School plan 2018-2020

Ryde East Public School 4257

School vision statement

Our vision at Ryde East Public School is to create a whole–school environment that encourages life–long learners who are equipped with knowledge and skills for a changing world.

We are committed to engaging learners in a respectful, safe and nurturing environment where each student is known, valued and cared for, and strives to achieve their best.

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, air–conditioned classrooms, playground equipment and extensive shaded areas. 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, a dance group 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 Out Of School Hours 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.

School planning process

Extensive consultation and discussion with students, staff and parents has been sought to develop our three year school plan with focussed strategic directions to achieve school priority areas. Evaluation of the school plan 2015–2017 was conducted by the staff and executive team through surveys, observations and discussions. This was also evaluated through the external validation process undertaken in 2017.

The recommendations from external validation have also formed part of our 2018–2020 school plan. Tell them from me survey data from parents, students and staff has been utilised, as well as a detailed analysis of NAPLAN and PLAN data to identify key areas for improvement. Staff and the executive team have undertaken the School Excellence Framework Version 2 self assessment to guide decision making for school priority areas in 2018–2020.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1
Sustainable Evidence–Based Practices

STRATEGIC DIRECTION 2
Future Focussed Teaching and Learning

STRATEGIC DIRECTION 3
Engagement and Wellbeing

Purpose:

To enhance evidence–based pedagogy through quality teaching practices, creating classroom environments that are student–centred and optimise learning progress for all students across a full range of abilities.

Purpose:

To prepare students across all curriculum areas with skills and capabilities to thrive in a rapidly changing and interactive world, engaging a sense of curiosity. Teachers are flexible and select from a range of effective teaching strategies to enable students to be leaders in their learning.

Purpose:

Foster a culture of collective responsibility for student learning and wellbeing which is shared by staff, students and parents by implementing evidence–based change to whole school practice which results in measurable improvement. Enhance relationships, communication and engagement of parents to support students to connect, succeed and thrive.

Ryde East Public School 4257 (2018-2020)

Strategic Direction 1: Sustainable Evidence–Based Practices

Purpose

To enhance evidence–based pedagogy through quality teaching practices, creating classroom environments that are student–centred and optimise learning progress for all students across a full range

Improvement Measures

PDP process is linked to the Australian Professional Standards for Teachers to evaluate effective teaching practices and the implementation of quality teaching and learning programs.

increase the number of students achieving at or above expected growth from 63.5% to 68% in NAPLAN.

Tell Them From Me survey indicates an 8% increase in student engagement to meet NSW Government Norm.

Growth in the School Excellence Framework in the Learning Domain: Curriculum and Assessment from 'Delivering' to 'Sustaining and Growing'.

People

Students

are active participants in the learning process by identifying clear learning goals to improve, utilising self–reflection and assessment.

Staff

understand and implement quality evidence–based pedagogy into classroom practices to improve student learning outcomes.

Leaders

are responsible for working collaboratively with teams to drive whole–school initiatives and ensure professional learning is undertaken by all staff.

Parents/Carers

have an increased understanding of curriculum expectations, evidence–based practices and their child's learning progress.

Community Partners

alliances provide professional dialog and support to implement initiatives.

Processes

Collaborative practices are utilised to deliver the mathematics curriculum through evidence–based, innovative pedagogy to improve student learning outcomes and engagement.

Visible Learning strategies are clearly evident in all teaching environments to ensure optimal conditions for student learning across the whole school.

Evaluation Plan

Qualitative and quantitate data collection and analysis will be utilised to collect base–line data and assess evidence of impact.

Review of class teaching practices and programs.

Practices and Products

Practices

Establish leadership opportunities based on staff expertise and interest.

Participate in professional learning that provides opportunities to engage with experts and involves collegial development both within the school and across a network of schools.

Create classroom environments that are rich in visible learning strategies, which promote student reflection.

Products

Evidence of mentoring, lesson observations and team teaching across the whole school.

Evidence of consistent and continual tracking of student data using the Literacy and Numeracy Learning Progressions.

Students take ownership of their learning through the provisions of Formative Assessment and Visible Learning strategies, such as bump–it–up walls and Learning Intentions and Success Criteria (LISC).

Strategic Direction 2: Future Focussed Teaching and Learning

Purpose

To prepare students across all curriculum areas with skills and capabilities to thrive in a rapidly changing and interactive world, engaging a sense of curiosity. Teachers are flexible and select from a range of effective teaching strategies to enable students to be leaders in their learning.

