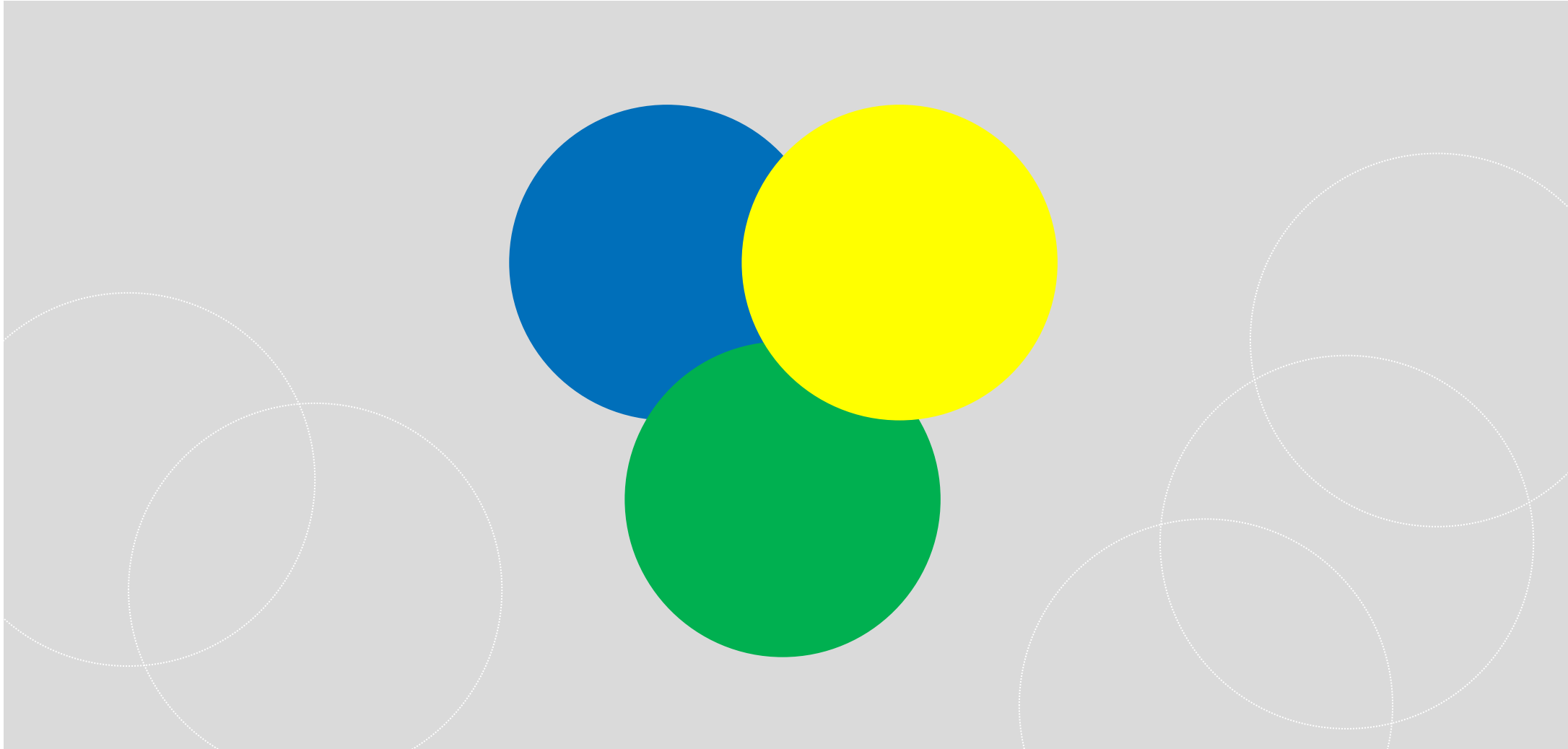


School plan 2015 – 2017

Rankin's Springs Public School – 2935





School vision statement

Rankin's Springs Public School strives to be a community of learners in which all members use their minds well. We engage with challenging and innovative academics and practices in order to become active and informed citizens of the twenty-first century.

Our school is a place of excellence where children can achieve full potential in their academic, creative, personal, physical and moral development.

It is a supportive place where children and adults feel they make a contribution and are valued as individuals. Our school is a place of moral values where children learn respect for themselves and others.

