

School plan 2015 – 2017

Rukenvale Public School

3013



**Academic
Excellence for
Students**

**Successful
learners,
leaders and
responsible
citizens**

**Inclusive
Community
Learning**



School vision statement

At Rukenvale Public School we are committed to addressing the academic, physical and social needs of all students to create a culture of excellence; developing creative, resourceful and responsible citizens in the 21st century.

School context

Rukenvale Public School is located on the Summerland Way 23 kilometres north- west of Kyogle, just north of Roseberry Creek Road. The school is nestled among trees with large picturesque open playground areas.

There are school buses that service the school from Woodenbong and Grevillia along Summerland Way and from Roseberry Creek.

Rukenvale Public School is a small dynamic country school established to serve the educational needs of children from a diverse rural community. We endeavour to provide experiences which help to overcome isolation caused by economic and geographical factors, and programs which enable children to realise their potential academically, physically, socially and culturally. Our school works with the community and we encourage respectful children who are able to think for themselves and work to the best of their ability.

The professional staff are committed to nurturing the skills, knowledge and values that students need to lead productive and rewarding lives in the 21st century.

The school is fortunate in having a strong parent body which supports the school in the realisation of its educational goals. Many members of the local community have attended Rukenvale Public School with a number of families extending their involvement across multiple generations. The school maintains strong links with the community and many share their skills with the students through the ecology centre or the vegetable garden and cooking.

School planning process

Rukenvale Public School has a committed and energetic Parent and Citizens Association with the first meeting of the year attracting nine adults out of the small community.

The school plan has been developed through:

1. Teacher discussion and sharing of information
2. Whole staff dialogue and agreed school directions
3. Community consultation via P& C meetings, newsletter articles and surveys.



STRATEGIC DIRECTION 1

Academic Excellence for all Students

Purpose:

To maintain and further improve student outcomes in Literacy and Numeracy with a strong focus on differentiating the curriculum to meet identified needs.

To provide learning opportunities for staff and students to use the Literacy and Numeracy Continuum to plot student progress and generate teaching and learning that is relevant and tailored to each individual's needs.

STRATEGIC DIRECTION 2

Successful learners, leaders and responsible citizens

Purpose:

Focusing our student well-being structures and approach to provide a supportive and positive school environment to support students so they can be fully engaged in their learning.

To facilitate students' progress towards becoming competent, self-directed, resilient, critical, collaborative and creative learners in order to maximise their knowledge, understanding and skills for productive participation in school and society now and for the future.

STRATEGIC DIRECTION 3

Inclusive Community Learning

Purpose:

To provide flexible learning opportunities as an educational community by fostering learning partnerships to overcome rural and remote challenges, while celebrating small schools strengths to maximise each students' academic, emotional and social outcomes.

Students will have access to a diverse range of engaging, extra-curricular activities to build skills and strategies outside of the classroom.

Strategic Direction 1: Academic Excellence for all Students

Purpose

To maintain and further improve student outcomes in Literacy and Numeracy with a strong focus on differentiating the curriculum to meet identified needs.

To provide learning opportunities for staff and students to successfully use the Literacy and Numeracy Continuum to plot student progress and generate teaching and learning that is relevant and tailored to each individual's needs.

Improvement Measures

- ❖ Student growth between Year 3 and Year 5 will be at or above State growth levels in NAPLAN
- ❖ To move 100% of identified students from achieving well below and below benchmark up a minimum of four levels and ultimately to the grade proficient level. Reading data will reflect progress
- ❖ All students are achieving at or above their appropriate year level on the Continuum

People

Leaders: Facilitate the provision of opportunities for staff and the community to build capacity.

Staff: Staff implement and facilitate TEN daily activities.
Enhance their capacity to understand and interpret the language of the Literacy Continuum and use PLAN software to meet individual student needs.

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.
Engage in and share responsibility for evaluating and identifying their position on the continuum through the "I can" statements.

Community: Parents work collaboratively with staff and students to build capacity to support student learning.

Processes

Student-centred Learning

Implementation of the TEN maths program K-2 as an early intervention to support numeracy skills. TEN implemented daily for 10 minutes with core numeracy skills a focus but allowing for differentiation to meet all student needs.

