## School background 2015 - 2017

### School vision statement

At Robertson Public School our vision is for a committed staff who continually strive to build on and improve their teaching and organisational practice, and who will work in collaboration with the community, to support students in achieving academic success, acquiring skills that prepare them for the future, and developing individuals who are committed to practices that lead to life-long learning and contributing to society in a meaningful and productive manner.

### School context

Robertson Public School is situated in the township of Robertson, a semi-rural town. The school is supported by the community and an active and committed P&C. The students are generally well mannered and work hard to achieve their best. They are caring towards each other and inclusive. A dedicated staff continually strive to improve on pedagogy and outcomes for students. The school has a strong music program including band, choir and performance. Other extracurricular subjects are on offer including gardening and knitting. Sport has a strong focus in the school and students have many opportunities to pursue sporting interests, develop skills and be competitive.

### School planning process

The principal sought the opinions of parents, staff and students initially via a survey developed by the principal. The survey results were analysed by staff to determine common threads and prominent findings. A review of the previous school plan was completed by staff and strategies were assessed against the outcomes achieved. Staff worked in teams for each strategic direction to develop the products and practices, people and processes. Teams worked together to develop the actions to achieve the products and practices and developed the implementation and progress monitoring milestones. Following this, the plan was tabled at a staff meeting and also at a Parent evening in April, 2015. This allowed for final discussion and input before the plan’s endorsement and implementation in May, 2015.

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### Legend

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>L3</td>
<td>Language Literacy and Learning</td>
</tr>
<tr>
<td>TEN</td>
<td>Targeted Early Numeracy</td>
</tr>
<tr>
<td>TOWN</td>
<td>Taking Off With Numeracy</td>
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<tr>
<td>PLAN</td>
<td>Planning Literacy and Numeracy</td>
</tr>
<tr>
<td>LMBR</td>
<td>Learning and Management Business Reform</td>
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</tbody>
</table>
School strategic directions 2015 - 2017

Purpose:
To ensure that learning for our students is based on quality teaching and learning programs that inspire every student and teacher to excel and learn to their full potential. This will ensure quality educational opportunities are differentiated to meet the needs of individuals; is purposeful and engaging; incorporates relevant IT skills and is based on the shared professional learning of staff.

Purpose:
To build stronger and more cohesive relationships, across all stakeholders, to foster a culture where teachers, parents, students and community members are informed and valued partners of an educational community of lifelong learners.

Purpose:
To develop and promote quality leadership of staff and to support staff to be reflective and responsive, resilient, proactive and adaptable in a school environment that is constantly evolving and responding to pedagogical research to improve student learning outcomes.
## Strategic Direction 1: High Quality Teaching and Learning

### Purpose
To ensure that learning for our students is based on quality teaching and learning programs that inspire every student and teacher to excel and learn to their full potential. This will ensure quality educational opportunities are differentiated to meet the needs of individuals; is purposeful and engaging; incorporates relevant IT skills and is based on the shared professional learning of staff.

### Improvement Measures
- Majority of students achieving minimum standard or above in English and Maths in NAPLAN.
- Students meet or exceed expected growth levels in Spelling, Writing, Reading/Comprehension and Number from Year 3 to Year 5.
- 95% K-2 students achieving minimum standards in all aspects of Literacy and in Aspects 1 and 2 in Numeracy.

### People

<table>
<thead>
<tr>
<th>Students:</th>
<th>Staff:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students are engaged learners of literacy and numeracy in the class and home environments.</td>
<td>Teachers will actively engage in professional learning and implement this learning in their classrooms.</td>
</tr>
<tr>
<td>Teachers will provide engaging and differentiated learning experiences that will challenge students and promote the development of critical thinking, problem solving and creativity.</td>
<td>Teachers provide a safe supportive and stimulating classroom environment and have high expectations of students</td>
</tr>
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<td>Teachers provide a safe supportive and stimulating classroom environment and have high expectations of students.</td>
<td>Parents:</td>
</tr>
<tr>
<td>Parents will be supported and encouraged to involve themselves in teaching practice and student learning and activities which will enable them to better support their children’s learning.</td>
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</tr>
</tbody>
</table>