School context

Rankin's Springs Public School serves a small rural community located 65 km north of Griffith, situated on the Mid Western Highway between Hay and West Wyalong. Students who attend Rankin's Springs Public School live in the village of Rankin's Springs and surrounding farming areas.

Rankin's Springs Public School is a small school that has seen a recent growth in student enrolments. The school has a current enrolment of 22 students from 12 families with an Aboriginal population of 9%. The school structure consists of two multigrade classes with one full-time teaching principal, one full-time temporary teacher, one part-time temporary teacher, a school administration manager and a general assistant.

The Rankin's Springs community is highly involved with the school and parents have an active role within the school. Staff and students enjoy a positive relationship with the wider community. The Parents and Citizens Association and School Council provide opportunities for consultation with parents and the community over future directions for the school.

Rankin's Springs Public School is an Early Action for Success (EAfS) school and has the support of an Instructional Leader to assist teacher and student learning and improve both literacy and numeracy outcomes for students in Kindergarten, Year 1 and Year 2.

School planning process

This School Plan was developed through consultation with parents, staff, students and the wider community. The process began with teaching staff attending training on ways to begin developing our new school plan. From the training day, it was decided that parents and community needed to be heavily consulted in regards to what the future directions are for our students and our school.

Each family was surveyed personally by a telephone call, seeking their opinions and ideas for our new school plan. Parents and community members were consulted during various meetings including School Council, P&C and Parent Information Evenings.

This process has lead staff to the development of three strategic directions and their purposes that make up this school plan.



STRATEGIC DIRECTION 1

Creating a High Performing and Dynamic Learning School

Purpose:

To equip students with the essential skills, knowledge and capabilities to thrive and compete in a globalised world through focused, quality teaching and learning programs. These skills will enable students to become successful learners, confident and creative individuals and active and informed citizens.

STRATEGIC DIRECTION 2

Enhancing Community Engagement and Participation

Purpose:

To increase community support of our students through a school-wide focus on student equity and well-being programs.
To work together as a learning community to give our students the knowledge, skills and experiences to achieve their personal goals and lead successful lives in the 21st Century.

STRATEGIC DIRECTION 3

Building Leadership and Innovation

Purpose:

To develop a school culture in which members of the school community take responsibility for their own ongoing learning, strive for innovation and improvement, and who make strong connections within and beyond the school.

Strategic Direction 1: Creating a High Performing & Dynamic Learning School

Purpose

To equip students with the essential skills, knowledge and capabilities to thrive and compete in a globalised world through focused, quality teaching and learning programs. These skills will enable students to become successful learners, confident and creative individuals and active and informed citizens.

Improvement Measures

- ❖ The school achieves excellent value-added results and most of the students achieve at high levels of performance on internal and external performance measures.
- ❖ All teaching and learning programs are focused and quality, incorporating research-based teaching practices for 21st Century learners
- ❖ An increase of at least 8% of all students in the top two bands in all NAPLAN assessments.
- ❖ 30% increase of Indigenous students represented in proficiency bands in all NAPLAN assessments.

People

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

Students: Students become resourceful, responsible, resilient and reflective learners, who are willing and able to collaborate with others as part of the learning process.

Staff: Develop staff capabilities by designing training and school-wide systems and structures to support and extend low-performing students, as well as laterally and vertically extend and/or accelerate high-performing students.

Staff: Broaden the teaching of the educational curriculum in order to extend students learning in 21st Century mindsets and capabilities as per the goals of the Melbourne declaration.

Parents: Parents become involved in the learning process by having the opportunity to develop their knowledge, skills and understanding about the way children learn.

Processes

How do we do it and how will we know?

- Teachers continually aspire to improve their professional practice by using quality research-based teaching practices to ensure that every student is engaged, challenged and learning successfully.
- Implementation of higher order ways to learn across school community, enabling students to become collaborative, resourceful, responsible, resilient and reflective learners.

Evaluation plan:

- Students and staff complete survey on 21st Century learning skills.
- Use PLAN software to monitor and reflect on student learning progress.
- Utilise School Performance and Development Toolkit to evaluate the implementation of research-based teaching practices.

Products and Practices

What is achieved and how do we know?

Products: The school achieves excellent value-added results and most of the students achieve at high levels of performance on internal and external performance measures.

Products: All teaching and learning programs are focused and quality, incorporating research-based teaching practices for 21st Century learners.

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

Practices: Quality teaching and learning practices across the school demonstrated through differentiated programming and assessments to improve student achievement.

