School plan 2015 – 2017

Raymond Terrace Public School 2943

24 April 2015
### School vision statement

Raymond Terrace Public School (RTPS) is continuing to build a culture in which everyone is challenged and supported through quality classroom practices, community participation and strategic management. We are promoting the importance of values throughout the school community. Our school is striving to become a model of quality student outcomes in a caring environment.

Our vision is underpinned by our key messages of Positive Behaviour for Learning (PBL), values of ‘You Can Do It’ (RTPS) and four pillars relating to Building Relationships, Explicit Teaching Practices, High Expectations and Common Language/Practices guide our students, staff and community as they learn together.

#### The Melbourne Declaration

‘Through the promotion of equity and excellence, our students will become successful learners, confident and creative individuals and active/informed citizens’ (ref: Melbourne Declaration, 2008)

This reform reflects the focus group discussions of staff and community around the new planning process 2015-2017.

### School context

Raymond Terrace Public School strives to develop competence in literacy and numeracy within children and ability to think independently and to solve problems. The school has a high expectation of success and aims to build excellent relationships between all school members. Students are encouraged to be life-long learners, adapt to change and work as team members.

The school is located thirty minutes north of Newcastle and has a school enrolment of approximately 372 children. It serves a diverse community incorporating ‘blue collar workers’ and public housing. Parents are involved in a range of aspects of the school including an active P & C. There is a significant percentage of children from public housing families and consequently the mobility rate is relatively high. Approximately 21% of the students identify as Aboriginal.

The majority of students from Raymond Terrace Public School attend Hunter River High School, therefore Raymond Terrace Public School is committed to further developing strong links with the school to support transitioning from Year 6 to Year 7.

The school focuses on literacy and numeracy

### School planning process

Our planning process began in 2014 with the evaluation of the past four years of our National Partnership Low SES program. This was followed by input from the whole school staff for the school’s future directions based on the successes and areas of need reflected in the evaluation.

Staff meetings, executive meetings and P & C meetings were forums for discussions, as well as invitations to parents and community members to share their ideas on the future planning for Raymond Terrace Public School (RTPS).

Core representatives for the development of the 2015-2017 School Plan include: School Executive, staff including the Aboriginal Education Officer and identified Aboriginal teachers and SLSOs, AECG President, School Community Liaison Officer, Parent representatives and staff from Macquarie University.

Our consultation processes included:

Students being surveyed about their likes for the school and perceived improvements for future. Community (including The Smith Family; Communities for Children; Port Stephens Family and Neighbourhood Services; Thou Walla; AECG) responded to the open-ended questions below:
and has shown excellent growth in both. In addition information technology and the environment are important aspects of the school. NAPLAN results and analysis shows that our students need additional support with spelling, grammar and general numeracy, however, it also shows that relevant to similar schools throughout the nation we are either leading the way or in the top group.

The school has adopted early intervention programs in literacy and numeracy. In partnership with Macquarie University, the school implements the MultiLit program in small group work. In numeracy the QuickSmart program is used with a focus on Year 4 students. Both programs are having great success. In addition, the school operates a Reading Recovery program, guided reading and has three Learning and Support Teachers.

The school’s priority areas reflect the needs as identified by data collected from National Testing (NAPLAN), benchmarking and staff, student and parent surveys.

As a result of strategic targeting in our School Plan over the past three years, there has been significant improvement in literacy benchmark results data and continued positive growth in NAPLAN results from Years 3 to 5.

What are the three best things we do at Raymond Terrace Public School that you would like to see continued?
What do you want for your child at RTPS (prioritise three)?
What three things would you like to see changed at RTPS to improve your child’s learning?
What else could we do to make things better at RTPS?

DEC reforms including ‘Every School, Every Student’; ‘Great Teaching, Inspired Learning’; ‘Early Action for Success’; ‘Local Schools, Local Decisions’; and ‘Rural and Remote’; were used to help plan, along with NAPLAN data which was also examined for significant areas of note to guide planning.

Where discrepancies appeared in group survey responses, focus groups took place including staff, students and the community. These also served to expand answers and ask relevant questions.
Purpose:
To ensure all students have the best opportunities possible to become successful learners, confident and creative individuals, and active and informed citizens of the 21st Century.

Purpose:
To build the capacity of all staff, by providing them with the best 21st Century practices possible, to assist students become successful learners, confident and creative individuals, and active and informed citizens.

