

School plan 2015 – 2017



Russell Lea Infants' School



Quality Teaching and Learning

Quality Relationships

Quality Professional Learning



School vision statement

We believe that working in partnership with parents, teachers and the wider community in a consistent, respectful and purposeful way builds the capacity for success as a centre for teaching and learning excellence in the 21st Century.

Our vision for all students is that they are independent, successful learners, confident decision-makers and creative, caring, well-rounded citizens who have a sense of responsibility to themselves, to others and the environment.

School context

Our school has a reputation in the local community and beyond for quality education especially in our Literacy, Numeracy and Early Childhood Education programs.

All teachers and administration staff are committed to the welfare, support and development of every student.

The strong involvement and participation of the school community, led by the School Council and P & C, is evident in the support of all school activities and initiatives.

Extra-curricular opportunities and activities are provided for all students in creative and performing arts, sports programs and environmental initiatives.

School planning process

- 2014 School Plan priorities evaluated
- Principal and AP attended meeting, 'Introducing the Role of the Principal School Leadership Officer'. School Planning session held.
- Two APs attended a School Planning meeting with a Principal School Leadership Officer.
- Surveys for a longer-term vision for the school undertaken by parents and all teaching staff.
- All students participated in class surveys to identify the attributes they would like to have on leaving Russell Lea Infants' School.
- School community meeting was held to identify and define parents' opinions, school achievements and directions for the future.
- Collation of surveys was presented to P & C for comment.
- Initial staff meetings established our three Strategic Directions.
- Whole staff collated data for school vision.
- Whole staff wrote draft "Purpose statements" for all three Strategic Directions.
- In four planning sessions whole staff wrote draft school plan together.
- Principal School Leadership Officer attended staff meeting to give advice and support.
- School Vision Statement & Context finalised.
- School planning day held to finalise draft.



STRATEGIC DIRECTION 1

Quality Teaching and Learning

Purpose:

To foster positive learning attitudes so that all students are numerate, literate and creative learners who reach their full potential.

To build resilient learners who are innovative, confident to take risks and can communicate their ideas clearly.

To ensure teachers have the capacity to provide curricula that is flexible to meet the diverse needs of 21st century learners.

Teachers support each other through shared professional learning in developing the capacity to understand and implement the Australian Curricula.

STRATEGIC DIRECTION 2

Quality Relationships

Purpose:

To create a school community which actively works together to embed shared values creating a culture of social conscience and awareness. The well-being of students and staff is valued and supported by families and parent organisations.

To build quality relationships where students, staff and parents feel that they belong and their contributions are valued. Roles and responsibilities for all community members are clearly defined to support these relationships.

To build an educational community where there is a culture of collaboration and active communication. Empowered leadership is supported by effective organisational practices. Varied opportunities are provided to develop a lifelong appreciation of learning.

STRATEGIC DIRECTION 3

Quality Professional Learning

Purpose:

To enhance organisational practices and systems.

To support students to achieve their best academic, personal and social capabilities.

To provide staff with professional learning opportunities which develop leadership and decision making skills.

Strategic Direction 1: Quality Teaching and Learning

Purpose

To foster positive learning attitudes so that all students are literate, numerate and creative learners who reach their full potential.

To build resilient learners who are innovative, confident to take risks and can communicate their ideas clearly.

Ensure teachers have the capacity to provide curricula that is flexible to meet the diverse needs of 21st century learners.

Support each other through shared professional learning in developing the capacity to understand and implement the Australian Curricula.

Improvement Measures

Product:

- All students progress along the Literacy and Numeracy Continuum. Programs are modified and targets set (an increase to be determined in 2015).

Practice:

- Students are creative, confident and productive users of Information Communication Technologies.

People

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

Students:

- Have skills in ICT to allow them to actively engage in 21st century learning.
- Have skills to reflect on their learning and build upon skills in Literacy and Numeracy.

Teachers:

- Possess skills in ICT and develop quality assessments.

Parents/Carers:

- Embrace 21st Century Teaching and Learning Practices.

Community Partners:

- Build upon strong existing networks within the City of Canada Bay.

Leaders:

- Aspiring executives will be given opportunities to share best practice through pedagogical practice and innovative and dynamic teaching.

Processes

How do we do it and how will we know?

