School plan 2015 – 2017

Rappville Public School 2937

School background 2015 - 2017
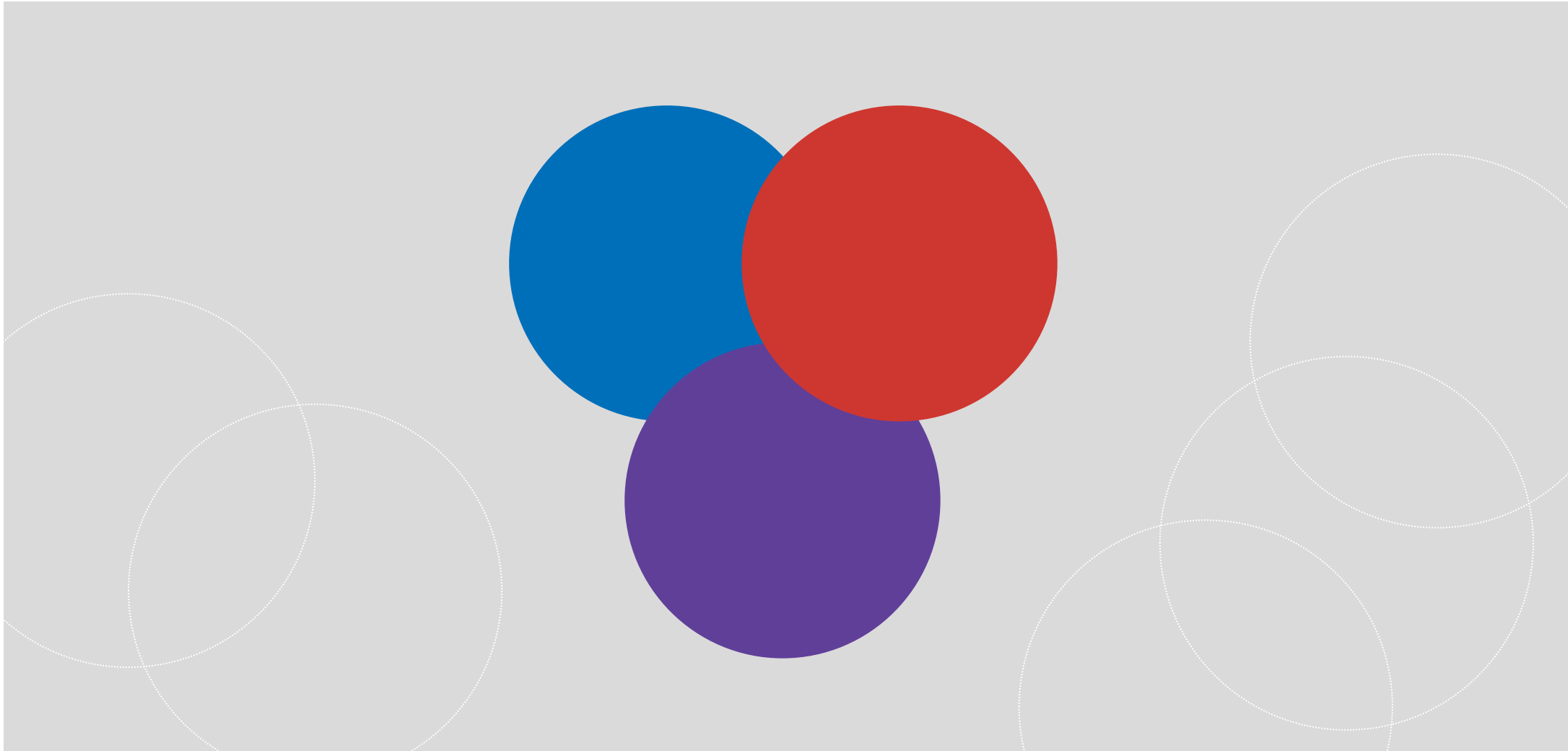
School vision statement

"To provide opportunities for all students to learn in all areas."
We aim to provide all our students with opportunities to enable them to lead successful and fulfilling lives.

