

School plan 2015 – 2017

Robert Townson Public School

*Successful Learners
Bright Futures*

**Innovative
leadership and
teaching**

**Inspired learning
bright futures**

**Quality
connections local
national
and global**



School vision statement

Successful learners, bright futures

Aspiring to be a world class school developing successful learners who are prepared for bright futures.

Robert Townson Public School is a learning community where we respect, nurture and value everyone. We have high expectations of ourselves and others.

Students are at the heart of our pursuit of excellence.

- Happy, engaged and resilient learners.
- Strategic, consultative future focused leadership.
- Professional, inspiring and knowledgeable staff.
- Informed, involved and positive parents and community.

We endeavour to develop successful life-long learners who are confident and creative, active and informed citizens.

Teachers will provide opportunities for students to build meaning and refine understanding through connecting locally and globally.

We belong to a school community that embraces reflective life-long learning, positive relationships and high expectations. We aim to be reflective, open minded, resilient, passionate and respectful as we focus on the development of the whole child and value student voice.

School context

Robert Townson Public School, located in Raby, has a student population of 525. The school is committed to the pursuit of excellence in all areas of school life providing exceptional educational opportunities for each and every child.

At Robert Townson Public School we will nurture, guide, inspire and challenge students to develop a love of learning, while building the necessary skills to prepare them for the future. Our priority is to develop happy, confident and successful children. We aim to open up new possibilities by encouraging students to be thinkers, communicators, inquirers and risk takers, who are knowledgeable, balanced, reflective, open minded and caring.

Our focus on literacy and numeracy provides students with strong foundation knowledge, skills and capacities for future success. Technology underpins teaching across all curriculum areas. The K-12 Campus initiative with Robert Townson High School continues to thrive with the schools being involved in numerous collaborative programs.

Professional and highly qualified educational leaders and teachers are dedicated to providing learning opportunities that are challenging and inspiring using teaching strategies that are evidence-based in a caring and supportive environment. A comprehensive program of professional development ensures our staff are at the forefront of innovative teaching. Our knowledgeable, experienced and creative teachers recognise that all children learn in different ways and ensure programs cater for individual intellectual, creative, social, emotional and physical well-being.

School planning process

Reflecting and Projecting

The school embarked on a collaborative and consultative process to review past achievements and establish future directions.

- Development of an essential agreement.
- Create a shared vision engaging the whole school in consultative decision-making.
- School self-evaluation process.
- Identify opportunities, new directions, strengths and areas for improvement.
- Tell Them From Me Survey -participation – 100% staff and 98% students.
- Community survey and consultation.
- Identify ongoing initiatives, those requiring change and areas where new initiatives are needed.
- School planning presentation led by Principal, School Leadership, High Performance Learning, High Performance and Accountability.
- Understanding of Why? - Simon Sinek - The Golden Circle - Blue Sky thinking.
- Collaborative development of the 5P's.
- Design milestones. Implement, monitor and evaluate the plan. Self-assess, refine and report.



Innovative leadership and teaching

Purpose:

Educational leaders in collaboration with the whole school community develop strategic directions to implement new and better ways to nurture the unique talents of every student.

Foster quality teaching and leadership through focused professional learning that creates a school culture where every staff member is engaged in ongoing relevant and evidence-based learning and teaching individually and collectively.

Highly qualified, professional teachers with high expectations are at the forefront of innovative practice resulting in a dynamic learning environment.

Inspired learning, bright futures

Purpose:

Every student will benefit from a learning focused culture which inspires outstanding achievement in all areas of school life. Students will have the opportunity to be self-directed learners who are knowledgeable, thinkers, communicators, principled, open minded, caring, balanced, risk takers and reflective.

Students will have exceptional opportunities to engage in rich future-focused learning experiences designed to meet their diverse needs and prepare them for the 21st Century and beyond. They will be able to engage with the latest technology, harnessing creativity and working collaboratively to ensure they are well prepared for the ever changing world.

Quality connections, local national and global

Purpose:

Students, parents and the community are advocates for the quality education and pastoral care provided by the school.

Students have a sense of belonging and develop connected relationships with the support of caring teachers. Students exhibit resilience and a flexible risk-taking approach to learning.

The school will successfully build collaborative partnerships that provide students with opportunities to make a difference and demonstrate their passion to become contributing local, national and global citizens.

Strategic Direction 1: Innovative teaching and leadership

Purpose

Educational leaders in collaboration with the whole school community develop strategic directions to implement new and better ways to nurture the unique talents of every student.

