School plan 2015 – 2017

Ruse Public School 4489
## School vision statement

*Ruse Public School is.....*

A connected and inclusive school community that challenges, nurtures and motivates students to become successful learners who contribute meaningfully and with social conscience to shape the 21st century global community.

## School context

Ruse Public School is located in Campbelltown and serves a mixture of privately owned residential and rental housing. The population of the school is 406 students. Sixteen percent of students come from a non-English speaking background and seven percent of students from Aboriginal and Torres Strait Islander backgrounds.

Ruse Public School is committed to continuous improvement and quality service. The school provides a safe and supportive environment where students are nurtured, valued and encouraged to achieve their personal best. Highly qualified, dedicated and caring staff members provide a range of excellent educational programs that meet the academic, cultural, physical, emotional and social needs of students. A comprehensive curriculum complements our core values and is characterised by a strong focus in literacy, numeracy, technology, sport and the performing arts. Proactive welfare programs provide an inclusive environment and focus on building respect, resilience and social responsibility along with the desire to excel.

Students are celebrated as safe, respectful learners with awards for merit and citizenship. The opportunity for students to have a voice in decision making takes place through our student representative council, which includes students from Year 2 to Year 6. Parents, community members and our local schools play a vital role in the life of the school. These strong partnerships contribute to the outstanding quality of education.

## School planning process

In 2014, the school sought the opinions of students, staff and the community about the school in relation to literacy, numeracy, parent satisfaction and school improvement. The process included surveys to students, staff and community; two parent forums; a student forum; observation of lessons and summation of the teacher assessment and review process. The evaluation process included a review of strengths, opportunities and areas for development. Community representatives were involved in the planning process.

More than 90% of the community and staff believed: the school is focussed on improvement in teaching skills and learning outcomes; the school focusses on the analysis of reliable data; the school has a culture that promotes learning and engagement for the students; the school offers a range of co-curricular activities; and uses resources wisely to support teaching and learning.

More than 88% of community and staff believe teachers provide interesting lessons to ensure students are challenged and engaged. 77% of community and 100% of staff thought teachers provided various levels of support in literacy and numeracy. More than 84% of parents and 73% of staff believed technology was embedded effectively in lessons. 93% of staff and 76% of parents believe teachers provide effective feedback.

As a result of the planning process the collaborative vision statement was developed and three strategic directions were identified as a basis for shared commitment to future developments across the school community. These are: Student learning, engagement and well-being Teacher Quality Leadership.
Purpose:
To improve student learning and outcomes through the provision of an inclusive environment that supports the learning, social and emotional needs of all students in the context of 21st century society.

To engage the broader community through innovative communication strategies that support active partnerships with 21st century families. To develop an interconnected learning community that values and fosters strong connections within and beyond the school for the purpose of improving outcomes for students.

Community of Schools
To build capacity across the community of schools to maximise learning outcomes and engagement for students by establishing professional collegial relationships resulting in authentic and sustainable practice.

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Purpose:
To improve student learning and outcomes through the development of strategies to support consistent, authentic assessment practices that drive high quality teaching practice resulting in rich, engaging and differentiated learning.

To develop school wide, interschool and community relationships to provide for the ongoing professional development of all staff.

Community of Schools
To build capacity across the community of schools to maximise learning outcomes and engagement for students by establishing professional collegial relationships resulting in authentic and sustainable practice.

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Purpose:
To develop strategic and effective leadership in order to foster a school wide culture of high expectations and collective efficacy for the learning success and engagement of all students.

Community of Schools
To build capacity across the community of schools to maximise learning outcomes and engagement for students by establishing professional collegial relationships resulting in authentic and sustainable practice.
## Strategic Direction 1: Student Learning, Engagement and Well-Being

### Purpose

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

To improve student learning and outcomes through the provision of an inclusive environment that supports the learning, social and emotional needs of all students in the context of 21st century society.

### Community of Schools

To build capacity across the community of schools to maximise learning outcomes and engagement for students by establishing professional collegial relationships resulting in authentic and sustainable practice.

### Improvement Measures

- 75% of students in the identified cohort (Year 3, 2015) achieve expected level in comprehension on the Literacy Continuum K-10.
- Average scaled score growth in external reading and mathematics measures exceeds NSW DEC growth.
- 78% of students in the identified cohort (Year 3, 2015) achieve expected level in place value on the Numeracy Continuum K-10.
- Maintain student engagement and positive attitudes to learning at 80% or higher as evident in student survey data.