### Processes

<table>
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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Students will take more responsibility for their learning, responding to teacher feedback.</td>
<td>Pedagogies of L3, TEN, FOR, TOWN, Spelling and Writing, are embedded in classroom practice. Staff will learn about teacher/student feedback using visible learning techniques and embed this pedagogy.</td>
</tr>
<tr>
<td>Students will use teacher feedback to determine their learning goals and understand that they can challenge themselves and take risks in partnership with their teacher.</td>
<td>Staff will utilise existing staff expertise in L3, TEN, FOR, TOWN Spelling and Writing as well as external expertise to embed these pedagogies.</td>
</tr>
<tr>
<td>Students will engage in collaborative learning to develop 21st century skills.</td>
<td>Staff will share attainment of professional learning experiences in team meetings, and across stages Feedback, and analysis of data will underpin continual improvement measures.</td>
</tr>
</tbody>
</table>

### Products and Practices

<table>
<thead>
<tr>
<th>Products:</th>
<th>Practices:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Majority of students achieving minimum standard or above in English and Maths in NAPLAN.</td>
<td>Curriculum programs and teaching practices effectively develop the knowledge, understandings and skills of all students, using evidence-based teaching practices and innovative delivery mechanisms where appropriate.</td>
</tr>
<tr>
<td>Students meet or exceed expected growth levels in Spelling, Writing, Reading/Comprehension and Number from Year 3 to Year 5.</td>
<td>Visible Learning features in classrooms with teachers regularly review learning with each student, ensuring all students have a clear understanding of how to improve their learning.</td>
</tr>
<tr>
<td>95% K-2 students achieving minimum standards in all aspects of Literacy and in Aspects 1 and 2 in Numeracy.</td>
<td>Technology is embedded in practice using the mobile tablet laboratory. Students are provided opportunities to work collaboratively, take risks, be creative, inquire and problem solve (21st Century learning).</td>
</tr>
</tbody>
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**Evaluation Plan**
NAPLAN, TEN, L3, TOWN data and school based assessment results monitored to analyse student performance in Literacy and Numeracy. Student growth plotted using PLAN software and programs adapted to meet identified student needs.

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Planning template – V2.0 [11/11/14]
## Strategic Direction 2: Students, Staff and Parent Partnerships

### Purpose
To build stronger and more cohesive relationships, across all stakeholders, to foster a culture where teachers, parents, students and community members are informed and valued partners of an educational community of lifelong learners.

### People
#### Students:
- Have high expectations of themselves academically and socially based on their understanding of being a safe, respectful and responsible learner.
- Demonstrate empathy towards others and value diversity and use a social conscience in decision making.

#### Staff:
- Demonstrate a consistent approach to reinforcing PBS values and using a consistent common language.
- Actively contribute to school communication channels through use of social media, website and email communication.
- Demonstrate high expectations of student work and behaviours and a belief in building confidence and resilience.

#### Parents:
- Engage with school meetings that provide information to support their child and the school.
- Access the school website, e-News, Facebook page to actively participate and share in school based opportunities as they collaborate and celebrate their child’s achievements.

#### Community Partners
- Develop their capacity as volunteers to work collaboratively with the school to enhance student outcomes and school programs.

### Processes
#### Students:
- Students will demonstrate PBS values across all school settings leading to an increased achievement of bronze, silver and gold wristbands.
- Students will participate in school and community events and demonstrate our 3 PBS values in action.
- Student leadership will be developed through Peer Support and future directions will be determined to enhance student leadership beyond Peer Support and Captain, Vice Captain and Prefect roles.

