

School plan 2018 – 2020

Riverbank Public School **4653**





School vision statement

Riverbank Public School, as a partnership of students, staff, parents and the wider community, provides an inclusive environment built on restorative practice conducive to learning and high levels of achievement. Our Restorative Practice Framework uses a common language and practice to build respectful relationships. This strong social and emotional foundation, combined with a clear and explicit Quality Teaching Framework and rich curriculum content, creates a powerful environment for engaged and effective learning. Our vision is underpinned by the School Excellence Framework's three domains of Learning, Teaching and Leading. Riverbank Public School plays a vital role in promoting the intellectual, physical, social, emotional, moral, spiritual and aesthetic development and wellbeing of our students. At Riverbank Public School all students have the opportunity to attain knowledge, skills, values and attitudes enabling them to be reflective life-long learners.

We achieve this by:

- **Building a respectful learning culture**
- **Building responsible individuals with a focus on developing resilience and a love of learning**
- **Building strong relationships with students, staff, parents and the wider community**

School context

Riverbank Public School opened in Term 1, 2015 with enrolments at 290 and is located in the suburb of The Ponds in the north-west of Sydney. Set within spacious grounds and offering state of the art facilities, the school shares a site with The Ponds High School and is part of an innovative and energetic community approach to teaching and learning. The school has an emphasis on outstanding teaching and learning programs, supported by the ongoing professional learning of staff. Our school is a member of The Ponds Learning Community of Schools. Focus is placed on the development of Literacy and numeracy skills through Language, Learning and Literacy (L3), Focus on Reading (FoR), Targeted Early Numeracy (TEN) and the use of technology to support and engage students. A range of extra curricula activities are offered to extend and enrich student learning. Student enrolment by 2020 will be 1400, 78% of whom have a language background other than English. The school has three Multi Categorical K-6 support classes and a holistic and inclusive approach supported by strong student wellbeing programs. Our Restorative Practice Framework provides a common language and practice to build respectful relationships and foster effective communication with students, staff, parents and the community. Collaborative planning and decision making together with distributed leadership practices are features of the school. The School's direction is supported by a diverse mix of dedicated and talented staff, whose student centered approach and high expectations embrace the individual learner to achieve their best.

School planning process

Students

Student input was gathered through completion and analysis of survey data as well as through focus group discussions on learning.

Staff

Staff engaged in discussion and professional learning activities focused on the following areas:

- What do we believe as a staff at RPS?
- What do we believe about change?
- What do we believe about learning?
- What do we believe about using technology in learning?
- What do we believe about working with the community?

Parents/ Community

Parents were surveyed in relation to building a new school vision that supports student learning, as well as their capacity and confidence in supporting the learning process at home.



Collective Teacher Efficacy

Purpose:

Riverbank Public School incorporates a professional learning culture that is driven by collaboration, explicit developmental frameworks and self-reflection, to drive ongoing school wide improvement in teaching practices. The definition of collective efficacy (Hattie, 2015) is 'collaborative conversation based on evidence'.

Quality teaching and learning programs meet the needs of all learners and the capacity of all staff will be developed to lead, share expertise and inspire others.

All staff participate in meaningful professional learning that guides best practice, supports school directions and meets departmental requirements.

Quality Teaching and Learning

Purpose:

Riverbank Public School will deliver explicit, quality educational practices focused on high engagement and differentiation.

Teachers have a deep knowledge and pedagogical understanding of teaching and learning that informs best practice. Staff deliver challenging, meaningful and innovative learning experiences that develop literacy and numeracy. Programs ensure all students are critical and creative learners, collaborative designers and communicative thinkers who become self-guided learners.

Restorative Relationships

Purpose:

Riverbank Public School is a place where wellbeing and engagement are recognised as key contributors to building respectful and positive relationships across the school community through our Restorative Practice Framework.

Staff understand the needs of each student to ensure they are valued, safe, engaged, supported and challenged. Our school philosophy is strongly built on working together. Partnerships are fostered through cooperation and innovation to create an environment where all contributions are valued and respected.

Strategic Direction 1: Collective Teacher Efficacy

Purpose

Riverbank Public School incorporates a professional learning culture that is driven by collaboration, explicit developmental frameworks and self-reflection, to drive ongoing school wide improvement in teaching practices. The definition of collective efficacy (Hattie, 2015) is 'collaborative conversation based on evidence'.

Quality teaching and learning programs meet the needs of all learners and the capacity of all staff will be developed to lead, share expertise and inspire others.

All staff participate in meaningful professional learning that guides best practice, supports school directions and meets departmental requirements.

Improvement Measures

❖ All staff prepare and follow a Performance and Development Plan (PDP) which has clear links to the school's Strategic Plan.

❖ All staff are registered with NESAs and are maintaining or working towards accreditation, including those working towards higher levels of accreditation.

❖ All staff using collaborative programming and sharing their expertise.

❖ Increase in staff accessing professional learning and leading school-based professional learning.

❖ All staff to participate in mentoring and collaborative teaching opportunities.

People

Students:

- Are given the opportunity to engage in quality learning opportunities that are purposeful and successful.

