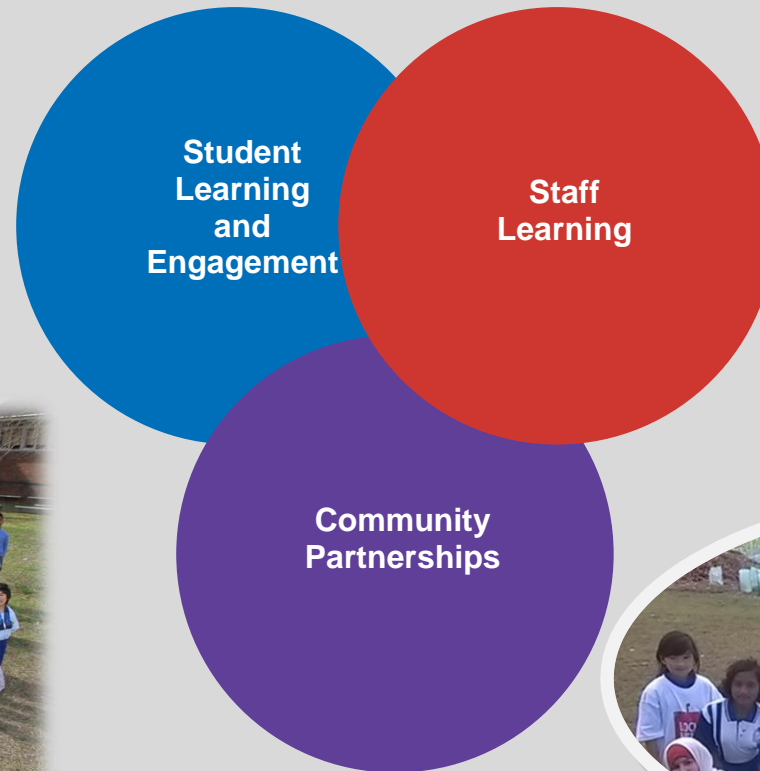


School plan 2015 – 2017

Riverwood Public School – 3743





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 (P5) that provides quality education programs for 106 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 85% 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, 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. We formed an executive planning group across several local schools and worked collaboratively, sharing ideas, providing and receiving feedback. Through this planning, 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.



At Riverwood Public School, our three strategic directions are:

- **Student Learning and Engagement**
- **Staff Learning**
- **Community Partnerships**



Purpose:

Every student is a successful learner. Students are engaged and supported in meaningful learning to be active, informed, critical and creative citizens.

Purpose:

Building teacher and leader capacity through targeted professional learning, which provides opportunities for ongoing learning, changing pedagogy, formative and summative assessment to meet all students' needs.

Purpose:

Building and sustaining positive and productive educational and business partnerships with our community. Promotion of our school.

Strategic Direction 1: Student Learning and Engagement

Purpose

Why do we need this particular strategic direction and why is it important?

Every student is a successful learner. Students are engaged and supported in meaningful learning to be active, informed, critical and creative citizens.

Improvement Measures

All students K-6 to increase their engagement and confidence in their learning

80% of students to progress at the expected rate along the Literacy and Numeracy continuums

Positive Behaviour for Learning to be a school wide focus which underpins student well-being and to increase our school evaluation tool score in PBL

To provide a range of extra-curricular activities for all students and increase the number of activities students are participating in

People

How do we develop the capabilities of our people to bring about transformation?

Students:

Students develop a learning attitude. They see the purpose and value of their learning and its application to the world around them.

Staff:

All staff will develop skills through a range of strategies that focus on student centred teaching and learning. This will occur through sharing professional practice to program and implement quality teaching and learning and assessment.

Parents/Carers:

Families will engage with children's learning in new and exciting ways. Develop expectations of parent/carer involvement in their child's learning.

Community Partners:

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

Leaders:

Principal and Instructional Leader Literacy and Numeracy to effectively analyse data to inform future directions. Provide regular opportunities for consultation for all stakeholders.

Processes

How do we do it and how will we know?

Learning Attitude

- Opportunities to increase students' control over their learning
- Project based learning - inquiry
- Attendance improvement project
- Early Action for Success K-2

Student well-being

- Targeted Learning and Support
- Individual Learning Plans (ILPs)
- Positive Behaviour for Learning (PBL)
- School award system

Extra-curricular experiences

- Environmental education in our school Garden including Seed Harvest Spoon
- Introducing PSSA
- Expand student horizons and engagement
- Involvement in local feeder High School activities and events

Evaluation Plan

Monitoring student progress on Literacy and Numeracy continuums in PLAN assessment and data evaluation.

Student, staff, parent feedback.

Regular meetings to discuss progress and monitor teaching programs.

Regular targeted professional learning.

Products and Practices

What is achieved and how do we measure?

Learning Attitude

- Students engaged and have control over their own learning and project confidence
- 80% of students to progress at the expected rate along the Literacy and Numeracy continuums
- Changing pedagogy with Instructional Leader in K-2 classrooms and through P-6 staff and parent professional learning

Student well-being

- Targeted Learning and Support programs support all students
- Positive Behaviour for Learning fortnightly focus and class activities embedded
- New school awards system recognises student achievement

Extra-curricular experiences

- To provide a range of extra-curricular activities for all students and increase the number of activities students are participating in

What are our newly embedded practices and how are they integrated and in sync with our purpose?

Every student displays a positive and productive learning attitude and is engaged in meaningful, purposeful learning.

School-wide focus on student welfare and well-being ensures every student is engaged and contributes to a positive school community

Extra-curricular experiences to expand student horizons.