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Improvement Measures

Inquiry Learning

- 100% of staff implements Inquiry Learning using a conceptual framework and scope and sequence encompassing all Key Learning Areas.

Innovation Team

- Establish an Innovation Team to drive implementation of best practice across the school.

Quality Leadership and Teaching

- A culture of distributed leadership exists within the school.
- A highly skilled staff that contribute to a culture of high expectations

People

Leaders

- Collaboratively establish the strategic direction of the school with clearly stated goals and expectations.
- Promote and participate in teacher learning and development ensuring the provision of useful feedback in regards to teaching.
- Plan, coordinate and evaluate teaching and the curriculum.
- Ensure an orderly and supportive learning environment
- Strategically resource programs

Teachers

- Know the content and how to teach it.
- Plan for and implement effective teaching and learning.
- Engage in professional learning.
- Implement current best practice teaching and learning cycle recognising the diverse needs of students.
- Establish performance goals based on the strategic directions of the

Processes

School Plan 2015 - 2017

- Implement the collaboratively developed School Plan 2015 – 2017.

Teacher Professional Learning

- Establish a program of professional learning linked to key strategies in the school plan, which facilitates the Performance and Development process.
- Strengthen staff performance to maintain a culture that recognises and delivers systemic and innovative expectations for learning, teaching and leading.

Collaborative Planning

- Establish a collaborative planning cycle enabling teachers to engage in professional dialogue, sharing of ideas and implement best practice.

Supportive Learning Environment

- Establish policies and procedures to ensure an orderly and supportive learning environment.

Curriculum Implementation

- Curriculum programs and teaching practices effectively develop the knowledge, skills and understanding of all students using evidence based teaching

Products and Practices

Inquiry Learning

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- Establish an Innovation Team to drive implementation of best practice across the school.

Quality Leadership and Teaching

- A culture of distributed leadership exists within the school.
- A highly skilled staff that contribute to a culture of high expectations resulting in learning success.

Professional Learning

- 100% of staff engage in differentiated professional learning addressing Australian Professional Standards for Teachers and meeting the requirements of the Performance and Development Framework.

Accreditation

- 100% of accredited staff maintain proficiency or move to highly accomplished and lead levels.

Focus on Learning Survey

- ✓ Leadership
- ✓ Collaboration
- ✓ Learning Culture

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Focus on Learning Survey

- ✓ Leadership
- ✓ Collaboration
- ✓ Learning Culture
- ✓ Data informs practice
- ✓ Teaching strategies
- ✓ Technology
- ✓ Inclusive school
- ✓ Parental Involvement

Technology

- 100% of teachers engaging students using ICT.
- 100% of staff proficient in monitoring student progress using ICT.

Quality Differentiated Teaching

- Quality teaching is evident in every classroom.
- Differentiated teaching and assessment addresses the specific needs of students across the full range of abilities.

Exemplary Practice

- School excellence in the delivery of teaching and learning is used as an exemplar for others at local, national and global levels.

department, the school plan and the Australian Professional Standards for Teachers as well as strategies to achieve the goals.

Parents

- Parents support student learning in the classroom or in extra-curricular activities.
- Engage in conversations and provide feedback with teachers about student learning, goal setting and reflection.

Community

- The community is engaged in the decision making processes and evaluation of school priorities.
- Share their culture, knowledge and expertise.

practices and innovative pedagogy.

- Teachers design a deeper level of essential questions which engage students in quality learning.

Assessment Informs Teaching

- Monitor student learning through formative and summative assessment for, of and as learning.
- Align staff processes and school systems for collecting, analysing and reporting local and external data on student and school performance.
- Evaluate and report student performance data to underpin the whole school assessment strategy.

Technology

- Build the skills of all staff to use technology as a tool to effectively support learning and efficiently facilitate school management

Evaluation

- Regular reporting against milestones by the leadership team, focus groups and surveys

- ✓ Data informs practice
- ✓ Teaching strategies
- ✓ Technology
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Strategic Direction 2: Inspired learning, bright futures

Purpose

Purpose:

Every student will benefit from a learning focused culture which inspires outstanding achievement in all areas of school life. Students will have the opportunity to be self-directed learners who are knowledgeable, thinkers, communicators, principled, open minded, caring, balanced, risk takers and reflective.

