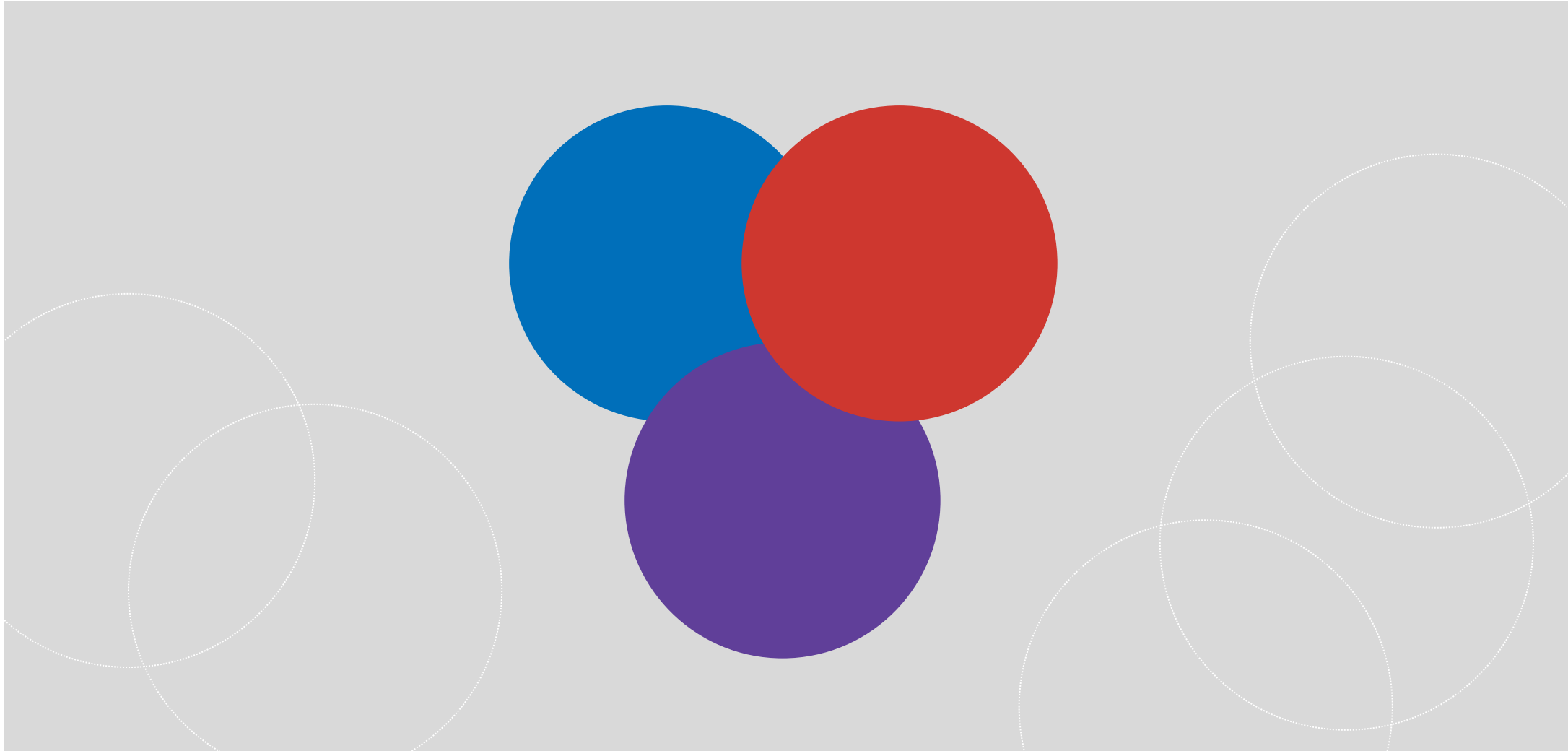


School plan 2015 – 2017

Rainbow Street Public School 2930





School vision statement

To maintain equity in a caring, supportive school within a culturally diverse, pluralistic environment where each member of the school's community strives for excellence in teaching and learning and where each child can reach their personal best.

Our mission is to educate children to reach their maximum potential; intellectually, socially and physically, and to ensure that they become involved members of society.

Our core values of Caring, Learning and Effort underpin all that we do.

School context

Rainbow Street Public School is situated in the historic City of Randwick in close proximity to the University of NSW and Prince of Wales Hospital.

Enrolments have been steadily increasing; from 292 students in 2008 to 440 students in 2015. Students are from 49 language backgrounds other than English. 1.8% of students are Aboriginal.

The school has four classes of students with disabilities who make up a support unit within our school. The school supports an inclusive and non-discriminatory culture.