#### Staff:
- Teachers will actively engage in teaching PBS values through class lessons and playground monitoring and actioning.
- Staff will provide learning to parents in regard to pedagogy and PBS.
- A Facebook page will be set up to enhance communication channels.
- The school website will be regularly updated and a webpage established for each teacher to communicate class happenings.
- Teachers will contribute to the front foyer display.

### Products and Practices
#### Product:
- Increased attendance at community functions.
- 100% of parents access School App and proposed Facebook page and school website to engage in school communication.
- 100% of teaching staff regularly update their school website class page and contribute to the front foyer display.
- Fewer behaviour referrals and uploads on the behaviour database and increased number of positive awards.
- Student Leadership opportunities are developed and enhanced.

#### Practices
- Enhanced communication strategies are developed that engage staff, parents and students.
- Staff, students and community articulate and demonstrate being safe, responsible and respectful.
- The school effectively engages with parents and the local community.

#### Evaluation Plan
- Closely monitor parent attendance data at school information sessions and assemblies.
- Regular monitoring of website and Facebook to ensure current information and regular staff input. Surveys will guide future student leadership decisions.

### Improvement Measures
- Increased attendance at community functions
- 100% of parents access School App and proposed Facebook page and school website to engage in school communication
- 100% of teaching staff regularly update their school website class page and contribute to the front foyer display.
- Fewer behaviour referrals and uploads on the behaviour database and increased number of positive awards.
- Student Leadership opportunities are developed and enhanced.
Strategic Direction 3: **Staff as learners and leaders**

### Purpose
To develop and promote quality leadership of staff and to support staff to be reflective and responsive, resilient, proactive and adaptable in a school environment that is constantly evolving and responding to pedagogical research to improve student learning outcomes.

### People

#### Staff:
- Collegially and collaboratively work to develop individual and team capacity to lead the whole school and community.
- Develop and improve teaching practices through feedback, collaboration and engaging with other teachers in a professional capacity.
- Develop individualised Professional Learning Plans and are supported with professional development opportunities in line with new P&D Framework.
- Spend regular time in staff/team meetings devoted to discussions focussed on teaching standards.

#### Parents:
- Develop an awareness of the processes/actions involved in developing a genuine partnership with school to achieve measureable academic growth.

#### Leaders:
- Support the implementation and evaluation of quality educational practices.

#### Community partners:
- Develop capacity of community partners (including business and community organisations) to support the school and contribute opportunities and outcomes of students.

### Processes

#### Team meetings will focus on pedagogy discussion and sharing of information, learning and practices.
- Staff will develop processes or structures to support the effective operation of curriculum, professional learning, technology, WHS, assets, reporting, LMBR.
- Teachers develop individual professional learning goals in consultation with supervisors.
- Instructional Rounds will underpin lesson observations with a focus on visible learning demonstrated in pedagogies of L3, TEN, FoR, TOWN, Writing and Spelling.
- Administration in terms of finance, student data, resource management and communication maximised as staff complete LMBR training.

### Products and Practices

#### Products:
- School wide processes and organisational practices are understood and followed by all staff.
- Professional learning plans for all teachers aligning with national standards, school plan and school vision.
- 100% of staff engaging in the P&D Framework process.
- 100% of staff developing leadership capacity via Leadership Teams and take up of various other school roles and responsibilities.

#### Practices:
- Quality educational and organisational innovations are introduced and embedded to improve system-wide frameworks and workflows that improve whole school efficiency.
- Professional Learning teams are constructed to provide leadership in the pedagogies being implemented and embedded. (L3, TEN, TOWN, FoR, Writing, Spelling).
- All staff supported in leadership development through organisational roles and responsibilities.
- LMBR and SAP finance implemented successfully.

### Improvement Measures

- School wide processes and organisational practices are understood and followed by all staff.
- Professional learning plans for all teachers aligning with national standards, school plan and school vision.
- 100% of staff engaging in the P&D Framework process.
- 100% of staff developing leadership capacity via Leadership Teams and take up of various other school roles and responsibilities.

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