### People

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

**Students:** Develop student capabilities as literacy and numeracy learners.

**Students:** Engage students in meaningful, inquiry based learning experiences to develop and refine skills needed to effectively engage in a 21st century global society.

**Students:** Provide and develop diverse learning experiences, roles and opportunities to build student leadership capability, cater for diverse interests and talents, and promote active student voice in school planning.

**Staff:** Develop curriculum programs which effectively foster the knowledge, understanding and skills of all students in the context of 21st century learning.

**Parents/Carers:** Parents/carers authentically engage in the learning process of their children.

**Parents/Carers:** Establish a collaborative learning community by providing opportunities for parents/carers to support literacy, numeracy and inquiry based learning. Provide workshops for parents/carers in literacy, numeracy and 21st century inquiry based learning.

**Parents/Carers:** Family-school group formed to work with the school on devising and implementing appropriate partnership programs for the

### Processes

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

**Culturally Inclusive 21st Learning**

- Engage students in quality pedagogy and differentiated Literacy and Numeracy learning whilst meeting the needs of diverse 21st century learners within culturally inclusive contexts.

**Student Wellbeing**

- Further develop collaboration and a shared understanding of positive student wellbeing through the development and implementation of improved curricula and extra curricula practices.

**Student Leadership**

- Develop student leadership capacity and an active student voice through the provision of leadership development programs.

**Community Partnerships**

- Strengthen community partnerships to promote effective two way communication, active parent voice in decision making and increased opportunities for community participation in school life.

### Evaluation Plan

- Triangulation of PLAN data once per term;
- Longitudinal NAPLAN analysis;
- Student attitude surveys;
- Analysis of student welfare data;

### Products and Practices

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

**Student Learning and Engagement**

**Product:** Improved student learning outcomes in literacy and numeracy evidenced by internal and external performance measures.

**Practice:**

- Students are engaged in 21st century thinking and learning skills in the context of effective teaching and learning programs aligned to the National curriculum.

**Practice:**

- Students engage in extracurricular activities that provide for the diverse interests and talents of students.

**Community Partnerships**

**Product:** Improved two way communication between school and home as well as active parent voice and participation in decision making at all levels.

**Wellbeing**
| **Educational Benefit of All Students.** | **Success of Student Projects Measured through Student, Teacher and Parent Feedback.** | **Practice:**
Embed effective, sustainable student welfare practices that enhance the wellbeing of all students in the school culture.

**Product:**
Students exhibit authentic leadership skills through engagement and successful completion of diverse student-led projects. |

| Community Partners: Establish learning alliances within and beyond the school to support improved teacher quality, student engagement and student learning outcomes. | Community Partners: Establish and/or maintain partnerships with the school community to assist in the development and refinement of educational programs, student welfare practices, Aboriginal Education, multicultural education, student leadership.  
Leaders: Leaders participate in leadership development programs. Leadership of all projects/programs incorporates 5P planning and milestones to ensure clear directions and continuity. Leaders have a clear understanding of the planning process. | Leaders participate in leadership development programs. Leadership of all projects/programs incorporates 5P planning and milestones to ensure clear directions and continuity. Leaders have a clear understanding of the planning process.  
Success of student projects measured through student, teacher and parent feedback. Feedback from P&C, school forums and surveys; Number of parents using Schoolparents website. |
## Strategic Direction 2: Teacher quality

### Purpose

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

To improve student learning and outcomes through the development of strategies to support consistent, authentic assessment practices that drive high quality teaching practice resulting in rich, engaging and differentiated learning.

**Community of Schools**

To build capacity across the community of schools to maximise learning outcomes and engagement for students by establishing professional collegial relationships resulting in authentic and sustainable practice.

### Improvement Measures

- 90% of teachers employ authentic assessment strategies validated by consistent teacher judgement within and across the community of schools.
- 80% of teachers have employed innovative strategies to implement inquiry based learning.
- 10% of teachers have achieved higher levels of accreditation.

### People

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

**Students:** Provide modelling and guidance for students to engage in the development of personal learning goals and the monitoring of self-assessment.

**Staff:** Teachers are actively engaged in personalised professional learning which is supported by instructional leadership and quality feedback.

**Parents/Caretakers:** Parents are involved in regular feedback opportunities via workshops, surveys and forums.

**Community Partners:** Establish proactive learning alliances within the Community of Schools and with other schools.

**Leaders:** The school leadership team builds the capacity of the staff and the community to: reflect on student performance; determine the effectiveness of teaching; and provide direction for future teaching.

