

School Plan 2015 – 2017

**Leadership,
Management and
Organisational
Effectiveness**

Excellence in Leading

**Curriculum and
Attainment**

Excellence in Teaching

**Engagement and
Wellbeing**

Excellence in Learning

School Vision

Our Vision 'Education for a Changing World' expresses our commitment to developing students as life-long learners by the implementation of a curriculum that embraces best practice in teaching and learning. Ryde East Public School is committed to providing a varied and interesting educational program, which endeavours to meet the needs of all students.

Ryde East Public School is a vibrant and innovative learning community that is committed to delivering excellence within a rich and diverse learning environment. Every student has the opportunity to achieve their personal best through engaged, active learning in a safe, respectful and supportive school.

School Context

Ryde East Public School is located in North Ryde, close to the Wallematta Nature Reserve and provides quality, public education with a strong sense of involvement and partnership. The educational programs are enhanced by our attractive environment and facilities including expansive playing fields, tennis and netball courts, cricket nets, well-resourced library and hall, playground equipment and extensive shaded areas. All classrooms are air-conditioned and have the latest technology which includes two computer labs, video-conferencing, wifi throughout the school, interactive whiteboards, iPads and laptops in all classrooms. The staff is well-prepared to implement the National Curriculum, participating in professional learning that embraces quality teaching and learning for all students in the digital age. Many highly successful learning programs are planned and implemented by the highly dedicated, experienced teaching staff working collaboratively in a team environment. Some of these programs that operate at Ryde East Public School include – extensive sporting programs, creative and performing arts including choirs, school bands and ensembles. Ryde East Public School serves an interested and committed parent body and has a warm, caring and friendly atmosphere. The involvement displayed by many parents/ caregivers is evidence of the community spirit. Within the school grounds we have a five day a week Before and After School Care program which also offers vacation care during school holidays. The school and our community have high expectations of students and value the provision of a variety of learning opportunities. We support a close relationship between the school and community and actively encourage you to participate in this relationship by visiting the school, joining in our activities and taking an active interest in your child's education.

Strategic Direction 1: Leadership, Management and Organisational Effectiveness

PURPOSE

To increase the capacity of all stakeholders across the community to lead, manage, plan and develop effective programs to enhance student learning and to develop greater leadership capacity for guiding and managing whole school improvement.

PEOPLE

Students: Providing varied leadership opportunities for all students through captains and prefects, SRC, sports captains, music captains, house captains, leading assemblies, etc.

Staff: develop staff capability by implementing and sustaining quality school-wide systems and organisational structures to support the attainment of personal and collective efficacy.

Parents and Community develop a proactive alliance to support and improve school-wide practices.

PROCESSES

Foster a culture of continuous self-improvement

Build the leadership capacity of staff, students and parents to enhance leadership density across the school community.

Lead and engage in professional learning to support knowledge of the curriculum and how students learn innovation and current changes

Further develop staff capability through improved knowledge and understandings of WHS practices, the Australian Teacher Performance Development framework, Australian Charter for the Professional Learning of Teachers and Leadership, Australian Standards for teachers and Principals.

PRODUCTS AND PRACTICES

Product

To embed quality leadership and organisational practices to support leadership design, learning alliances, organisational innovation and leadership sustainability.

Support the provision and deliver of quality professional learning aligned with national state region and school priorities.

Improve communication, finance and accountability, and work health and safety procedures.

Practices

To ensure quality educational and organisational innovations across the school using proactive leadership teams.

Continue to implement a leadership plan to build capacity across the whole school community.

Develop leadership capacity, for example – SRC, P&C, learning alliance, mentoring, managing KLA budgets, KLA committee leadership

IMPROVEMENT MEASURES

Increase parent participation in school programs activities.

To increase the number of staff who are leading their teams with a focus on school improvement.

Continue to build on opportunities provided to all students to take part in leadership.

Strategic Direction 2: Curriculum and Attainment

PURPOSE

To improve student performance through quality teaching and authentic learning and assessment practices.

PEOPLE

Students will be engaged with teaching and learning programs that provide opportunities for creativity, collaboration, use of technology and takes into account learning styles and individual needs.

Staff will be engaged in professional learning that is purposeful, relevant, authentic and responds to our school priorities and targets.

Parents and Community with teachers will work together to increase understanding of the curriculum which could include providing community learning sessions.

Collegial Network will continue to develop a network of schools approach to enhance opportunities to support student engagement.

PROCESSES

To develop whole school Scope and Sequences in line with the Australian National Curriculum. To develop high quality assessment, planning, programming and teaching models for K-6 in order to provide consistency for students and teachers whilst ensuring the school is adhering to state policy guidelines.

To lead and engage in professional learning to support knowledge of the curriculum and how students learn, innovation and current changes.

Consistent exchange of educational and student welfare data across the school to improve teacher collaboration, student knowledge and community connection.

All staff having a deep understanding of the Australian Curriculums.

PRODUCTS AND PRACTICES

Products

To ensure quality pedagogy and consistency in teacher judgement with curriculum design, scope and sequences and assessment benchmarks for whole school evaluation, professional learning and strategic planning.

Students confidently use technology to take an active role in their learning.

Students are equipped with strategies to improve resilience and develop risk taking in their learning.

Practices

School programs show evidence of increased opportunities to use technology, be collaborative and creative learners.

Quality teaching and learning practices across the school, demonstrated through differentiated learning experiences and assessments to improve student achievement.

Effective assessment, tracking and student analysis systems in place to ensure consistent teacher judgement, dynamic, effective programming and valuable reporting to parents.

