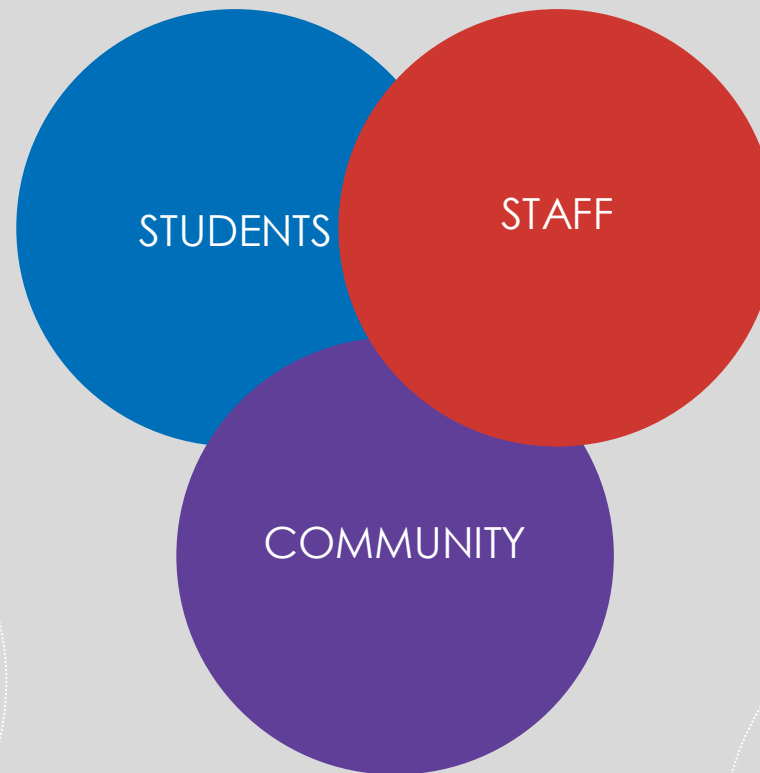


School plan 2015 – 2017

Rylstone Public School 3025





School vision statement

Rylstone Public School strives to empower students to become resilient, responsible successful learners. By providing a supportive and stimulating educational environment that empowers students to become active thinkers who display tolerance, inclusion and excellence.

School context

Rylstone Public School opened in 1857. It is a small, P5 rural school located in the Bathurst School Education region. The school is located 55km from Mudgee and has a strong partnership with the Cudgegong Learning Community. The school caters for the needs of all K-6 students who live in village of Rylstone and the surrounding areas. The school currently has 90 enrolments. There are 4 multi-grade classes and 6 teachers working at the School. Technology is an embedded school feature with all classrooms and the library fitted with interactive whiteboards and access to Wi-Fi to all classrooms. The school has experienced teachers with a very strong focus on Professional development. It is a very cohesive school environment.

We are a school that endeavours to provide quality teaching and learning programs, particularly in the areas of literacy and numeracy. All students are provided with teaching and learning experiences that cater for their individual needs. Student wellbeing is a high priority at our school. Our school Student Welfare Program is designed to support students through identified programs to encourage resilience and values.

School planning process

In conducting the consultation process for the School Management Plan, the following phases were followed to draw conclusions, make recommendations and refine strategies.

Planning the process

1. Collecting data
2. Analysing data
3. Communicating findings, recommendations and strategies
4. Collaboratively identifying and creating the School Vision Statement, a Situation Analysis and the School Strategic Directions.

The process involved staff, parents, community members and students.



STUDENTS

- a systematic delivery of quality literacy and numeracy programs

Purpose:

- To increase student English outcomes and Numeracy outcomes specifically in basic number facts and in the areas of writing and spelling.
- To maintain and further improve student outcomes in Literacy and Numeracy with a strong focus on differentiating the curriculum to meet identified needs.

SCHOOL STAFF

Professional Development of Staff- to create meaningful and relevant learning opportunities.

Purpose:

- To increase student engagement with teaching and learning and increase attendance and students achievements.
- Develop a positive engagement with school parents and community
- Create a supportive professional engagement with both the Cudgegong Learning Community and the local Wollemi learning Community staff and teachers.

COMMUNITY

Community Engagement- implementation of meaningful communication that engages a supportive school community.

Purpose:

- Strengthen staff and student programs by working collegially with local schools and staff.
- Share Professional Learning sessions and courses with local schools and staff.
- To support the home – school partnership by promoting an open and welcoming environment that has clear protocols for formal and informal communication about the school and classroom operation and encourages constructive and mutually valued feedback.