Students engage in learning experiences across the six key learning areas and information and communication technologies are used to support teaching and learning programs. There is also an extensive extracurricular program. The creative arts program enables students to participate in the school band, violin ensemble, recorder, choir and dance group, showcasing their talents in school, district and regional performances. The chess, debating and public speaking teams perform very well in their respective competitions. Biennial Art Shows and Concerts showcase students' talent in the arts. Students participate in Primary School Sports Association competitions with other local schools. The school values the Live Life Well mantra and implements programs to support this across the school.

Parents value the diverse culture of the school and are active and committed members of the school community.

The school has developed a strong learning alliance with three other local schools.

School planning process

Following extensive professional learning about positive psychology and appreciative enquiry as part of the school's Learning Alliance project, it was decided that the initial consultation would use an appreciative inquiry (AI) summit approach.

Three parent AIs scheduled at different times of the day were conducted. A staff AI summit was conducted along with an AI summit for Student Representative Council (SRC) members. SRC members then surveyed additional students in their classes. The process included questions such as:

- What is going well?
- What has it meant for RSPS?
- How has it made a difference?
- Looking forward in three years' time, what would RSPS look like?

The data was collated and triangulated with the three strategic directions determined. Summaries of the data were displayed in the Gallery Of Learning and the Staffroom.

The School Excellence Framework was introduced to staff and the school community.

During staff and executive meetings, staff undertook mapping exercises in regards to the school's strengths and areas for development in the domains of Learning, Teaching and Leading from the School Excellence Framework.

A draft plan was then developed. The school Executive met with Principal, School Leadership, High Performance to discuss work to date and gather feedback in regards to the draft plan.

The plan was presented to staff and parents for final comment.



STRATEGIC DIRECTION 1

Quality Teaching And
Learning

Purpose:

To ensure students are successful learners, high expectations are maintained in an engaging, supportive, student-centred environment. Purposeful data informs personalised teaching and learning programs that integrate ICT, require students to think critically, creatively and reflectively, and take responsibility for their own learning.

STRATEGIC DIRECTION 2

A Positive School
Community

Purpose:

The school guides students to develop the personal resources for future success and wellbeing. All members of the school community actively participate in the education of all students, holding high expectations and fostering a safe and inclusive school.

STRATEGIC DIRECTION 3

Quality Learning
Environment

Purpose:

The school community is committed to the pursuit of excellence. Innovative pedagogy, reflective practice and efficient use of school resources create a rich, stimulating environment that maximises learning and creates thriving, confident individuals. Students learn the skills required to be engaged citizens.

Strategic Direction 1: Quality Teaching And Learning

Purpose

To ensure students are successful learners, high expectations are maintained in an engaging, supportive, student-centred environment. Purposeful data informs personalised teaching and learning programs that integrate ICT, require students to think critically, creatively and reflectively, and take responsibility for their own learning.

Improvement Measures

- ❖ 80% of students are at or exceeding expected growth in NAPLAN.
- ❖ 90% students are at or exceeding stage benchmarks in literacy and numeracy.
- ❖ Teachers use information about individual students' capabilities and needs to plan for students' learning so as to engage them in rich learning experiences, developing the vital skills for flourishing.

People

Students understand and value the importance of learning, have high expectations of themselves and are self directed and reflective.

Staff demonstrate a deep understanding of their students and use assessment data to plan for and monitor individual achievement, implementing effective teaching and learning strategies and incorporating ICT.

Parents/Carers understand the learning needs of their child and have a clear understanding of their child's current level of achievement and areas for future development.

Community Partners support the school to develop teaching and learning programs that engage students.

Leaders reflect on and model best practice, set high standards for learning, facilitate and support the learning of staff and monitor staff and student achievement.

Processes

Curriculum Differentiation

Individual student needs will be met through:

- Broad curriculum
- Gifted and talented and extension programs
- Utilisation of ICT, enriched tasks and project based learning
- Learning support

Data Collection and Analysis

Tracking of student achievement through the use of PLAN and the monitoring of student results in NAPLAN, other external assessments and school based assessment data.

Assessment and Reporting

- Development of assessment tasks for the new syllabus
- Assessment encompasses the three types: for, as, and of learning
- Effective feedback for students and parents
- Staff and students reflect on their learning
- Communication of achievement is regular, clear and individualised

Evaluation Tools

- NAPLAN data
- PLAN data
- Teaching and learning programs

Products and Practices

Products

Teaching and learning programs, assessment tasks and rubrics reflect differentiated learning.

80% of students are at or exceeding expected growth in NAPLAN.

90% students are at or exceeding stage benchmarks in literacy and numeracy.

Practices

Curriculum programs and teaching practices effectively develop the knowledge, understanding and skills of all students.

Teachers use information about individual students' capabilities and needs to plan for students' learning so as to engage them in rich learning experiences, developing the vital skills for flourishing.

Staff use explicit processes and enhanced practices for collecting and reflecting upon student assessment data and reporting progress are in place.

Strategic Direction 2: A Positive School Community

Purpose

The school guides students to develop the personal resources for future success and wellbeing. All members of the school community actively participate in the education of all students, holding high expectations and fostering a safe and inclusive school.