School context

Rappville Public School is a small school (P5) of 27 students situated on the Northern Rivers of NSW. Rappville is a small village situated 25min from the town of Casino.
Rappville Public School has a permanent teaching Principal, (primary class and LaST), a full time temporary teacher on the infants class and an additional 3 days a week.
Rappville Public School staff include qualified Music, Dance and Aus-swim accredited teachers.
Rappville Public School is a rural and remote school. It is considered a remote and isolated school and attracts additional funding ($6,400) under the resource allocation model. (RAM).
Rappville community is considered a Low socio economic community and has a FOEI in 2014 of 155 Therefore the school attracts an additional $29,000 in 2015. This funding will run additional programs and provides additional teaching and support personal as well as funding for professional development to improve teacher capacity.

School planning process

During 2014 all staff, students and parents participated in the process of developing values, believes and expectation for all students. This has been the basis for the vision statement of the school and part of the decision that have been made across the school.

In the making of this document the teaching and support staff provided feedback and direction including the Principal, SAM, all teaching staff, students and parents.

The plan has been a cooperate development with other small schools and the Principal, School Leadership.

School strategic directions 2015 - 2017

SUCCESSFUL LEARNERS

Purpose:

The Melbourne Declaration on Educational Goals for young Australians, in Goal 2 states that Successful Learners develop their capacity to learn and play an active role in their own learning and are motivated learners to reach their full potential.

Our purpose is to develop students Literacy and Numeracy skills and engage in deep and meaning full conversation around their progress assists students to become life-long learners who are drivers in their learning.

Our purpose is to develop education from playgroup, preschool, primary school and beyond. To develop confidence through Dance, Music and Sport programs in order to create well rounded Successful Learners.

STRONG COMMUNITY PARTNERSHIPS

Purpose:

The National School Improvement Tool, Goal 9 encourages schools to develop meaningful sustainable relationships with parents, families, local organisations and businesses.

Strong community partnerships will develop an inclusive collaborative interschool network to encourage the development of staff and students.

Parents are essential in developing students learning to their full potential. Developing close family partnerships ensure all students succeed in life long learning.

Our purpose is to bring together all community partners to encourage the development and education improvement of all students Kindergarten to Year 6.

CREATE EXPERT TEACHING TEAM

Purpose:

Staff strive to develop expert teaching skills and impart knowledge and skills to all students. Developing effective classroom practice, using data, creating collaborative practice and developing the professional standards are all teaching elements in the NSW Schools Excellent Framework.

Continuous and constant improvement creates expert teachers.

Our purpose is to create an expert teaching team that collaborate and encourage the professional learning and improved practice of teachers. This will improve students' outcomes and encourage students to develop as well rounded participants in their learning.

Strategic Direction 1: Successful Learners

Purpose

The Melbourne Declaration on Educational Goals for young Australians, in Goal 2 states that Successful Learners develop their capacity to learn and play an active role in their own learning and are motivated learners to reach their full potential.

Our purpose is to develop students Literacy and Numeracy skills and engage in deep and meaning full conversation around their progress assists students to become life-long learners who are drivers in their learning.

Our purpose is to develop education from playgroup, preschool, primary school and beyond. To develop confidence through Dance, Music and Sport programs in order to create well rounded Successful Learners.

Improvement Measures

❖ All students are achieving at or above their appropriate year level on the Continuum in the aspects of Reading, Writing and Comprehension.
❖ All teachers use evidence of student progress to inform teaching, as evidenced by strong teaching program documentation, and lesson study and feedback
❖ Students can verbalise their own progress and goals to meet the literacy and numeracy continuums outcomes.

People

Students: Develop deep understanding into their direction in learning. Be able to actively engage in their movement in the Literacy and Numeracy continuums specifically in the areas of Writing, Reading, Comprehension and Early Arithmetic Strategies.

Staff: Develop deep understanding of the conversation of learning encouraging students to be active participants in this conversation.

Community: Parents continue to develop understanding into the Literacy and Numeracy continuums and support the development of their children.

Leaders: Facilitate the provision of opportunities for staff and the community to build capacity

Instruction Leader: To support staff and students in the directed learning. To analysis and reflect on the overall directions of students and on individual data that may require improvement.

Processes

Directors of Future Learning.
To build student capacity to self-direct and evaluate their writing, reading and comprehension progress through goal setting and celebrating achievements

Evaluation Plan:
Monitor student use of the writing "I can" statements for successful identification of their placement on the Continuum
Regular evaluation of student achievement and updating of PLAN data
Analysis and use of NAPLAN data to inform future teaching
Collaborative discussion of Teacher Performance and Development plans, with teaching staff

Products and Practices

Products:
• All students identify their position and growth on the Leaning Continuum through the use of writing "I can" statements
• Development of "I can" statements in the Vocabulary aspect of the Literacy continuum.