Students will have exceptional opportunities to engage in rich future-focused learning experiences designed to meet their diverse needs and prepare them for the 21st Century and beyond. They will be able to engage with the latest technology, harnessing creativity and working collaboratively to ensure they are well prepared for the ever changing world.

Improvement Measures

Literacy and Numeracy

- Increased levels of literacy and numeracy achievement for every student consistent with school directions.
- Diminished gap in literacy and numeracy achievement between Aboriginal students and all students.
- Strengthened literacy and numeracy learning as evidenced by the effective use of the full range of diagnostic assessments.
- Improved outcomes through

People

Leaders

- Monitor the implementation of all aspects of the teaching/learning cycle ensuring that evaluation data drives future planning.
- Adopt evidence-based programs.
- Oversee the implementation of the NSW syllabi for the Australian Curriculum.

Teachers

- Provide quality teaching and learning experiences.
- Know students and how they learn.
- Create and maintain supportive and safe learning environments.
- Assess and provide quality, timely and specific feedback and report on student learning.

Students

- Adopt the learner qualities.
- Review and reflect on ways to improve their learning.
- Share responsibility for their ongoing learning.
- Are inspired to reach their full potential.

Parents

- Involved as active partners in the learning journeys of children.
- Share expertise to facilitate the inquiry process.

Processes

Curriculum

- Implement the NSW Syllabi for the Australian Curriculum supported by quality learning programs, Inquiry Learning, Genius Hour, Focus on Reading, Targeting Early Numeracy (TEN), Taking off with Numeracy (TOWN), Language of Maths and MultiLit.

Literacy and Numeracy

- Quality literacy and numeracy practices are identified and implemented across the school.

Inquiry Learning

- Guided and independent inquiry which is based on student curiosity and wondering supported by teacher direction will inspire authentic learning.

Significant Learning Experiences

- Learning opportunities are significant, support student development and are strongly aligned with the school's vision, values and priorities.
- Students learn individually, grouped and in whole class settings within and beyond the school.

Visible Learning Goals

- Establish challenging visible learning goals involving parents

Products and Practices

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- Diminished gap in literacy and numeracy achievement between Aboriginal students and all students.
- Strengthened literacy and numeracy learning as evidenced by the effective use of the full range of diagnostic assessments.
- Improved outcomes through targeted strategic early intervention for students experiencing difficulty.
- Strengthened teacher and leadership capacity to improve student learning.

Focus on Learning Survey

- ✓ Participation
- ✓ Extra-curricular
- ✓ Homework
- ✓ Challenge
- ✓ Effective learning time
- ✓ Relevance
- ✓ Rigour
- ✓ Climate
- ✓ High expectations

Personalised Learning

- Specific learning needs are addressed through Individual education plans or personalised learning pathways.

targeted strategic early intervention for students experiencing difficulty.

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- ✓ Extra-curricular
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- ✓ Effective learning time
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Personalised Learning

- Specific learning needs are addressed through Individual education plans or personalised learning pathways.

Student Led Conferences

- Students take responsibility for articulating and demonstrating their learning.

Aboriginal Education

- Aboriginal student learning outcomes will match or better the outcomes of the broader student population.
- Build teacher and leadership capacity and make a substantial impact on student outcomes with a focus on halving the gap for Aboriginal students

Celebration of Learning

- Students have opportunities to celebrate their learning achievements

Community

- Partners that build and value productive links to improve teaching and learning.

through student led conferences.

Early Intervention

- Ensure early intervention is a key feature allowing students to acquire the key competences and a love of learning required to build a solid foundation for lifelong learning.

Assessment and Reporting

- Implement quality assessment procedures such as Best Start, PLAN, NAPLAN, Benchmarking, Writing, Mathematics and Reading Eggs

Feedback

- Provide students with focused feedback that enables them to know the next steps in learning and how to achieve these.

Technology

- Technology skills are competently embedded in all aspects of learning.

Aboriginal Education

- Aboriginal students are supported by all staff to become successful learners, confident and creative individuals who are active and informed citizens.

Talent Development

- Participate in talent development programs.

Student Led Conferences

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Celebration of Learning

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Strategic Direction 3: Quality connections - local, national and global

Purpose

Students, parents and the community are advocates for the quality education and pastoral care provided by the school.

Students have a sense of belonging and develop connected relationships with the support of caring teachers. Students exhibit resilience and a flexible risk-taking approach to learning.

The school will successfully build collaborative partnerships that provide students with opportunities to make a difference and demonstrate their passion to become contributing local, national and global citizens.

