

School plan 2015 – 2017

Rappville Public School 2937 (2016)





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 of 24 students situated on the Northern Rivers of NSW. Rappville is a small village situated 25 minutes from the town of Casino.

Rappville Public School has a permanent Teaching Principal, (primary class, LaST and Instructional Leader), a full time temporary teacher on the infants class and an Instructional Leader 2 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 that attracts additional funding (\$7,576) under the Resource Allocation Model (RAM).

Rappville community is considered a Low Socio Economic Community and has a FOEI in 2015 of 158. Therefore the school attracts an additional \$32,900 in 2016. This funding will run additional programs and provides additional teaching and support personnel as well as funding for professional development to improve teacher capacity.

Rappville is an Early Action for Success School attracting \$23,096 to support early education in the Rappville village.

School planning process

During 2014 all staff, students and parents participated in the process of developing values, beliefs and expectation for all students. This has been the basis for the vision statement of the school and part of the decisions 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, School Administration Manager, all teaching staff, students and parents.

Throughout 2015 staff, parents and other department personal (PLO, Directors) reviewed the details of the 2015 plan and adjustments have been made to the plan to cater to the needs of Rappville Public School in 2016. The main areas that were worked on in 2015 will continue to be the main focus in 2016.



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. This is to assist 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 to learn 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 conversations around their progress, assisting 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 (100%) Rappville Public 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 a deeper 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 (EAS).

Students have participated in two Creative Arts performances. They have extended their sporting skills.

Staff: Develop deep understanding of the conversation of learning, encouraging students to be active participants in this conversation. Staff meeting parents to discuss specific learning goals. Staff use futures learning techniques to encourage independent learners.

Community: Parents continue to develop understanding into the Literacy and Numeracy continuums and support the development of their children. Parents meet with parents in formal meetings.

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. To ensure continuums are evolving accordingly. Ensure all students, staff and parents are aware and engaging in every individual child's progress (K-6) in the continuum constantly. Ensure staff are directing classroom practices around the continuums especially in writing.

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. In classroom teachers will use methods of 'futures' learning to encourage independence and student regulated learning.

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 Learning Continuum through the use of writing "I Can" statements.
- Development of "I Can" statements in the Vocabulary aspect of the Literacy continuum.
- Students learn skills to be independent learners.

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

- ❖ Teachers and students complete surveys about interschool networks they have built.
- ❖ **All** staff, parents and students have had two formal meetings to discuss students progress on the Literacy and Numeracy Continuums.

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, parent relationships and relationships with the community.

Processes

Staff participate in interschool development, network days, to encourage relationships, develop programs, improve practices, 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.

Staff, students and parents 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.
- Staff, parents and students will participate in two formal meetings around the students progression in the Literacy and Numeracy Continuums.

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. This will improve students outcomes and encourage students to develop as well rounded participants in their learning.

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 staff will complete their individual Performance and Development plan and work collaboratively to achieve their given goals.

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

All staff :-

Participate in network days to share and collaborate with other schools.

All staff will participate in Literacy training, specifically writing which will be presented by Louise Bloomfield one day a term.

Instructional Leaders:-

Justine Coyle and Louise Griffith will support local EAfS training in Literacy. Kerry Harper, the school Instructional Leader will support the implementation of the training in the classroom.

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.