Purpose:
To develop partnerships and networks throughout the school and wider community to provide support relevant to Raymond Terrace PS.
### Strategic Direction 1: Pupil Participation in 21st Century Learning

#### Purpose

To ensure all students have the best opportunities possible to become successful learners, confident and creative individuals, and active and informed citizens of the 21st Century.

#### People

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

**Students:**
- use technology for innovation and as an effective information tool for learning
- use effective techniques for resilience, positive behaviour and citizenship
- requiring adjustments and learning support are provided with strategic support in times of need.

**Staff:**
- are provided with Professional Development (PD) to developed strategies to support students with positive behaviour techniques across the school community
- confidently promote learning progression of Aboriginal students with support of the Aboriginal Education Officer
- confidently access learning support for identified students through referral process.

**Parents:**
- as ‘prime educators’ of their child are made aware of strategies, and support school expectations at home.

**Community partners:**
- provide resources to promote pupil participation and greater engagement in learning.

**Leaders:**
- leaders actively supporting their stage teams and whole school processes.

#### Processes

**How do we do it and how will we know?**

**Students:**
- are provided with the latest variety of technology and quality programs that allow them to engage and promote improved learning outcomes
- understand expectations through PBL lessons and expectations resulting in greater engagement and ability for all to learn in a positive environment
- requiring support have access to intervention programs, differentiated learning, IEPs and appropriate resources promoting improved individual learning outcomes.

**Staff:**
- are provided with TPL opportunities to implement the latest technology programs
- develop matrix to gauge improved student use of technology and programs
- implement PBL and weekly lessons
- develop IEPs, PLPs, differentiate learning and refer students to the SLST to cater for individual needs
- are fully aware of the Aboriginal Education policy to provide greater understanding of Aboriginal student needs.

**Parents:**
- are provided with learning opportunities and 3-way conferencing in order to be involved in the child’s learning.

**Leaders:**
- support their teams to build team capacity in identifying positive behaviour programs to ensure consistency across the school.

#### Products and Practices

**What is achieved and how do we know?**

**Product:**
- Using teacher designed matrix, students demonstrate a greater knowledge of the use of modern technology and programs that improve their learning outcomes
- Negative incidents recorded on Sentral are reduced each term
- PBL SET tool reflects consistency in practice across the school
- All students requiring adjustments (including Gifted and Talented – GATS) and learning support are catered for adequately

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

**Practices:**
- Positive behaviour interventions and teaching strategies are reflected in classrooms and playground procedures, and supported by stage leaders to ensure consistency across the school
- Aboriginal students are fully engaged in learning including active involvement in cultural experiences.
- Staff professional learning is relevant, and underpinned by the Quality Teaching Framework and the Melbourne Declaration.

#### Improvement Measures

- Greater use and innovations by students using technology (including improved learning outcomes)
- Reduction in negative incidents in the classroom and on the playground
- Greater engagement and improved outcomes of all students
Aboriginal Education:
- the Aboriginal Education Office and Coordinator provide opportunities for Aboriginal students to learn and engage in their culture, welcome families into the school and encourage great pupil attendance and attend AECG meetings.

Learning Support
- staff identify students for the National Consistent Collection of Data (NCCD) and plan relevant support with Learning Support Team (LST)

Evaluation
- Sentral data, surveys, continuum movement.
Strategic Direction 2: Promote Professional Pedagogy and Leadership

### Purpose
To build the capacity of all staff, by providing them with the best 21st Century practices possible, to assist students become successful learners, confident and creative individuals, and active and informed citizens.

### People
**How do we develop capabilities of our people to bring about transformation?**

**Students:**
- Learn to make relevant judgements about their own progress against the continuum
- Receive quality feedback to inform them of their learning.

**Staff**
- Mentors facilitate the process of ‘peer mentoring’ allowing for the sustainability of the process and analysing data in order to drive their teaching and student learning
- SLST assist teachers with intervention programs and differentiation of curriculum
- ensure that teaching programs reflect the needs of individual students
- give and receive quality feedback to inform student and staff learning
- are confident users of pedagogy involving the effective use of technology
- plan, register, monitor and evaluate professional development using MyPl
- executive drive curriculum, welfare and special programs across the school.

**Parents**
- understand the concepts of continuums and actively engage in conversation around them and how they relate to their support of their child
- share in enthusiasm and engagement for effective technology use in creative, collaborative settings.