Staff:

- All staff take responsibility with professional learning activities and confidently engage with the school's performance and development process to improve their knowledge, skills and understandings.
- All staff engage in regular and ongoing collaborative planning supported by school wide systems and structures to deliver quality teaching and learning.
- Develop knowledge of the Australian Professional Standards for Teachers.
- Specific goals in the School Plan and staff PDPs will be used to identify professional learning needs resulting in quality teaching and learning across the school.
- Teachers improve practice through engagement in lesson observations (including reciprocal lesson observations with colleagues) and discussing teaching strategies and ideas.

Community:

- Will have opportunities to develop their knowledge, skills and understanding to support their children's learning through online resources produced specifically for the school.

SAS Staff:

- Through professional learning that builds on their strengths and allows them to develop targeted areas, SAS staff will build their capabilities to deliver innovative, quality administrative practices.

Leaders:

- Deliver targeted professional learning programs for current and aspiring leaders to mentor colleagues, develop capacity and refine their leadership skills.

Processes

Implement

- Develop an open and supportive collegial environment that promotes quality professional dialogue and sharing of knowledge and resources.
- Identified professional learning needs drive the provision of Teacher Professional Learning (TPL) at RPS.
- Provide high quality specific learning opportunities that will drive and achieve milestones aligned with RPS strategic directions.

Evaluation Plan:

- Use of Performance and Development Framework to identify and measure the implementation of planned strategies.
- Implementing and monitoring a schedule of Professional Accreditation for all staff.
- Establishment of a feedback model to monitor and report term and mid-term milestone achievements.
- Monitor the effectiveness of professional learning opportunities through Stage collaboration and regular feedback.
- Analyse improvement of student learning outcomes in areas that have been targeted through TPL.

Products and Practices

Products:

- All teachers to have a targeted Performance and Development Plan (PDP) which is linked to the NESAs Teaching Standards and will allow them to implement quality teaching and learning programs with clear links to the schools' Strategic Plan and the School Excellence Framework (SEF).
- All classroom programs and assessments are collaboratively planned and demonstrate differentiated learning for all students in line with the New South Wales Curriculum.
- Quality pedagogy evident in program design and all teachers confidently implement all syllabuses.
- All staff have engaged in peer observations and are given time to reflect and receive feedback to improve teacher performance.
- All programs available online for teachers and executive to develop, monitor, refine and evaluate.
- All staff will have a good understanding of RPS's strategic directions and appreciate how their input impacts on the success of the milestones.

Practices:

- Teachers take responsibility for their own professional development, reflect upon their career progression and set specific targets using the performance management framework and Australian Professional Standards for Teachers, consistent with the Great Teaching Inspired Learning document.
- Teachers work in and across stages to facilitate professional learning and share practices, including classroom observations and reflections, on a regular and on-going timetabled basis.
- Teachers will collaboratively program, refine and evaluate the effectiveness of teaching and learning programs, online.

Strategic Direction 2: Quality Teaching and Learning

Purpose

Riverbank Public School will deliver explicit, quality educational practices focused on high engagement and differentiation. Teachers have a deep knowledge and pedagogical understanding of teaching and learning that informs best practice. Staff deliver challenging, meaningful and innovative learning experiences that develop literacy and numeracy. Programs ensure all students are critical and creative learners, collaborative designers and communicative thinkers who become self-guided learners.

Improvement Measures

- ❖ Quality programming will be evident based on the school's scope and sequence documents that are aligned with student's needs and Departmental requirements.
- ❖ All staff are demonstrating quality, differentiated literacy and numeracy teaching practice.
- ❖ At least 35% of students achieve in the top 2 bands for NAPLAN reading, writing and numeracy.
- ❖ Collection and analysis of data is evidenced through explicit processes and procedures and is reflected in teacher's programming.
- ❖ Performance and Development Plans reflect implementation of evidence based research in teaching and learning programs, using the school context.

People

Students:

- Are self-reflective learners who can articulate their next learning steps and strive to excel.
- Engage in quality, differentiated teaching and learning programs that reflect best practice.

Staff:

- All staff participate, with an open mind, in professional learning based upon quality curriculum, differentiation, assessment and innovative practices.
- Confidently use data to monitor student learning progress and take responsibility for decisions and outcomes relating to teaching effectiveness.
- Track and respond to data on an ongoing basis via a range of strategies that demonstrate student progress.
- Have the capacity to design and deliver innovative teaching and learning programs.

Leaders:

- Foster a professional learning community which is focused on the continual improvement of teaching and learning.
- Establish school assessment processes that collect and analyse student achievement data which is used to guide staff in the development of data literacy concepts.
- Research best practice and innovation, integrating within school systems and invigorating staff through collaborative teams.

Parents/Carers:

- Are provided with the opportunity to develop their understanding of the curriculum and receive regular feedback on their child's learning progress.

Processes

Implement:

- Develop and employ high quality literacy and numeracy programs to improve student academic growth.
- Establishment of protocols relating to consistent teacher judgement.
- Engage students with innovative and future focused pedagogies to enhance learning activities using evidence based teaching and learning practices.