- Teachers utilise PLAN software to devise personalised learning plans. Students are aware of where they are on the continuum and where they are moving to and the markers they are trying to achieve.
- Staff and students learn the language of the Literacy Continuum using the 'I-Can' statements.
- Teachers show students/parents how to plot student progress along the continuum by comparing work samples with 'I Can' statements.
- To build student capacity to self-direct and evaluate their writing and reading progress through goal setting and celebrating achievements.
- Formulation of and scheduled, regular review of students Personalised Learning Plan by students with the support of teachers and parents.

Evaluation Plan:

Principal to monitor PLAN data each term. Students tick the "I can" statements for successful identification of their placement on the Continuum after continual monitoring.
Evaluation of student achievement and updating of PLAN data twice a term. Analysis and use of NAPLAN data to inform future teaching.

Products and Practices

Products:

Personalised Learning Plan for each student developed by the student with the support of teachers and parents.

- Teachers compose Personal Learning Plans in Literacy and Numeracy for each student using PLAN software.
- All students identify their position and growth on the Literacy Continuum through the use of the Writing and Reading "I can" statements.
- To move 100% of identified students from achieving well below and below benchmark up a minimum of four levels and ultimately to the grade proficient level. Reading data will reflect progress.

Practices:

- All students actively engage in conversations about their learning and the aspects of reading and writing on the Literacy and Numeracy Continuum.
- All students regularly review their own progress on the continuum.
- Teachers use evidence of student progress to inform teaching.
- TEN program implemented fully by Term 2 where 10 minutes every day is designated to (EAS) Numeracy skills

The school promotes and maintains an inclusive environment reflective of its high expectations that all students will be successful learners.

Strategic Direction 2: Focusing on student wellbeing as the foundations for success as learners, leaders and responsible and productive citizens

Purpose

Focusing our student well-being structures and approach to provide a supportive and positive school environment to support students so they can be fully engaged in their learning.

To facilitate students' progress towards becoming competent, self-directed, resilient, critical, collaborative and creative learners in order to maximise their knowledge, understanding and skills for productive participation in school and society now and for the future.

Improvement Measures

- 100% of students engaged in BOUNCE BACK program
- 10% improvement of student responses from the Student Wellbeing Survey from 2015-2017.
- 100% of families have read and support the student wellbeing policy.
- 100% of senior students attend SRC meetings and planning of school SRC events.

People

Leaders: Ensure all staff and students are provided opportunities to engage with Welfare programs and PL in PBL.

Staff: Implement processes to encourage and provide opportunities for students to develop goals, grit and determination, resilience and perseverance, collaborative learning, creative, resourceful and reflective practices.

Students: Will acquire the skills necessary to participate as successful 21st Century citizens through the development of their emotional and social well-being, goal setting and student voice.

Students will participate in the BOUNCE BACK program which provides life skills and provides strategies to build resilience and wellbeing.

Parents: Will support positive attitude to learning, understand the practices and support staff, support their children develop and aim to achieve their goals.

Community—Support students learning skills through the ecology centre, gardening, cooking and traditional arts and crafts developing active student involvement.

Processes

Wellbeing and Discipline policy

1. Establishing an effective SRC in the school for all seniors to be involved in directly which will provide opportunities for student voice in matters relating to areas of student learning and improving school life.
2. School to develop a whole school wellbeing policy incorporating student discipline policy and anti-bullying statement through consultation with the whole school community.
3. Establishment of PBL within the school and introducing a matrix of values which are introduced and reinforced each week.
4. Implementation of learning program which focuses on the development of 21st century learning strategies: determination, resilience and perseverance- BOUNCE BACK program.

Evaluation Plan:

Teachers assess data from Student Wellbeing survey, parent surveys and use BOUNCE BACK program to inform teaching.

Community and staff evaluate and endorse the new student wellbeing policy.

Products and Practices

Products: Students and staff establish a new SRC. SRC decisions are reported in the newsletter.

Practices: An effective SRC is operating in the school which provides an opportunity for student voice to be heard in the school

Products: New student Wellbeing policy adopted by staff and P & C.