Improvement Measures

- ❖ Individual and collective wellbeing is measurably improved (baseline data to be established in 2015).
- ❖ Parent and community engagement is measurably improved (baseline data to be established in 2015).
- ❖ The school has in place a comprehensive and inclusive framework to support the cognitive, emotional and social wellbeing of students.

People

Students have a strong sense of belonging and possess the tools to manage feelings and interact positively with others whilst recognising, identifying and using their strengths to enhance or improve their own learning and personal wellbeing.

Staff collaborate with parents to develop an understanding of the whole child and implement programs underpinned by positive psychology principles to build a safe and secure environment that promotes learning.

Parents/Carers have an understanding of strategies to support their children and work together with school staff and outside agencies to ensure optimal wellbeing and learning for students.

Community Partners work together with the school and families to ensure optimal wellbeing and learning for students and recognise the school as a safe and inclusive learning environment.

Leaders ensure the effective use of wellbeing practices incorporating the principles of positive psychology, and work with key stakeholder groups to ensure the optimal wellbeing and learning of all students.

Processes

Kidsmatter

Implementation of the core components of:

- Positive school community
- Social and emotional learning for students
- Working with parents and carers
- Helping children with mental health difficulties

Positive Education Project

Learning Alliance with three other local schools to implement positive education through:

- Professional learning, reading and research into the application of positive psychology interventions in schools
- Teaching and learning with a strengths focus
- Resource development

Community Involvement and Engagement

Parents and carers are actively engaged members of the school community:

- Communication
- Collaboration
- Parent involvement in classrooms
- Information sessions for parents
- Whole school events

Evaluation Tools

- Tell Them From Me
- Kidsmatter surveys
- The Voice Project
- Reflective journals

Products and Practices

Products

Individual and collective wellbeing is measurably improved (baseline data to be established in 2015).

Parent and community engagement is measurably improved (baseline data to be established in 2015).

Students and staff reflective journals and focus groups reflect an understanding and application of individual strengths.

Practices

Students care for self, and contribute to the wellbeing of others and the wider community.

The school consistently implements a whole-school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment.

The school has in place a comprehensive and inclusive framework to support the cognitive, emotional and social wellbeing of students.

Strategic Direction 3: Quality Learning Environment

Purpose

The school community is committed to the pursuit of excellence. Innovative pedagogy, reflective practice and efficient use of school resources create a rich, stimulating environment that maximises learning and creates thriving, confident individuals. Students learn the skills required to be engaged citizens.

Improvement Measures

- ❖ All staff achieve all of their professional goals.
- ❖ 20% increase in the percentage of staff who believe the school buildings, grounds and facilities are in good condition.
- ❖ Learning experiences utilise technology and provide opportunities for students to collaborate, think critically and creatively and apply knowledge and skills to new situations.

People

Students are flexible and focused on their learning, and have the skills and understanding to be productive digital citizens, using technology effectively, collaborating within and beyond the classroom and setting and reflecting on their learning goals.

Staff develop knowledge of and utilise innovative pedagogy, set goals for themselves and their students, and use a range of strategies to provide effective feedback.

Parents/Carers support the development of the school's resources, have input into decisions about effective learning environments and understand how they can support their child to become safe and productive citizens.

Community Partners engage in collaborative projects to develop the skills and understanding of the school community.

Leaders provide opportunities for teachers to mentor and learn from each other, ensure optimum learning environments and communicate effectively with all stakeholders.

Processes

Innovation

Innovative teaching and learning experiences that are future focused. This will include:

- Use of ICT (including iPads)
- Collaboration within and beyond the classroom
- Broad experiences
- Goal setting and reflection

Feedback and Reflection

Development of teaching and learning practice through:

- Mentoring and learning from each other
- Effective feedback for students
- Performance and Development Framework

Physical Development/Modification

Development of the school site to ensure:

- Inclusiveness
- Safety
- Flexible learning
- Active learning and recreational activities with engaging outdoor spaces
- Connected and collaborative teaching arrangements
- Sustainability
- Community and identity

Evaluation Tools

- Targeted observations
- Survey data
- Completion of capital works projects

Products and Practices

Products

Students are creative and productive users of technology, innovative and resourceful and collaborate with others.

All staff achieve all of their professional goals.

20% increase in the percentage of staff who believe the school buildings, grounds and facilities are in good condition.

Practices

Learning experiences utilise technology and provide opportunities for students to collaborate, think critically and creatively and apply knowledge and skills to new situations.

Teachers provide and receive targeted constructive feedback from peers, school leaders and students to improve teaching practice.

Teachers are actively engaged in planning their own professional development to improve their performance.

Effective communication, clear processes, with accompanying timelines and milestones, and creative and efficient use of available resources ensure focus on the needs of learners and learning during capital works projects.