Strategic Direction 1: a systematic delivery of quality literacy and numeracy programs focused on improved learning outcomes

Purpose

To align teaching and learning with the Australian Professional Standards for Teaching

Improvement Measures

People

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

Students:

- Develop student capacity for reading and interpreting texts in a meaningful manner. This will be an identified group of students provided 1-1 and small group instruction by LAST & SLSO staff.
- Develop student's capacity for creativity, open ended thinking in challenging and appropriate learning.
- Students will develop capabilities in the Numeracy skills and be able to apply this knowledge to class based work and accessing the Mathematics curriculum.

Staff actively engages in professional development of curriculum differentiation, speech strategies,

Processes

How do we do it and how will we know?

1. Implementation and training of MiniLit /MultiLit K-6. Through placement tests and teacher referral, identify students who need additional support in literacy skills. Identified students allocated to individual or small group programs that will run 3-4 times per week with a specific focus on phonics and word attack strategies. Evaluation will be from initial placement tests and twice per term mastery achievement tests.
2. Purchase and implementation of the Mathletics, Spellodrome and Reading Eggs programs across the whole school.

Products and Practices

What is achieved and how do we know?

Products:

1. All students performing at proficient level in literacy and numeracy
2. Base line assessment of student knowledge taken and reviewed at the end of each term to mark progress or areas of further development.
3. Assessment data to monitor achievements and gaps in student learning are used extensively to inform planning for particular student groups and individual students.

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

Practices:

1. Extra-curricular learning opportunities are significant,

•MiniLit assessment – students moved from achieving well below and below benchmark up a minimum of one level and ultimately to the grade proficient level. Reading data will reflect progress.
oTargeted students all exhibiting 12 month growth or more above chronological age / or one cluster marker above grade level in the areas of reading and comprehension.
oIdentified students have access to Speech therapy services and develop identified skills.
oTEN program fully implemented K-2 pre and Post data reflects 90% or better. Students' progress - obtain grade appropriate bench marking against the PLAN criteria.

MultiLit and TEN program implementation.

Parents:

Parents will be provided with workshops and information (via newsletter and website) on our practices to enrich their capacity to support and extend curriculum programs

Community partners:

Develop the capacity of external organisations to work collaboratively with the schools to support and promote success of our curriculum programs

Leaders:

School leaders will develop their capacity to analyse and communicate whole school data and lead their teams in best practice in the key identified areas.

To develop structures to allow students to engage in quality numeracy.

Evaluation plan:

This will include:

1. Pre and post-test running records of student progress.
2. Students in Extension reading to be benchmarked each term using Reading Comprehension and Placement. Test.
3. MultiLit students benchmarked and assessed against placement tests and mastery achievement – on a continuous basis.
4. PLAN – all staff trained
 - Full implementation K-6 by end of Term 2 2015
 - Pre and Post test data each term to determine progress and areas for further review.

support student development, and are strongly aligned with the school's vision, values and priorities.

2. Teachers differentiate curriculum to meet the needs of individual students.

Strategic Direction 2: Professional Development of Staff-to create meaningful and relevant learning opportunities for staff that translates into quality teaching and learning practices for students.