Practices: All students understand, use and evaluate Higher Order Ways to Learn across all areas of the curriculum to enable them to become successful learners, confident and creative individuals and active and informed citizens.

Strategic Direction 2: Enhancing Community Engagement and Participation

Purpose	People	Processes	Products and Practices
<p>To increase community support of our students through a school-wide focus on student learning, equity and well-being programs.</p> <p>To work together as a learning community to give our students the knowledge, skills and experiences to achieve their personal goals and lead successful lives in the 21st Century</p>	<p>How do we develop capabilities of our people to bring about transformation?</p> <p><u>Students:</u> Students will actively engage parents and local community members to join them at school in a view to enhancing their own learning. Students understand that they can learn from a wide range of people and they look for these learning opportunities.</p> <p><u>Staff:</u> Staff will have an open approach to involving and engaging the community in their classroom programs, seeking feedback from others.</p>	<p>How do we do it and how will we know?</p> <ul style="list-style-type: none"> • Development and implementation of a range of projects and programs operating from within the school, open to all community members and their young children. • Enhance knowledge, skills and experiences of our students through the engagement of experts from the local and wider community. • Collaborate with staff and students from a network of schools to develop cross-curricular learning opportunities. 	<p>What is achieved and how do we know?</p> <p><u>Products:</u> Combined school events developed and implemented by a team of people across multiple schools.</p> <p><u>Products:</u> Students actively engaged in cross-curricular learning opportunities through the RIEN schools.</p>
<p>Improvement Measures</p> <ul style="list-style-type: none"> ❖ Combined school events developed and implemented by a team of people across multiple schools in the RIEN. ❖ Students are actively engaged in cross-curricular learning opportunities through the RIEN schools. 	<p><u>Parents:</u> Parents understand the importance of their involvement in their child's learning, becoming partners in the learning process by having the opportunity to develop their knowledge, skills and understanding to support their children.</p> <p><u>Community partners:</u> Students and staff are working together with parents and early childhood learners (0-5). These learners are involved in whole school events eg. Easter Parade, Book Week. Community members are part of Itty Bitty learners. We will also use community members with areas of expertise to teach our students their various skills.</p>	<p>Evaluation plan:</p> <ul style="list-style-type: none"> • Survey of community participation and opinions regarding Itty Bitty Learners group. • Staff survey of how they believe the school is including local and wider community experts in cross-curricular events. • End of year student survey of their opinions of cross-curricular and across school learning activities, with opinions on best and most memorable. 	<p>What are our newly embedded practices and how are they integrated and in sync with our purpose?</p> <p><u>Practices:</u> The Rankin's Springs Public School community will work collaboratively with the communities of other schools to deliver quality learning experiences for all students across all schools involved.</p>

Strategic Direction 3: Building Leadership and Innovation

Purpose

To develop a school culture in which members of the school community take responsibility for their own ongoing learning, build leadership capacity, strive for innovation and improvement, and make strong connections within and beyond the school.

Improvement Measures

- ❖ Teachers take responsibility for changes in practice required to achieve improved school performance and are using data on a regular basis to monitor the effectiveness of their own efforts
- ❖ All teaching and learning programs are focused and quality, evidenced through collegial observation and feedback across a number of schools, showing improved practice over time

People

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

Students: Students will develop the skills to use reflection on assessment and reporting processes and feedback to plan learning.

Staff: Staff will strive for innovation and improvement through ongoing self-reflection and peer coaching.

Parents: Practices are embedded for parents to be engaged and understand the learning progress of their children and how to effectively support them to learn.

Processes

How do we do it and how will we know?

- Teachers draw on and implement evidence-based research to improve their performance and development through an action learning approach to professional development
- Implementation of Instructional Rounds within a network of schools, using collaborative feedback and reflection to promote and generate learning and innovation.

Evaluation plan:

- Survey of staff leadership capacity through AITSL Self-Assessment Tool.
- Teachers to self-evaluate their own teaching, collecting qualitative data to reflect on improving their practice.

Products and Practices

What is achieved and how do we know?

Products: Teachers take responsibility for changes in practice required to achieve improved school performance and are using data on a regular basis to monitor the effectiveness of their own efforts.

Products: All teaching and learning programs are focused and quality, evidenced through collegial observation and feedback across a number of schools, showing improved practice over time.

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

Practices: Staff and students reflecting and reporting on the achievement of their own learning and leadership goals.