### Processes

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

**Authentic Assessment Practices**

- Further develop a culture of evidence seeking through the development of quality authentic assessment practices. Utilise and efficiently manage quantitative and qualitative assessment data to drive quality teaching.

**Differentiated 21st Curriculums and Pedagogies**

- Develop an engaged and collaborative community of learners within and across schools by differentiating professional learning and building teacher capacity to provide quality, differentiated teaching that incorporates 21st century inquiry based learning pedagogies embedded all KLAS.

**Instructional Leadership**

- Employ coaching and mentoring strategies to provide differentiated instructional leadership to teachers at all stages of accreditation ensuring school wide improvement in teaching practices and student outcomes.

**Evaluation Plan**

Regular meetings with teachers focusing on achievement of goals identified in personal learning plans and aligned to school goals;

Evidence of 21st century learning pedagogies in planning, programming

### Products and Practices

**Teacher Quality**

**Product:**

Teachers employ authentic assessment strategies validated by consistent teacher judgement within and across the community of schools that leads to dynamic, effective teaching and valuable reporting to parents.

**Practice:**

Teachers demonstrate quality, differentiated teaching catering for the needs of diverse learners.

**Product:**

Students are engaged in rich learning experiences that embed 21st century learning pedagogies.

**Practice:**

Teachers employ innovative and effective strategies to implement inquiry based learning programs.

**Product:**

Teachers are supported to attain and maintain accreditation at various levels.

**Practice:**

Teachers engage with their personal professional learning plans and individual goal setting to achieve personal and collective efficacy for the achievement of goals within the context of the school plan.

**Practice:**

The school develops and sustains authentic professional relationships within and beyond the community of schools resulting in improved teacher quality, improved levels of student engagement.
and teaching; feedback from the community via surveys and community forums; numbers of teachers seeking accreditation at professional competence and higher levels; and triangulation of PLAN data (see direction 1); and improved learning outcomes.
### Strategic Direction 3: Leadership

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

To develop strategic and effective leadership in order to foster a school wide culture of high expectations and collective efficacy for the learning success and engagement of all students.

**Community of Schools**
To build capacity across the community of schools to maximise learning outcomes and engagement for students by establishing professional collegial relationships resulting in authentic and sustainable practice.

#### People

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

**Students:** Students are involved in regular feedback opportunities via, workshops, forums and surveys.

**Staff:** Provide professional learning to promote self-efficacy and strengthen collective leadership through knowledge creation, pedagogical understanding and commitment to the development and refinement of quality teaching.

**Parents/Carers:** Parents are involved in regular collaboration and feedback to improve the learning opportunities and outcomes for our students.

**Community Partners:** Establish proactive learning alliances within the Community of schools and with other schools.

**Leaders:** Leaders participate in leadership development programs. Leadership of all projects/programs incorporates SP planning and milestones to ensure clear directions and continuity. Leaders have a clear understanding of the planning process.

#### Improvement Measures

- 75% of teachers have engaged in differentiated, purposeful leadership roles.
- Level 3 across 7 domains of school community partnerships has been achieved.

[http://tinyurl.com/nxlcgpg](http://tinyurl.com/nxlcgpg)

#### Processes

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

**Leadership Development**
- Develop leadership capacity of teachers and executive through the implementation of mentoring, coaching, targeted feedback and leadership professional learning which is aligned to the Australian Standards for leaders and principals and ensures effective implementation of the school plan.

**School Community Partnerships**
- Provide opportunities for student and community feedback in order to respond to community needs and authentically involve the whole school community in planning processes.

**Community of School Relationships**
- Form and enhance local and community relationships and partnerships to best meet the needs of the students and the local community and to improve student outcomes.

#### Evaluation Plan

Feedback from school P&C, forums and surveys. Number of teachers seeking higher levels of accreditation. Monitoring and evaluation of milestones and measures.

#### Products and Practices

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

**Practice**
Collaborate with key stakeholders to utilise research-based strategies to design and deliver an effective school plan that improves student outcomes.

**Product**
Strategic School improvement is driven by the effective use of authentic data.

**Product**
The school is responsive to community collaboration and feedback.

**Practice**
Community working party actively collaborates with school leaders to strategically plan for ongoing school improvement.

**Product**
Improved leadership capabilities of staff in diverse roles in the school are evident through the successful planning, implementation, evaluation and completion of innovative programs, instructional leadership, personalised, professional learning and effective allocation of resources.

**Practice**
Leadership development practices are differentiated to meet the needs of potential and actual leaders.