School plan 2015 – 2017

Rockley Public School 2974
## School vision statement

Rockley Public School aims to provide an engaging learning environment that is inclusive of all learners, facilitating lifelong learning for all ensuring it is flexible and responsive to the needs of individual learners to develop responsible, productive future citizens.

## School context

Rockley Public School is a small rural school located about 35km from Bathurst. The school provides a family atmosphere for the students whereby all students feel supported in their learning. The school is well resourced both staffing wise and equipment. Rockley PS has recently come onto the Early Action for Success initiative. Rockley PS has a strong focus on developing the whole child and actively engages in programs that develop the child beyond the classroom. The students engage in a range of exciting learning opportunities such as the Scientists in Schools program and Kids Matter programs. There is an ongoing environmental focus and currently has a number of chickens and a fruit & vegetable garden. The school continues to hold high expectations for all students and places a strong emphasis on using technology to engage students in their learning.

Data indicates that students at Rockley PS are not achieving expected benchmark levels within the expected timeframe.

The wider community of Rockley is supportive of the school. The school community wishes to continue to engage with the wider community to ensure their ongoing support in the delivery of quality educational programs for children within the village and surrounds.

## School planning process

The Rockley School Community were invited to a meeting to discuss the new school plan on Monday 3 November. Those parents not in attendance were approached separately to discuss key points raised in the meeting and to get their feedback.

Students, staff and parents were asked to fill in a brief survey, describing what they liked about the school and what they would change.

Data was analysed from a range of sources, such as NAPLAN, Best Start and school based assessments.

Ongoing conversations with all key stakeholders continue to take place.
Purpose:
Improve achievement of Literacy and Numeracy outcomes through Quality Teaching & Learning programs that are data driven so that individual learning needs of all students are catered for.

Purpose:
Build learning opportunities that engage students, staff and the community in local and global environments.

Purpose:
To support a culture of high expectations resulting in sustained and measurable whole school improvement by building management systems, structures and processes for ongoing school improvement & the professional effectiveness of all school members.
## Strategic Direction 1: Quality Teaching and Learning Programs

### Purpose
Improve achievement of Literacy and Numeracy outcomes through Quality Teaching & Learning programs that are data driven so that individual learning needs of all students are catered for.

### People
**How do we develop capabilities of our people to bring about transformation?**
- Students: Access and utilise a range of technologies to support learning
- Students: Develop skills in independent learning as well as social support
- Staff: develop capabilities in planning for personalised instruction
- Staff: develop a GROWTH mindset
- Parents: develop capabilities to foster learning at home.

### Processes
**How do we do it and how will we know?**
- Professional learning
  - Syllabus documents
  - Best practice
  - Data informed planning
- Parent workshops to develop an understanding of BOSTES syllabus to support learning at home
- Parents and teachers work together to increase parent understanding of key literacy and numeracy programs within the school
- Procedures in place to map existing resources and the purchasing of new resources that support student learning

### Products and Practices
**What is achieved and how do we know?**
- **Product**: all students in K-2 achieve Early Action for Success benchmarks within expected timeframe
- **Product**: BOSTES syllabus documents are embedded in class programs
- **Product**: personalised learning plans are developed in consultation with staff, students and carers for all students

**What are our newly embedded practices and how are they integrated and in sync with our purpose?**
- **Practices**: teachers use student achievement data to develop individualised learning plans
- **Practices**: teachers access quality resources that support student learning
- **Practices**: teachers use an integrated learning approach when developing teaching and learning programs

### Improvement Measures
- All students in K-2 achieving Early Action for Success benchmarks within expected timeframe

**Evaluation plan:**
Ongoing monitoring and tracking of student achievement of learning outcomes using PLAN
### Strategic Direction 2: Engagement

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<tr>
<th><strong>Purpose</strong></th>
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<th><strong>Processes</strong></th>
<th><strong>Products and Practices</strong></th>
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<tbody>
<tr>
<td>Build learning opportunities that engage students, staff and the community in local and global environments.</td>
<td><strong>How do we develop capabilities of our people to bring about transformation?</strong>&lt;br&gt;<strong>Students:</strong> need to be risk-takers in their learning&lt;br&gt;<strong>Staff:</strong> will provide quality teaching and learning activities through the delivery of a rich curriculum that meets the needs of every student&lt;br&gt;<strong>Parents:</strong> will be supportive and value the importance of encouraging students to be life-long learners&lt;br&gt;<strong>Community partners:</strong> will engage with the school and support its learning objectives&lt;br&gt;<strong>All:</strong> work together to provide meaningful and productive partnerships that provide students with opportunities to engage in ‘real world’ learning</td>
<td><strong>How do we do it and how will we know?</strong>&lt;br&gt;• Develop structures to allow students to collaborate with local learning communities&lt;br&gt;• Promote an open door policy for community participation in forums and meetings about student learning&lt;br&gt;• Create opportunities to engage with peers and like-minded students to develop social, cultural and academic experiences</td>
<td><strong>What is achieved and how do we know?</strong>&lt;br&gt;<strong>Products:</strong> school plans and timetables show evidence of increased curriculum opportunities available for students&lt;br&gt;<strong>Products:</strong> improved student engagement in literacy and numeracy across all Key Learning Areas&lt;br&gt;<strong>Products:</strong> Strong partnerships with community&lt;br&gt;<strong>Product:</strong> engage in extracurricular activities and functions that promote the school in the wider community&lt;br&gt;<strong>Product:</strong> parents and community members are actively involved in school decision making processes&lt;br&gt;<strong>What are our newly embedded practices and how are they integrated and in sync with our purpose?</strong>&lt;br&gt;<strong>Practices:</strong> students actively engage in developing their leadership skills at a personal, peer and public level within a variety of contexts&lt;br&gt;<strong>Practices:</strong> There is school-wide, collective responsibility for student learning and success, with high levels of student, staff and community engagement&lt;br&gt;<strong>Practices:</strong> students confidently use technology to take an active role in their learning&lt;br&gt;<strong>Practices:</strong> students will be confident, active participants in learning to enhance success and positive self-esteem</td>
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<th><strong>Improvement Measures</strong></th>
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## Strategic Direction 3: Leadership

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| To support a culture of high expectations resulting in sustained and measurable whole school improvement by building management systems, structures and processes for ongoing school improvement & the professional effectiveness of all school members. | **How do we develop capabilities of our people to bring about transformation?**  
**Students**: are confident, active participants in their learning  
**Staff**: lead and engage in professional learning to support knowledge of the curriculum and how students learn, innovation and current changes | **How do we do it and how will we know?**  
- Professional learning around Professional Standards for Teachers, Professional Standards for Principals, and management practices  
- Developing a system to review and refine school policies and practices | **What is achieved and how do we know?**  
**Product**: professional learning plans develop that explicitly target developing teachers capacity to lead  
**Product**: Improved leadership capacity and professional standards achieved  
**Product**: Clear set of guidelines and policies for the management of the school  
**Product**: well developed programs and processes that identify, address and monitor student learning  
**What are our newly embedded practices and how are they integrated and in sync with our purpose?**  
**Practices**: staff engage in professional dialogue within networks to develop a common understanding of school improvement management systems  
**Practices**: all staff attain and maintain accreditation levels |

### Improvement Measures

Staff engaged in ongoing professional development opportunities addressing Professional Standards for Teachers and Professional Standards for Principals

### Evaluation plan:

Tracking and monitoring the achievement of Professional Standards for Teachers and Professional Standards for Principals.