**Leaders**
- provide effective feedback to teams - having developed skills through an external provider.

### Processes
**How do we do it and how will we know?**

**Quality Pedagogy**
- Classroom teachers have an excellent understanding of the use of Literacy and Numeracy Syllabus and continuums
- All students receive feedback based on their progress across the continuums
- Quality teaching practices operating in all classrooms; common practices, common language, teacher/student relationships, explicit quality criteria, student self-direction, self-regulation, engagement, high expectations, significance.
- Supervisors and mentors support staff tracking of students, consistency of teacher judgement and lesson reflection techniques based on the Quality Teaching Framework.
- Continue to ensure teachers develop IEPs appropriate to their students’ abilities providing for greater engagement in the learning
- Maintain the professional partnership with Macquarie University and the MultiLit and MiniLit programs.

**Pedagogy involving Technology**

**Students**
- demonstrate engaging learning behaviours involving technology and workplaces designed to encourage creativity

**Staff**
- engage with professional learning around effective pedagogy using technology guided by the RTPS Technology Team and current research in creative settings and supported by Stage Leaders supporting stage teams

### Products and Practices
**What is achieved and how do we know?**

**Products**
- NAPLAN results show improvement in growth from year to year.
- Professional development is occurring via ‘peer mentoring’.
- Teachers have an understanding of, and are effectively using, the Literacy and Numeracy continuum.
- Teachers have an understanding and are effective in the use of ICT
- The ‘Professional and Development Framework’ is being used effectively by staff.

**Practices**
- Class Teachers evaluating lesson quality through ‘Peer Mentoring’ process based on the Quality Teaching Framework.
- Staff confident in the use of pedagogy involving technology in a team teaching situation
- Early career teachers mentored by an experienced classroom teacher
- Class teachers using Literacy and Numeracy continuums during 3-way interviews and goal setting.

### Improvement Measures
- ‘Peer mentors’ are embraced by colleagues with quality practices taking place especially in use of continuums
- Student growth in NAPLAN data continues to ‘trend’ upwards
Strategic Direction 3: Productive partnerships within the school and wider community

**Purpose**

To develop partnerships and networks throughout the school and wider community to provide support relevant to Raymond Terrace PS.

**People**

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

**Students**
- Develop within students the notion of pride and responsibility when representing the school and the opportunity to enhance the image of RTPS.
- Through PBL lessons, students gain an understanding of how their behaviour can have a positive effect in the community.
- Gain an understanding of how they can contribute to the school and the wider community especially environmentally.

**Staff**
- Have an understanding of their responsibility to DEC and the school and promotion.
- Build relationships with parents and the wider community.
- Actively involve themselves in the community lifting the profile of the school and making connections.

**Parents**
- As ‘prime educators’ or their children, parents are encouraged to take an active part in their child’s learning.
- Engage parents of Aboriginal students.
- Parents engage in discussion at P&C Meetings, informally, via newsletter and website at key points as new systems and reforms are rolled out.

**Community partners**
- Engaging a variety of agencies to facilitate better health and welfare support for students and families.
- Seek business support for a variety of projects.

**Processes**

How do we do it and how will we know?

**Student profile within the community**
- Implement PBL (with other Raymond Terrace Schools) within the community to establish expected behaviours outside the school.
- Students attend community celebrations representing RTPS with pride and distinction.
- Lifting the profile of the school through 007 partnerships.

**Fostering Agency Partnerships**
- Further develop networks with feeder Preschools.
- Maintain positive relationships with child and family support agencies (e.g. Smith family, Port Stephens Family and Neighbourhood Services, Thou Walla etc).
- Build relationships with local Health and Welfare support services to assist students with hearing and sight screening, gross motor, disability confirmations etc.

**Aboriginal Community**
- Continue to build and foster relationships between the school and community to assist families and students engage more in their education and ‘close the gap’.
- Support cultural activities within the school leading to students representing the school in the community.

**Products and Practices**

What is achieved and how do we know?

**Product**
- Feedback from local businesses within the Raymond Terrace and wider community.
- Increased and sustained high levels of positive student, staff, and parent satisfaction levels with school learning culture and environment.
- Increased knowledge of incoming Kinder students.
- Screening processes are more readily available and conducted quicker.
- PLPs are conducted involving students, parents, teachers, AEO and AECoordinator.
- Active and well represented P&C.

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

**Practices**
- Engage and maintain current relationships, and explore other opportunities with community organisations to enhance the school’s image and community participation.
- Develop relationships with outside agencies to support parents and students with health screenings.
- Promote and educate the local community about PBL and its positive attributes.
- Engage members of the Aboriginal community to foster cultural knowledge, traditions and activities such as dance and art work.

**Improvement Measures**

- Increase parent participation across the school – parent assistance, canteen volunteers, ‘transporters’.
- Increased connections established to support students and families and being directly involved to improve student outcomes.