- Teachers develop quality assessments informed by the developmental needs of students to identify starting points for teaching.
- ICT team ensures the ongoing upgrade of technological devices and infrastructure. Teaching of ICT skills is explicit
- Programs, assessment tasks and rubrics reflect changes to pedagogy and Curriculum

Evaluation Plan

- Monitoring student engagement through surveys.
- Monitoring student achievement in internal and standardised tests.
- Analysing student progress on Literacy and Numeracy Continuums.
- Recording and analysing student achievement for Best Start(PLAN)
- Reviewing of programs based on results of Evaluation Plan.

Products and Practices

What is achieved and how do we measure?

Product:

- All students progress along the Literacy and Numeracy Continuum. Programs are modified and targets set (an increase to be determined in 2015).

Practice:

- Students are creative, confident and productive users of Information Communication Technologies.
- Teachers demonstrate a sophisticated understanding of the Australian Curriculum and the NSW syllabuses.
- Teachers regularly review learning of each student ensuring all students have a clear understanding of how to improve their learning.

Strategic Direction 2: Quality Relationships

Purpose

To build an educational community where there is a culture of collaboration, positive relationships and active communication.

Varied opportunities are provided to develop a lifelong appreciation of learning.

Empowered leadership is supported by effective organisational practices.

Improvement Measures

Product:

- Increase the number of parents accessing information through technology (baseline to be determined in 2015).

Practice:

- To research Positive Behaviour for Learning Initiatives.

People

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

Staff/ Students/ Parents and Carers:

- Understand the importance of good health and optimism for the wellbeing of all.
- Feel that they are part of a team; have a positive self- worth and their contributions are valued.
- Engage with the school and wider community in a safe, positive and respectful manner.
- Have a positive self- worth and feel that their contributions are valued.

Staff/ Students/ Leaders:

- Have knowledge of and skills in Positive Behaviour for Learning Initiatives.

Parents/Carers:

- Have knowledge of positive psychology and to have an understanding of how it works in the school setting.

Processes

How do we do it and how will we know?

- To extend communication through the use of ICT.
- To provide opportunities for staff and students to lead, mentor and support each other.
- To review and update the school's welfare and discipline systems through Positive Behaviour for Learning Initiatives.

Evaluation Plan

- Monitoring progress of wellbeing programs.
- Surveying students, parents/carers, staff and leaders on satisfaction of and support for wellbeing programs.
- Analysing effectiveness of various communication strategies between school and families.
- Surveying parent participation and support for educational forums.

Products and Practices

What is achieved and how do we measure?

Product:

- Increase the number of parents accessing information through technology (baseline to be determined in 2015).

Practice:

- To research Positive Behaviour for Learning Initiatives.
- The school identifies expertise within its staff and draws on this to further develop its professional community.

Strategic Direction 3: Quality Professional Learning

Purpose

To enhance organisational practices and systems; and provide staff with professional learning opportunities which develop leadership and decision-making skills.

Improvement Measures

Product:

- Evidence of New Scheme and experienced staff moving towards achieving accreditation.

Practice:

- Teachers work collaboratively and collegially within a culture of trust and support to plan, assess and evaluate teaching programs.

People

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

Staff:

- Engage in high quality professional learning that reflects current research, improves practice and ensures student success. Best practice is collaboratively developed, implemented and shared across the school.

Parents/Carers:

- Recognise that as educators, teachers are committed to their ongoing development as members of the teaching profession.

Processes

How do we do it and how will we know?

- Teachers actively engaged in planning their own targeted professional development and are given the opportunity to share knowledge with staff
- Teachers understand Performance and Development Plans; and Accreditation requirements.

Evaluation Plan

- Collaborating and reflecting on the effectiveness of the school Professional Learning Program.
- Reflecting on individual professional development.
- Assessing teaching programs.
- Using Australian Standards for Teachers and the Quality Teaching Framework to collate data on the success of teacher collaboration, collegial support and mentoring partnerships.

Products and Practices

What is achieved and how do we measure?

Product:

- Evidence of the number of staff achieving their professional goals.

Practice:

- Evidence of support for all teachers to achieve their learning goals through mentoring and accessing relevant professional learning opportunities.
- Teachers work collaboratively and collegially within a culture of trust and support to plan, assess and evaluate teaching programs.