Practices: New School Wellbeing Policy reflects commitment to high quality school PD programs.

Products: Students consistently demonstrating appropriate behaviours in all school settings.

Practices: Students have an understanding of how they learn, and the positive behaviours associated with the schools value (PBL) program

Products: Statistical analysis of "Student Wellbeing Survey" will show an increase in student satisfaction with school life.

Practices: BOUNCE BACK program (a wellbeing and Resilience Program) operating as part of the school Personal development program in all classrooms

Strategic Direction 3: Inclusive Community Learning

Purpose

To provide flexible learning opportunities as an educational community by fostering learning partnerships to overcome rural and remote challenges including socialisation with like-aged peer groups. We will celebrate small schools strengths and our connections with our larger centre schools throughout the Kyogle Community of schools program to maximise each students' academic, emotional and social outcomes. Stage two and three students will have access to a diverse range of engaging, extra-curricular activities to build skills and strategies outside of the classroom.

Improvement Measures

- Evaluation of effectiveness of Trading COLOURSS enrichment and engagement program through staff, student and community surveys.
- Principal to attend 100% of Kyogle Community of Schools meetings.

People

Students: Through the 'Trading COLOURSS' program, students will have access to a diverse range of engaging extra-curricular activities to build skills and capabilities outside of the classroom.

Staff: Will develop capabilities in collaborative planning across schools, consistent teacher judgement, 21st century teaching and learning pedagogies including problem-based learning; and up skill in various technologies including video conferencing, iPads and blogging. Staff will interact with school leaders, staff, community and students from other COLOURSS and larger centre schools to provide high quality engaging learning opportunities regularly each term.

Parents/Carers & Community Partners: Will build knowledge around 21st century learning and new technologies and will support our enrichment program through allowing us to access their talents, skills or interests.

Processes

Trading COLOURSS Program

The 'Trading COLOURSS' program is an enrichment and engagement program which will run across Wiangaree, Afterlee, The Risk, Rukenvale and Collins Creek Public Schools. The program will implement a diverse range of highly engaging curriculum options for stage two and three students which will focus on the development of 21st century capabilities including technology. The program will also enhance the social outcomes of students in preparation for High School transition. 'Trading COLOURSS' will focus on specific curriculum areas and give staff the opportunity to organise and guide curriculum development around the new syllabus and special interest activities.

Kyogle Community of Schools Program

All Primary and High schools in the Kyogle area will meet each term for planning of educational, social and emotional opportunities for our students. Professional Learning will be shared. Initiatives will include: Local Business Careers Expo, Student Leadership Day, Year 6 COLOURSS Camp Peer Support event, NAIDOC Day, Science/Robotics learning, KEEP Program for Gifted and Talented students and Shared Professional Learning opportunities.

Evaluation Plan

Evaluation of effectiveness of 'Trading COLOURSS' enrichment and engagement program through staff, student and

Products and Practices

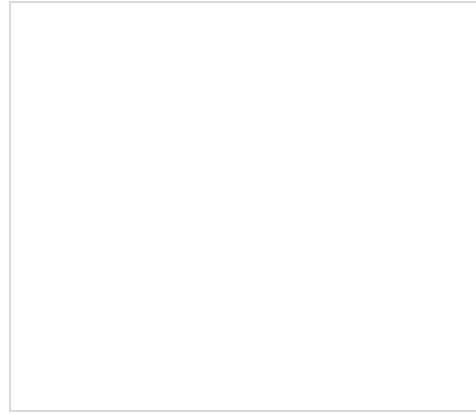
Products:

- 80% of all COLOURSS students involved in the "Trading COLOURSS" program will achieve a sound or above in all collaborative projects throughout 2015 when marked against teacher developed assessment rubrics.
- Principal to attend 100% of Kyogle Community of Schools meetings.

Practices:

Once each term throughout 2015, COLOURSS staff will meet to collaboratively develop the 'Trading COLOURSS' learning schedule and assessment rubrics.

Once each term throughout 2015, 'Kyogle Community of Schools' will meet to collaboratively develop and plan shared learning experience for our students.



community surveys.

