SCHOOL PLAN 2015 – 2017

“Red Range PS – The Small School Alternative”
## SCHOOL BACKGROUND 2015-2017

<table>
<thead>
<tr>
<th>School vision statement</th>
<th>School context</th>
<th>School planning process</th>
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| At Red Range Public School we believe in creating a happy and safe environment that values student learning and achievement. We aim to develop all students to become confident, independent learners, respectful citizens and creative and critical thinkers. We achieve this through providing engaging learning experiences, developing positive relationships and by working collaboratively with the school and wider community. | Red Range Public School is a small, rural school which caters for the educational needs of its students from Kindergarten to Year 6.  
Staff consists of: one teaching Principal, one permanent teacher, one temporary teacher, one part-time teacher, one full-time School Administration Manager, one part-time School Administration Officer, two part-time School Learning Support Officers and one part-time Groundsman.  
The school community is committed to student’s welfare in supporting increasing student outcomes. This commitment, combined with the strong support from the parents and wider community, and our ability to join with other small schools in the area enables the school to successfully work towards its objectives.  
At RRPS an emphasis is placed on quality teaching and continuous improvement of learning outcomes for all students. Our school is committed to providing rich programs to develop skills in critical thinking, problem solving, communication, collaboration and technology to enable all students to reach their full potential educationally, socially and emotionally. Our staff will ensure that all students find school a secure, happy and challenging adventure.  
Our partnership with The Celtic Community of Schools provides professional learning opportunities leading to enhanced teaching/learning practice and better structures and procedures for student wellbeing. | Parents were consulted through parent interviews and a community consultation meeting which included community partnerships. Students participated in class discussions of focus survey questions and responses from each class were collated and summarised. Staff reflected on their individual purpose and vision for the school and shared with colleagues, then analysed parent and student feedback to look for common values and priorities and used these ideas to develop a draft vision statement.  
The school leadership team used the input of all groups to draft a vision statement which parents reviewed at a P&C meeting and staff reviewed at a staff meeting. All agreed to the final version.  
Parents and teachers finalised a vision statement and priorities. Staff discussed some of the research and evidence of school improvement to consider how we could draw on it for school improvement. The leadership team refined all input to develop the three strategic directions and 5Ps with staff and parents being consulted for feedback and refinement. |
### Strategic Direction 1: Creating engaged successful learners who achieve their potential

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<th>Purpose</th>
<th>People</th>
<th>Processes</th>
<th>Products and Practices</th>
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<tr>
<td>Why do we need this particular strategic direction and why is it important?</td>
<td>How do we develop the capabilities of our people to bring about transformation?</td>
<td>How do we do it and how will we know?</td>
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<tr>
<td>To ensure students are achieving personal learning goals through effective differentiation, continuous monitoring and feedback, appropriate intervention programmes and leadership opportunities.</td>
<td>Students: Students are engaged in their learning through academic and social/emotional programmes that meet their individual needs.</td>
<td>Getting on track</td>
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<td></td>
<td>Staff: Staff to effectively use assessment data to inform teaching and learning programmes. Staff will value and develop the social and emotional wellbeing of all students.</td>
<td>RRPS will work with colleagues to use data from internal and external student assessments for evaluating learning and teaching, identifying interventions and modifying teaching practice.</td>
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<td>Community Partners: RRPS will engage community partners such as Celtic Community of Schools network to enhance the social and emotional wellbeing programmes.</td>
<td>The whole child</td>
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<td></td>
<td>Leaders: Develop exemplary practice in assessing and data analysis and the development of the whole child.</td>
<td>RRPS will establish and refine the PBL student welfare approach that incorporates discipline, leadership opportunities, CAPA, sport etc in addition to other learning opportunities.</td>
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<tr>
<td>Improvement Measures</td>
<td>Evaluation Plan</td>
<td>What is achieved and how do we measure?</td>
<td></td>
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<tr>
<td>Demonstrated growth across multiple assessment including NAPLAN, PLAN, Best Start, L3, Whole School assessment.</td>
<td>• Analysis of Best Start, L3, PLAN and other school based assessment data.</td>
<td>Product:</td>
<td></td>
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<td>Increased number of students engaged in a variety of learning opportunities which develop the whole child.</td>
<td>• Analysis of student Personalised Learning Plans.</td>
<td>• Demonstrated growth across multiple internal and external assessments including NAPLAN, PLAN, Best Start, L3, Whole School assessment.</td>
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<td>• Analysis of whole school Welfare and Discipline data.</td>
<td>• Students are engaged in a variety of learning opportunities which develop the whole child.</td>
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<td></td>
<td>• Annual review of NAPLAN data.</td>
<td>Practice:</td>
<td></td>
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<td>• Student and staff feedback.</td>
<td>• RRPS has implemented explicit processes to collect, analyse and report internal and external student and school performance data that encourages growth in all students.</td>
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<td></td>
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<td>Practice:</td>
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<td>• RRPS has consistently implemented a whole-school approach to wellbeing that has clearly defined behavioural expectations by having opportunities to participate in significant programmes that support the emotional, social and physical wellbeing of students.</td>
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### Strategic Direction 2: Staff participating in professional development across the curriculum in order to deliver high quality classroom practice

#### Purpose

**Why do we need this particular strategic direction and why is it important?**

To embed and sustain school practices where teachers take responsibility for ongoing learning, professional growth and career development to improve student outcomes across the curriculum.