Improvement Measures

Enhanced Student Wellbeing

- A comprehensive and inclusive framework to support the cognitive, emotional, social and physical wellbeing of students which measurably improves individual and collective wellbeing.

Learning Culture

- School-wide, collective responsibility for student learning and success with high levels of student staff and community engagement.

Focus on Learning Survey

- ✓ Belonging
- ✓ Positive relationships
- ✓ Positive behaviour

People

Leaders

- Identify, initiate and build on opportunities that engage parents/carers in both the educational progress of their children's learning and the educational priorities of the school.
- Ensure all areas of school life are conducted to the highest possible standard ensuring parents and the community are advocates for the school.
- Ensure clear communication which promotes the school with all stakeholders utilising technology, print material and public forums such as assemblies. Students will be ambassadors for the school.

Teachers

- Engage professionally with colleagues, parents/carers and the community.
- Ensure students are outstanding ambassadors for their school by providing quality educational programs and celebrating their achievements.

Students

- Are self-aware, build positive relationships and actively contribute to the school, the community and

Processes

Enhanced Wellbeing

- The wellbeing of every student is a priority.
- Student engagement and success in learning is enhanced.
- Implement the Positive Behaviour in Schools (PBIS) program.
- Align the Learner Qualities with the PBIS values.

Professionalism

- Develop a highly skilled team of professionals that connect with parents and the broader school community focused on student learning that is engaging and authentic.

Productive Partnerships

- Engage parents and community in the learning journey at all levels.

National and International School Connections

- Students will communicate in Japanese with students from a Japanese International School.
- Establish links with Australian schools to broaden horizons and build technology knowledge.

Every Student, Every School

- Ensure deep knowledge and understanding of students with learning and support needs

Products and Practices

Enhanced Student Wellbeing

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Learning Culture

- School-wide, collective responsibility for student learning and success with high levels of student staff and community engagement.

Focus on Learning Survey

- ✓ Belonging
- ✓ Positive relationships
- ✓ Positive behaviour
- ✓ Motivation
- ✓ Challenge
- ✓ Bullying
- ✓ Advocacy
- ✓ Teacher student relations
- ✓ Climate

Impact Due to Action

- Impact on the community as students take action to make a difference.

Student Voice

- Students have opportunities to negotiate their goals, articulate their progress and identify they will make a difference.
- Students participate in the democratic

- ✓ Motivation
- ✓ Challenge
- ✓ Bullying
- ✓ Advocacy
- ✓ Teacher student relations
- ✓ Climate

Impact Due to Action

- Impact on the community as students take action to make a difference.

Student Voice

- Students have opportunities to negotiate their goals, articulate their progress and identify they will make a difference.
- Students participate in the democratic process through School Parliament.
- Student feedback is sought and utilised to inform school improvement.

Effective Communication

- Clear and consistent school-wide approach to communication.
- Community views are sought and utilised to inform school improvement.

Professional Learning Networks

- Teachers and leaders are engaged in teaching and leadership practices and professional learning networks that are purposeful, inclusive and optimise success for all.

Transition Programs

- Students effectively transition between the various levels of schooling.

society.

- Solve problems using a range of learning disciplines, learn independently, collaborate and communicate ideas.
- Develop personal values such as honesty, resilience, empathy and respect for others enabling them to act with moral and ethical integrity.
- Make sense of their world becoming responsible global citizens.
- Understand and acknowledge the value of indigenous cultures.
- Work for the common good sustaining and improving natural and social environments.
- Demonstrate commitment to the national values of democracy, equity and justice.

Parents

- Understand the school's open door policy and feel confident in approaching the school.
- Contribute to the school evaluation process and decision-making.

Community

- Demonstrate respect, confidence and trust as advocates for Robert Townson Public School.

- Personalised learning and support are provided through tailored learning programs.

Aboriginal Education

- Aboriginal students are supported by strong partnerships between schools, families and communities to increase engagement in education.

English as an Additional Language or Dialect (EAL/D)

- Appropriate curriculum ensures learning for students where English as an Additional Language or Dialect.

Community Relations Plan

- Develop a Community Relations Plan which promotes an open door policy and ensures all points of contact, both formal and informal, are welcoming and professional.

Community Partners

- Identify, initiate and build on opportunities that engage parents/carers and community partners in both the progress of their children's learning and the educational priorities of the school.

process through School Parliament.

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Effective Communication

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