Improvement Measures

All classrooms and teaching programs have evidence of future focussed learning practices e.g. project–based learning, differentiation, creative and critical thinking skills, collaboration and flexible learning spaces.

Increase the percentage of teachers by 10% through the Tell Them From Me Survey, who identify clear learning goals for students to use technology to modify or redefine their learning.

Growth in the School Excellence Framework: Theme: 'Improvement of Practice' from 'Delivering' to 'Sustaining and growing'.

People

Students

are empowered to take ownership over their own learning and utilise future focussed fluencies to maximise learning opportunities.

Staff

demonstrate a flexible approach to teaching practices using a range of effective strategies to engage learners.

Leaders

are responsible for facilitating, motivating and driving collaborative practice to embed future focussed learning competencies and practices.

Parents/Carers

have an increased understanding of practices that support future focussed learning to assist in their child's education.

Community Partners

partnerships with networking schools are established to transform and support the implementation of initiatives.

Processes

All staff engage in professional learning on future focussed pedagogy to develop a comprehensive understanding of learning modes and dispositions, to engage students to be life–long learners.

Staff have the knowledge and strategies to implement project–based learning effectively with an emphasis on STEM to engage students in rich and authentic leaning experiences.

Evaluation Plan

Review class practices and teaching programs. Provide regular opportunities for stage team discussion, reflection and feedback in relation to the implementation.

Provide opportunities through QTSS for team teaching and mentoring.

Conduct lesson observations and classroom observations.

Practices and Products

Practices

Provide professional learning for staff on utilising and embedding technology effectively e.g. SAMR model, using staff expertise and mentoring.

Staff use a broad range of strategies to draw upon in their delivery of lessons, such as flexible learning environments, project–based learning and team teaching.

Create a purposeful and adaptive learning environment and utilise tools to meet the needs of all students.

Products

School–wide evidence of embedded technology facilitates student engagement and create opportunities for global connection.

Collaboratively developed programs reflect project–based learning focusing on STEM.

All staff have an understanding and embed the fluencies and dispositions of future focussed learning into their teaching practices across all curriculum areas.

Strategic Direction 3: Engagement and Wellbeing

Purpose

Foster a culture of collective responsibility for student learning and wellbeing which is shared by staff, students and parents by implementing evidence–based change to whole school practice which results in measurable improvement. Enhance relationships, communication and engagement of parents to support students to connect, succeed and thrive.

Improvement Measures

Utilise the Positive Behaviour for Learning (PBL) self assessment survey as base–line data for improvement across the school.

'Tell Them From Me' and school survey data indicates an increase in student, staff and parent satisfaction with Wellbeing and Community Partnerships.

Students identified on the National Disability Data Collection have adjustments and Personalised Learning and Support Plans (PLaSPs) implemented.

Reduce the percentage of negative behaviours (major and minor) recorded on Sentral by 5%.

People

Students

are self–aware and regulate their behaviours in line with Positive Behaviour for Learning (PBL) school values.

Staff

are consistent in their understanding and implementation of the wellbeing approach across the school.

Leaders

are responsible for creating a streamlined approach to wellbeing and learning support to engage students, staff and parents.

Parents/Carers

form positive partnerships with the staff to support their child's social, emotional and academic progress. .

Community Partners

partnerships with external services/providers support individual students needs and targeted programs across the school.

Processes

Engage our school community through effective communication, parent forums and workshops, transition programs, visible leadership and community events.

Refine and implement a whole school approach to Learning and Support to meet the needs of all students. Use evidence–based pedagogy to develop and implement Positive Behaviour for Learning across the school community.

Evaluation Plan

Staff, student and community feedback via focus groups, parent forums and surveys.

Collate and analyse Sentral data to observe incident and behavioural patterns and complete the PBL self–assessment survey.

Analysing Learning and Support team trend data.

Practices and Products

Practices

Collect, analyse and use valid and reliable qualitative and quantitative data to monitor and refine a whole school approach to wellbeing and engagement.

Streamline systems and processes in Learning and Support to enable staff to address learning and wellbeing needs and assist students to reach their full potential.

Implement a comprehensive and inclusive strategy to create an environment with clearly defined behavioural expectations and address them in line with policy and procedure.

Products

All staff will know and use embedded school–wide systems that support the wellbeing and learning of all students through the Learning and Support Team structure.

Staff work collaboratively to prioritise needs within the school and support community engagement.

Expectations of behaviour are explicitly, consistently and supportively applied across the school.