Strategic Direction 2: Staff Learning

Purpose	People	Processes	Products and Practices
<p>Why do we need this particular strategic direction and why is it important?</p> <p>Building teacher and leader capacity through targeted professional learning, which provides opportunities for ongoing learning, changing pedagogy, formative and summative assessment to meet all students' needs.</p>	<p>How do we develop the capabilities of our people to bring about transformation?</p> <p>Students: Students needs P-6 are being met. All students are engaged in decision-making and feedback.</p> <p>Staff: All staff engaged in professional learning to improve their pedagogy. Staff sharing expertise across Community of Schools and Cluster of Schools. National Teaching Standards reflected in daily classroom practice. IL support. Performance development plans.</p>	<p>How do we do it and how will we know?</p> <p>Quality Teaching</p> <ul style="list-style-type: none"> - Teachers differentiate the curriculum - Quality literacy / numeracy sessions - English, Mathematics, Science and History curriculums implemented - Preschool National Quality Standards and Quality Improvement Plans - Performance Development Framework and teacher goal setting - Early Action for Success K-2 <p>Quality assessment</p> <ul style="list-style-type: none"> - Formative assessment in all classrooms - Accurate tracking of student progress through literacy and numeracy continuums - Assessment policy updated - Early Action for Success K-2 <p>Professional learning</p> <ul style="list-style-type: none"> - Community of Schools professional learning which includes EAfS cluster - TOWN for teachers 3-6 - PLAN data for all students K-6 - Technology utilised as a learning tool - School administration staff training <p>Evaluation Plan</p> <p>Review of staff teaching and learning programs</p> <p>Data analysis consistent with EAfS targets</p> <p>Staff, student and parent feedback.</p>	<p>What is achieved and how do we measure?</p> <p>Quality Teaching</p> <ul style="list-style-type: none"> - Differentiation, quality literacy / numeracy sessions and new curriculums being planned and implemented as evidenced in teaching programs. - Preschool Quality Improvement Plans that show progress and future directions <p>Quality assessment</p> <ul style="list-style-type: none"> - Formative assessment based on quality teaching - Consistency of teacher judgement within and across schools - Regular assessment occurring, supported by school policy <p>Professional learning</p> <ul style="list-style-type: none"> - All staff engage in professional learning opportunities and apply their performance development plan to improve their teaching practice - Quality professional learning in Community of Schools - Technology integrated into learning in classrooms everyday
<p>Improvement Measures</p> <p>All teachers will demonstrate improved skills in differentiating the curriculum and meeting the learning needs of all students</p> <p>Policy, procedures and practices for quality formative assessment are embedded in all classrooms</p> <p>All staff engage in professional learning opportunities and apply their performance development plan to improve their teaching practice</p>	<p>Parents/Carers: Engage in learning sessions about current curriculum and innovative teaching practices. Provide feedback.</p> <p>Community Partners: Work together to provide meaningful experiences for staff and students. Sharing expertise, mentoring across community members.</p> <p>Leaders: Model, demonstrate and support best practice and develop professional learning based on needs, evidenced in data and current research.</p>	<p>What are our newly embedded practices and how are they integrated and in sync with our purpose?</p> <p>All staff are providing quality teaching and learning in every classroom everyday.</p> <p>School-wide focus on quality assessment as, for and of learning.</p> <p>Providing opportunities for professional learning to improve pedagogy and explore innovation in classroom practices.</p>	

Strategic Direction 3: Community Partnerships

Purpose

Why do we need this particular strategic direction and why is it important?

Building and sustaining positive and productive educational and business partnerships with our community. Promotion of our school.

Improvement Measures

All staff actively engaging in community of schools and Early Action for Success professional learning

Increased sense of community spirit, engagement and satisfaction, shown by parent participation at school and community events

The school's profile in the local area has improved and our school student enrolments K-6 have increased

People

How do we develop the capabilities of our people to bring about transformation?

Students:

Students are actively involved 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.

Parents/Carers:

Parents are actively involved in classrooms, preschool, playgroup. Work to build connections with each other. Promote our school at every opportunity.

Community Partners:

Collaborate with the school and agencies to develop positive relationships.

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.

Processes

How do we do it and how will we know?

Educational Links

- Community of Schools and EAfS cluster of schools working together
- Transitions with local Preschools and High Schools

Parent learning

- Parent workshops on EAfS and set up interest groups
- Classroom and preschool helpers
- P&C fundraising plan and committee
- School facilities such as hall and kitchen utilised by external groups

Community profile and school promotion

- Engage with local businesses and organisations
- Partner with Riverwood Community Centre and utilise local support
- Work with Payce Consolidated and Brooks Consulting for Washington Park, including school promotions
- Update and modernise school physical appearance

Evaluation Plan

Regular effective and productive Community of schools meetings and sharing of pedagogy and resources

Parent participation and engagement at school workshops and events shown by data and feedback

School environment and resources upgraded and improved

Products and Practices

What is achieved and how do we measure?

Educational Links

- All staff actively engaging in community of schools and Early Action for Success professional learning
- Increased enrolments in Kindergarten and effective transition programs

Parent learning

- Increased sense of community spirit, engagement and satisfaction, shown by parent participation at school and community events
- School facilities utilised

Community profile and school promotion

- Local businesses and organisations Supporting our students and school
- Collaboration with Payce and Brooks for school promotion and enrolments.
- School environment is innovative, attractive and well resourced

What are our newly embedded practices and how are they integrated and in sync with our purpose?

Establishing and consolidating educational links within the community.

Parents provided with ongoing opportunities to increase their skills and knowledge.

Increased school profile in the community and pride in school appearance.