Practices
• All students actively engage in conversations about their place in the aspect of writing on the Literacy Continuum
• All students regularly review their own progress on the continuum
• All teachers use evidence of student progress to inform teaching, as evidenced by strong teaching program documentation, and lesson study and feedback
• Parents are aware that students are participating in monitoring their own learning
• The school promotes and maintains an inclusive environment reflective of its high expectations that all students will learn successfully.

Strategic Direction 2: Strong Community Partnerships

Purpose

The National School Improvement tool, Goal 9 encourages schools to develop meaningful sustainable relationships with parents, families, local organisations and businesses.

Strong community partnerships will develop an inclusive collaborative interschool network to encourage the development of staff and students.

Parents are essential in developing students learning to their full potential. Developing close family partnerships ensure all students succeed in life long learning.

Our purpose is to bring together all community partners to encourage the development and education improvement of all students Kindergarten to Year 6.

Improvement Measures

❖ Improved attendance of community members at school events.
❖ Teachers and students complete surveys about interschool networks they have built.

People

Students:-
All students will be involved in interschool activities that will build relationships of students of similar age across schools. This will support positive sharing of class work and relationships into high school transition.

Staff:-
All collaboratively share resources, experience, expertise and provide support for teachers of same stage level. Staff will share class work for consistency and build teaching and learning programs across schools.

Community:-
Staff will work with parents and community organisations to inform, share and promote positive relationships to develop students to their full potential.

Leader:-
Encourage the development of relationships with staff, parents, community and businesses to work collaboratively to encourage students progress.

Instructional Leader:-
To support staff, students and small school network(CLASS/ COLOURSS) in the reflection of practices that encourage interschool relationships, parents relationships and relationships with the community.

Processes

Students will be involved in excursions, edmodo groups, interschool networking days and other relationship building opportunities.

Staff participate in interschool development, Network days, to encourage relationships, develop programs, improve practice, share and collaborate.

The community will be informed and invited to schools activities/ events through the community newsletter coordinated by the school and the schools facebook page.

Parents, students and staff will work towards positive relationships that build the individual capacity of each student.

Products and Practices

Products:
- Students transitioning to high school will have a peer network.
- Parents, students and teachers will all be equally informed of a students progress.

Practices
- Teachers will build interschool networks that will aide and support teacher improvement
- Students have actively engaged in network relationship building days.

Planning template – V2.0

Strategic Direction 3: Create Expert Teaching Team

Purpose

Staff strive to develop expert teaching skills and impart knowledge and skills to all students. Developing effective classroom practice, using data, creating collaborative practice and developing the professional standards are all teaching elements in the NSW Schools Excellent Framework.
Continuous and constant improvement creates expert teachers.
Our purpose is to create an expert teaching team that collaborate and encourage the professional learning and improved practice of teachers. Which will improve students outcomes and encourage students to develop as well rounded participants in their learning.

Improvement Measures

People

Students:-
Staff strive to improve classroom practices to impart knowledge to students using the most up to date and relevant teaching practices. This will improve student outcomes.

Staff:-
Staff will participate in relevant training and development specifically in Literacy, Numeracy and Creative Arts, relevant to their focus area.
Staff work collaboratively to strive to improve their teaching practices and knowledge.

Leaders:-
Support, encourage and direct staff to relevant training and development and provided the opportunities for regular staff collaboration.

Instructional Leaders:-
To support all staff in excellent classroom practices.
Ensure that staff feel supported when moving into more challenging or different programs.

Processes

Infants staff:-
Will participate in L3 training to improve Literacy outcomes.
Collaboratively develop a small schools maths teaching and learning program.

Primary staff:-
Participate in Dance Chorography workshops to improve students' performance in festivals.

All staff :-
Participate in network days to share and collaborate with other schools.

Leader:-
Complete the Principal accreditation process through the NSW PPA.

Products and Practices

Products:
- Staff complete training and development around their area of expertise.
- Students participate in several varying dance opportunities outside the school context.

Practices
- Staff will have wider support networks within and outside the school.
- Staff will actively engage in training and development with wider network groups.