Purpose	People	Processes	Products and Practices
<ul style="list-style-type: none"> Why do we need this particular strategic direction and why is it important? <p>To provide all members of the school team opportunities to extend their knowledge of skills and transform them into best practice teaching and learning opportunities for our students</p>	<p>How do we develop capabilities of our people to bring about transformation?</p> <p>Staff: The school commits to providing rigorous and challenging learning opportunities that promotes real development / extension of student's capabilities. Staff actively engaging in professional development of curriculum differentiation, MultiLit and program implementation.</p> <p>Staff to develop a sense of understanding of personal responsibility of professional development</p> <p>Parents: Parents will be provided with workshops and information (via newsletter and website) on our practices to enrich their capacity to support and extend curriculum programs</p> <p>Community partners: Develop the capacity of external organisations to work collaboratively with the schools to support and promote success of our curriculum</p>	<p>How do we do it and how will we know?</p> <ol style="list-style-type: none"> Provides staff with the means to attend on and off site training and where appropriate release time Structures to provide teachers provided with collaborative planning time each term. <p>Mentoring and leadership opportunities offered across the school.</p> <p>Evaluation plan:</p> <ul style="list-style-type: none"> Budget monitoring to ensure equitable distribution. Collation of records indicating who and what courses have been attended. Maintaining a professional journal <p>Processes used to monitor and report on teacher practices and development. Current and Aspiring leaders provided opportunities each term to attend current training in the leadership framework and leadership related skills.</p> <p>Parents will develop a greater understanding of their role in</p>	<p>What is achieved and how do we know?</p> <p>Products:</p> <ol style="list-style-type: none"> Teaching staff attending professional development in a range of areas including: mandatory training; new curriculum workshops, programs to support . Quality teaching programs that use established and maintained assessment through collaborative planning, mentoring and professional development. Staff to attain and maintain accreditation.
<p>Improvement Measures</p>			
<ol style="list-style-type: none"> All K-2 staff implementing the TEN Program. All other staff members provided training on the program for use where appropriate. TPL and ESES funds spent equitably and in line with professional development targets. Identified Literacy and Numeracy programs fully implemented with data showing student improvements. Best Start training of a second teacher Plan training for all staff k-6 			<p>What are our newly embedded practices and how are they integrated and in sync with our purpose?</p> <p>Practices: Staff attend professional development activities and: - provide training information to other staff -Implement strategies in line with school practices.</p>

6. Literacy and Numeracy continuum training for all staff

programs

Leaders:

Current and Aspiring leaders will be encouraged and provided opportunities to lead teams, work on developing leadership skills, fulfil mentoring roles and attend relevant training and professional development opportunities.

Staff will develop their understanding of their influence in the community

advocating their children's learning.

Strategic Direction 3: Strengthen Learning Community Connections - - implementation of meaningful communication that engages a supportive school community.

Purpose	People	Processes	Products and Practices
<ul style="list-style-type: none"> Why do we need this particular strategic direction and why is it important? <p>Strengthen staff and student programs by working collegially with local schools and staff.</p> <p>Share Professional Learning sessions and courses with local schools and staff.</p> <p>Encourage a strong transition program with the local high school.</p> <p>To develop and maintain a cohesive and effective school community. To value communication in understanding and supporting school directions.</p>	<p>How do we develop capabilities of our people to bring about transformation?</p> <p><i>Staff: Staff commits to and will work collaboratively to develop and present parent workshops in identified key learning areas supporting this management plan. Where appropriate, staff will participate in additional professional learning to assist their presentation practices NAPLAN info days?</i></p> <p>Parents and carers will have an additional forum to find information about school events via Face book.</p> <p>Leaders: Professional learning will occur through development of Face book, mentoring and supporting staff engaging in learning to prepare and run parent workshops and as part of the Aspiring leaders program.</p>	<p>How do we do it and how will we know?</p> <ol style="list-style-type: none"> The School to continue its operation to engage the school community with student learning and demonstrate the School's successes and practices. Parents and Carers will have the opportunity to attend and participate in workshops to develop their knowledge of teaching and learning practices and where appropriate, assist their child/ren in these skills in the home environment. <p>These will be reviewed and developed each year according to identified needs.</p> <p>Evaluation plan:</p> <ol style="list-style-type: none"> Parental attendance and knowledge on school events and open days. Monitor number of hits to face book page on a weekly (initially) then monthly to evaluate level of effectiveness. 	<p>What is achieved and how do we know?</p> <p>Products:</p> <ol style="list-style-type: none"> A harmonious community evident through data and participation and school events. <p>Practices:</p> <ul style="list-style-type: none"> Open and ongoing communication to maintain a cohesive and effective school community. The school community has enhanced opportunities to understand and value the key concepts of this Strategic Plan in all three key areas. Positive and respectful relationships across the school community underpinning a productive learning environment and support students' development of strong identities as learners. <p><i>Professional standards accreditation</i></p> <p><i>School based observations embedded in staff professional learning</i></p>
<p>Improvement Measures</p>			

1. Open days effectively communicated, endorsed by the school community and well attended.
2. Face book actively increasing community knowledge and resulting in improved communication and community involvement in school activities.
3. Parent workshops operating and refined based on topic and feedback.
4. Provide an information NAPLAN workshop



3. Have parents attending complete a simple evaluation to judge effectiveness and suitability. Make any necessary changes based on feedback. TTFM
4. Positive, respectful relationships are evident among students and staff, promoting student wellbeing and ensuring good conditions for student learning.