop positive relationships outside of our school. Develop a community that promotes leadership, mentoring and support. Promote our school at every opportunity.

Leaders

Leaders are highly visible and engaged in the community. Develop plans and budget for school appearance, innovation and modernisation. Foster and develop positive partnerships and promote our school at every opportunity.

Parents/Carers

Parents are actively involved in classrooms and Preschool. Work to build connections with each other. Engage in learning. Strengthen P&C community. Promote our school at every opportunity.

Community Partners

Collaborate with the school and agencies to develop positive relationships. Promote our school at every opportunity

Processes

Parent learning

Support parents to be active participants in their child's learning at school and at home

- Parent workshops / interest groups on variety of topics
- Parents understanding visible learning and PBL
- Classroom and Preschool helpers
- P&C fundraising plan and committee
- School facilities utilised by external groups

Community profile and school promotion

Authentic engagement with local businesses and organisations

- Partner with Riverwood Community Centre and local support agencies for parent support
- Work with PAYCE Consolidated and Brooks Consulting for Washington Park, including school promotions
- Update and modernise school physical appearance and resourcing

Evaluation Plan

- Increased sense of community spirit, engagement and satisfaction, shown by parent participation at school and community events and at parent learning sessions
- School profile has enhanced and local student enrolments

Practices and Products

Practices

Parent learning

- Suite of parent workshops based on interest / feedback / relevant topics such as; homework, reading, writing, maths
- Morning sessions for parent helpers
- Investigate more effective methods of communication
- P&C committee fundraising schedule

Community profile and school promotion

- Riverwood Renewal and PAYCE community consultations
- Resourcing Key Learning Areas and Library aligned with current syllabus
- School / Preschool grounds upgrading
- Develop further promotional resources including signage in the community

Products

- Parents have a greater understanding of child learning and more connection to school
- Parent helpers supporting teachers and students
- P&C providing opportunities for students and raising funds to support our school
- Genuine stakeholder consultation
- Resources to promote our school
- Physical appearance of our school more functional and appealing