#### Improvement Measures

- Improved professional implementation of evidence based programmes to deliver high quality classroom practice
- Demonstrated enhanced staff knowledge of NSW Syllabus for the Australian Curriculum content and ability to effectively communicate student achievement to families
- Professional Learning Plan goals linked to Professional Development schedule

#### People

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

- **Students:** A shift in capabilities and mindset of students in response to chance in school practices through high levels of classroom practice.
- **Staff:** Staff develop a deep understanding of evidence based strategies, curriculum content and effective reporting practices.
- **Parents/Carers:** Parents to have an understanding of NSW Syllabus for the Australian Curriculum and new school reporting practices.
- **Community Partners:** Expanded relationships with external agencies, schools and service providers to support professional learning.
- **Leaders:** Enhanced skills to develop learning and teaching programs using comprehensive knowledge of curriculum, assessment and reporting requirements.

#### Processes

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

- **Professional Practice**
  - Work with colleagues including SASS, to review, modify and expand their repertoire of teaching strategies to enable students to use knowledge, skills, problem solving, and critical and creative thinking through programs including PLAN, L3, Multi-Lit and Quality Teaching Instructional Rounds.

- **Curriculum**
  - Work with colleagues to review current teaching and learning programs using student feedback, student assessment data, knowledge of curriculum and workplace practices to report against the NSW syllabus for the Australian Curriculum.

#### Evaluation Plan

- Staff survey results from Professional Learning opportunities
- Staff and parent feedback on new report format
- Staff Professional Learning Plans

#### Products and Practices

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

- **Product:** Improved professional implementation of evidence based programmes to deliver high quality classroom practice.
- **Practice:** Teachers actively participate in professional learning to update knowledge and practice targeted to individual professional needs and school priorities as identified in Professional Learning Plans.
- **Practice:** The staff has current and comprehensive knowledge of NSW Syllabus for the Australian Curriculum content and construct accurate and informative reports for parents/carers about student achievement.
### Strategic Direction 3: A positive school culture supported by collaboration within our school and across our community of schools

#### Purpose
**Why do we need this particular strategic direction and why is it important?**
To ensure student learning is supported by positive communication and relationships through engagement with our school and wider communities.

#### Improvement Measures
- Stronger links with schools, collegial networks, community businesses and organisations.
- Increased parental engagement with the school and local community across multiple points of access.

#### People
**How do we develop the capabilities of our people to bring about transformation?**
- **Students:** Students to encourage and value the input of parents in school life.
- **Staff:** Staff will actively work with parents and external organisations to strengthen links with schools, collegial networks, community businesses and organisations.
- **Parents/Carers:** Parents will develop an understanding of the importance of engaging with the school community. Parents will participate in a range of new initiatives.
- **Community Partners:** Will develop an appreciation for RRPS as a collaborative school that is open to the exchange of values, skills, knowledge and ideas.
- **Leaders:** RRPS leaders initiate partnerships, policies and processes to support links with schools, collegial networks, community businesses and organisations.

#### Processes
**How do we do it and how will we know?**
- **Educational Communities**
  RRPS will establish and expand on relationships with local businesses, sporting organisations, preschools, high schools and tertiary institutions.
- **Partnerships with Parents**
  Develop multiple, welcoming points of access for parents to engage with RRPS and the local community such as Celtic Community of Schools.

**Evaluation Plan**
- Number of active participants in a range of school-based opportunities.
- Feedback from parents and community on workshops.
- Number of opportunities the school has engaged with members of collegial networks, community businesses and organisations.

#### Products and Practices
**What is achieved and how do we measure?**
- **Product:**
  - Stronger links with schools, collegial networks, community businesses and organisations.
  - Increased parental engagement with the school and local community across multiple points of access.

**What are our newly embedded practices and how are they integrated and in sync with our purpose?**
- **Practice:**
  - Contribute to professional networks and associations and build productive links with the wider community to improve teaching and learning.
- **Practice:**
  - Demonstrate responsiveness in all communications with parents/carers about their children’s learning and wellbeing.