Evaluation Plan:

- Monitor progress of the implementation of programs and initiatives against the set milestones.
- Monitor the effectiveness of professional learning opportunities through regular feedback.
- Utilising data collection and analysis to evaluate the effectiveness of programs and practices.
- Staff processes and school systems are aligned for collecting, analysing and reporting local and external data on student and school performance.
- Future focused and innovative teaching strategies embedded in Performance and Development Plans, policies and programming.

Products and Practices

Product:

- Data collected at agreed points in time reflect a sustained increase in student achievement in literacy and numeracy.
- Criterion based feedback and assessment demonstrates improvements in student learning.
- Grade based scope and sequence documents are developed and utilised to enhance teaching and learning programs.
- Quality classroom environments that utilise a flexible collaborative learning space to ensure exemplar collaborative learning which facilitates high level engagement and inquiry based investigations.

Practice:

- Teachers demonstrate an ongoing commitment to improving pedagogical approaches to literacy and numeracy in line with the Literacy and Numeracy Strategies 2017 – 2020.
- Leaders and teachers engage in quality professional development, working in and across stages to facilitate and share innovative, collaborative and future focused learning environments.
- Implementation of evidence-based research to improve teacher performance and development.
- Students use formative and summative assessments to reflect on their learning.
- Teachers provide explicit, specific and formative feedback to students on how to improve.

Strategic Direction 3: Restorative Relationships

Purpose

Riverbank Public School is a place where wellbeing and engagement are recognised as key contributors to building respectful and positive relationships across the school community through our Restorative Practice Framework.

Staff understand the needs of each student to ensure they are valued, safe, engaged, supported and challenged. Our school philosophy is strongly built on working together. Partnerships are fostered through cooperation and innovation to create an environment where all contributions are valued and respected.

Improvement Measures

- ❖ Community survey results indicate that parents are satisfied with communication practices at school and they support and understand current school initiatives.
- ❖ Student survey results indicate that students feel known, valued and cared for at school.
- ❖ Understanding of current school and departmental policies, programs and processes identify, address, monitor and communicate student learning and welfare needs.
- ❖ Partnerships with community organisations are established to provide access to experiences and support for the benefit of students.
- ❖ Increased parent contribution to, and satisfaction with, home school communication in a variety of feedback opportunities.

People

Leaders:

- Ensure parents and carers are well informed about teaching practices that empower the learning for our students both inside and outside of school.
- Utilise specific community groups to engage parents as teachers in their child's education.

Staff:

- Support community empowerment of staff through increased understandings of the community.
- Examine the Restorative, Well Being and Quality Teaching Frameworks and understand their influence on quality learning environments and high expectations.
- Embed practices to enable parents to be engaged and understand the learning process of their children and how to effectively support them to learn.

Students:

- Engage in purposeful and individualised learning programs which are supported by consistency in expectations at home and school.
- Actively participate in three-way interviews with parents and their teacher to communicate their goals and aspirations.
- Are supported during entry and exit points at Riverbank Public School by effective transition programs.

Community:

- The school will communicate openly with parents, sharing valuable information that guides teaching and learning programs.
- Parents to provide constructive feedback on school practices and procedures and be a visible presence within the school through ongoing participation in school programs.
- Through participation in relevant learning activities parents acquire skills and understanding to support their child's educational journey.

Processes

Implement:

- Transitions are strengthened through collaboration with staff, the wider community and interagency support. Riverbank Public School will continue to form partnerships to support transitions to kindergarten, other schools and high school.
- Teachers to participate in ongoing induction programs through professional learning and mentoring programs to reinforce Riverbank Public School's Restorative Philosophy.
- The school and community work together to develop strategies to use in the home to build on students' strengths and develop parents' understanding of curriculum programs, and their capacity to become partners in their child's learning.
- Continue to engage in, review and improve communication including maximising the school's electronic publications and website to inform and collaborate with the community and to celebrate achievements.

Evaluation Plan:

- Tell Them From Me student survey results indicate results that Riverbank Public School is within five percentage points of the NSW Government norm, in the Social-Emotional outcomes.
- 360 Reflection Tool analysis undertaken and areas to be developed are identified and measures implemented to improve communication and customer service behaviours.
- Annual analysis of parent and staff surveys – monitor and review the effectiveness of our ongoing community partnership.

Products and Practices

Product:

- CENTRAL data reflects a 10% decrease in recorded negative behaviours. Baseline data taken from the end of 2017 (59 incidents).
- 100% of students and staff report a clear understanding of school-wide behaviour expectations.
- All staff explicitly teach lessons that incorporate the 'Help Increase the Peace Keys'.
- Parents/carers attend school 'learning centres' where parents acquire skills to help improvement student outcomes.

Practice:

- Open, informative and effective communication across the whole school setting with a consistent approach to school programs and practices.
- Reciprocal relationships strengthen school programs through resource sharing.
- School operations are enhanced through collective responsibility and positive community partnerships.
- Promotion and creation of opportunities for students, parents, staff and the broader community improve student outcomes and increase student engagement.
- Consistent quality transition processes are developed and implemented to support student success at key points in time.