IMPROVEMENT MEASURE

Children continue to learn effectively and show appropriate improvement as they progress through the literacy and numeracy continuums.

Strategic Direction 3: Engagement and Wellbeing

PURPOSE

Engagement:

To ensure all students are appropriately engaged, challenged and extended by teachers providing stimulating learning environments and tasks that are designed to meet students' learning needs, levels of readiness, interests and motivation.

Wellbeing:

Wellbeing is shaped by a number of broad influences including the degree to which there is an experience of choice, achievement of meaningful goals, enjoyment, personal growth, health, emotional regulation, resilience, positive relationships, connectedness to and respect for others. Teachers and schools play a pivotal role in developing wellbeing, resilience, respect and connectedness for our students.

PEOPLE

Students:

Students feel valued and supported in a safe, collaborative and engaging learning environment.

Students have a responsibility to be active learners who exercise self-regulation and resilience, appropriate to their age level and understanding, in the classroom and playground.

Students from Years 4, 5 and 6 to complete the Tell Them From Me Survey.

Staff:

Reflect on the Student Wellbeing policy and discuss any necessary adjustments that can be made in relation to student behaviour and recognising their achievements.

Staff to reflect on the feedback from the Tell Them From Me survey.

Ensure staff has achieved all mandatory DoE and WHS accreditation.

Parents and Community:

Establish a collaborative learning community where students, parents and teachers contribute to the achievement of shared goals.

Parents are consulted and contribute to the planning to support their child's individual learning needs.

PROCESSES

Create safe, engaging and challenging learning environments that can be adapted to meet the needs of the students.

Promote the role of the teacher as a facilitator of learning and continue professional learning about critical, creative and reflective thinking skills.

The school community develops comprehensive and integrated strategies to support the cognitive, emotional, social, physical and spiritual wellbeing of students in the context of quality teaching and learning.

Programs will be explicitly taught to students and relate to a variety of school settings such as the classroom,, playground, canteen, and extracurricular activities.

Surveys will be conducted prior and post teaching of the program.

Specific skills will be presented in class and/or in assemblies at regular intervals. This information can be presented in the newsletter by staff or students.

Evaluation Plan.

School surveys

Collecting evidence of student wellbeing

Tell Them From Me Survey

PRODUCTS AND PRACTICES

Products:

To improve the quality of the learning environment throughout the school by offering flexible and stimulating learning spaces and access to a range of new technologies.

Targeted professional learning to identify and facilitate the implementation of innovative approaches to cater for differentiated learning, creative and critical thinking skills and reflective practices.

Peer Support and Resiliency program to be held during Term 1 of each year.

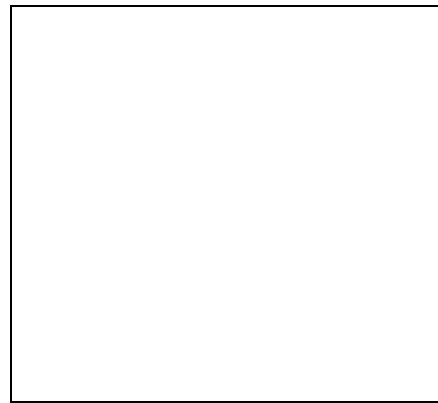
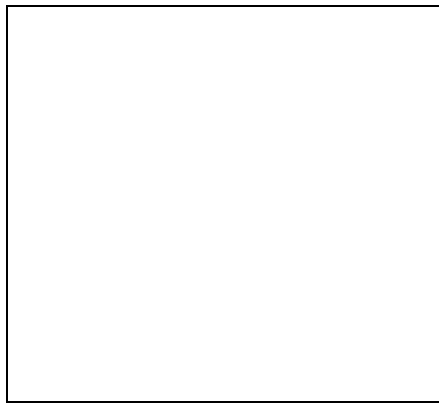
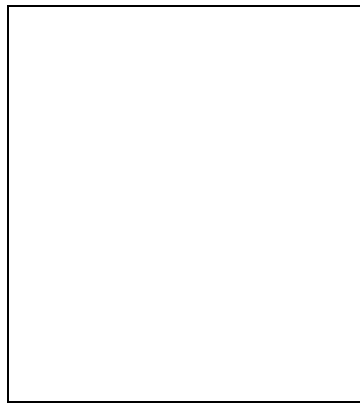
Healthy Skills for Life program to be implemented for all K-6 students. This program teaches skills related to problem-solving, resilience and cooperation.

The LST continues to monitor, support and evaluate specific students and their emotional, social and academic progress and development.

LST undertake an evaluation and comprehensive review of practices and procedures with District Learning Support Assistant Principals. As a result of this review practices, procedures and service delivery will be adjusted according to recommendations.

Practices:

Proactive culture that supports students in learning critical, creative reflective and problem-solving skills in collaborative



groups.
Students, staff and parents feel that their opinions are respected and provide valuable insight into the schools needs in the area of wellbeing.
Merit certificates will include all key learning areas and will reflect the school values.

IMPROVEMENT MEASURES

Teachers evaluate and reflect on their own classroom practices in relation to the engagement of students.
Data provides evidence that current and future products and practices are contributing to the wellbeing of the whole school.
The Learning Support Team continues to monitor, support and evaluate social, emotional and academic development of students.
Allocation of RAM money to support students with learning specific learning needs in Literacy and Numeracy.
Students identified as having a disability or additional learning needs under the National Disability Data Collection have learning adjustments implemented.
Policies, guidelines and procedures are regularly monitored in line with DoE Wellbeing framework.