## PURPOSE

**Why do we need this particular strategic direction and why is it important?**

To provide a high standard of education through a strong curriculum infrastructure, evidence based teaching and learning that inspires every student to excel and learn to their full potential. Student learning is personalised and differentiated for every student. Developing a culture of collaboration through cyclic teaching and learning practices, assessment and evaluation.

## PEOPLE

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

**Students:**
- Students develop capabilities through clearly defined learning intentions and associated assessment criteria knowledge to generate pathways to personal success.
- Students develop intrinsic motivation and become self-directed learners.

**Staff:**
- Staff engage in collaborative planning and use assessment data to understand and respond to the learning needs of students.
- Staff actively pursue innovative and engaging learning environments.

**Parents/Community Partners**
- Parents reflect on student performance and work side by side with teaching staff, focusing on student learning.
- Parents support new school initiatives in a developing educational context.

**Leaders:**
- Leaders drive the implementation of school initiatives and work collaboratively to ensure consistency of practice K-6.

## PROCESSES/PROJECTS

**How do we do it and how will we know?**

**Collaborative Planning/Programming & Assessing for Grades/Stages**
- Teachers collaborate within and across stages to ensure consistency of curriculum delivery.
- Teachers take responsibility for changes in practice required to achieve improved school performance and are using data on a regular basis to monitor the effectiveness of their own efforts.

**Enhancing Programs and Practices that Identify and Cater for Individual Student Needs**
- Curriculum programs and teaching practices effectively develop the knowledge, understanding and skills of all students, using evidence-based teaching practices and innovative delivery mechanisms where appropriate.

**Achieving New and Better Ways of Ensuring a Productive Learning Environment for Student Learning**
- Development of creative school wide solutions that provide students with opportunities to connect, succeed and thrive that are relevant to their stages of learning and development.

**Evaluation plan:**
- Regular evaluation of plans and reporting against targets.
- Conduct an Internal Review

## PRODUCTS AND PRACTICES

**What is achieved and how do we know?**

**Practice:** Collaborative planning practices around a 5 week teaching and learning cycle, linked to PLAT/PLAN.

**Product:** Formative assessment and data analysis drives teaching and learning in the classroom, across the stage and whole school direction.

**Practice:** Effective tracking and support for students requiring remediation and extension, linked to PLAT/PLAN.

**Practice:** Quality initiatives, incorporating differentiated learning eg. TEN, TOWN, L3, speech pathology program.

**Product:** Creative Learning Spaces: Educationally research and experiment with ‘Creative Learning Spaces’.

**Product:** Extended Kindergarten Transition Program: Forging working relationships with future families and developing social/emotional/academic and spiritual early childhood wellbeing through extended transition.

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**Key ideas**

- Embedded collaborative planning practices around a 5 week teaching and learning cycle, linked to formative assessment and data analysis associated with PLAT/PLAN. This will be measured by:
  - 80% of teachers indicate they have an enhanced knowledge of the English syllabus and can effectively utilise formative data to identify students requiring remediation or extension.
  - Effective tracking and support for students requiring remediation and extension, linked to PLAT/PLAN.
Strategic direction 2: Effective Pedagogy: Teaching, Learning & Leading 8/3/2015

**PURPOSE**

Why do we need this particular strategic direction and why is it important?

To develop teaching expertise and leadership capacity that values individual skill sets, the level of experience and identified areas for professional growth through a focus on evidence based teaching.

**IMPROVEMENT MEASURE/S**

*Key Ideas*

Embedded classroom observations facilitated by the Teaching & Learning Team (TLT), school executive and peers.

This will be measured by:

- 80% of K-6 teachers indicate that through classroom observations they have a greater understanding of curriculum and pedagogy, leading to improved student engagement and learning.

All teachers engage in the *Performance & Development Plan (PDP)* to guide areas of future professional development.

This will be measured by:

- 80% of teachers indicate that the PDP has assisted them in charting their career development and genuinely feel the school supports them in the process.

**PEOPLE**

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

**Staff:**

Teachers are self-driven professionals committed to ongoing improvement. Teachers embrace leadership opportunities.

**Parents:**

Parents appreciate and support the benefits of ongoing teacher professional development in the interests of all students.

**Leaders:**

Leaders at all levels drive teams in the implementation of school initiatives. School executive are committed to supervisory requirements, associated reforms and whole school change initiatives.

**PROCESSES**

How do we do it and how will we know?

**Developing an Expert Teaching Team**

All teachers are committed to improve their teaching practices, involving modelling, evaluating of classroom observations and providing feedback on classroom teaching.

Through reflective practice teachers develop and document a concise set of professional goals, explicitly linked to RPS school plan, professional standards and individual needs.

**Developing Leadership Capacity**

Within the school there is a high priority given to the ongoing professional development of all staff providing a broad range of leadership opportunities.

**State Reforms and Drivers**

All staff develop an understanding of and engage with state reforms and drivers.

**Evaluation plan:**

Regular evaluation of plans and reporting against targets.

Conduct an Internal Review

**PRODUCTS AND PRACTICES**

What is achieved and how do we know?

**Practice:** Enhancing teacher pedagogy through regular classroom observations facilitated by the Teaching & Learning Team (TLT), school executive and peers. Aspects for consideration include: PLAT, Performance & Development Framework, Teaching Standards and Early Career Teacher Support.

**Practice:** Teachers engage in the *Performance & Development Plan (PDP)* to guide areas of future professional development.

**Practice:** Career development is supported for aspirant leaders at all levels

**Product:** A range of leadership opportunities are evident at all levels throughout the school.

**Process:** all staff are aligned to the reforms and actively support their implementation

- Great Teaching Inspired Learning
- Local Schools Local Decisions
- Every Student Every School
- Rural and Remote Strategy
Strategic direction 3: Fostering Quality Relationships & Networks 8/3/2015

PURPOSE

Why do we need this particular strategic direction and why is it important?
To draw on the expertise, skills and resources of parents, families, local businesses, community organisations and networks of schools in order to ensure a high functioning school community.

IMPROVEMENT MEASURE/S

Key Ideas
Increased number of parents engaging with classroom teachers in the establishment and ongoing negotiation of PLPs and IEPs throughout the school year.

This will be measured by:

- 80% of parent feedback affirming the school’s PLP and IEP process.

A sense of pride and belonging to the RPS community is evident across students, staff, parents and the wider community.

This will be measured by:

- 80% of students, parents and staff affirming the contribution of house sport to an increased sense of pride and belonging to RPS

PEOPLE

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

Students:
Students are active contributors and participants in their own learning and recognise their role in the ongoing success of the school.

Staff:
Staff forge partnerships with students and families in order to develop the whole child in relation to their physical, social, emotional and academic well-being.

All staff champion a positive school identity and support extra curricula activities.

Parents:
Parents support partnerships with school staff in order to develop the whole child in relation to their physical, social, emotional and academic well-being.

Community Partners:
Educational partners initiate and participate in a broader context benefiting all parties.

PROCESSSES

How do we do it and how will we know?

School Learning Alliances:
Continue to build proactive learning alliances with and beyond the Rutherford Learning Community and explore future opportunities with other educational alliances to support a dynamic learning environment.

Student Engagement and Wellbeing Programs:
Continue to offer and establish new programs foster positive and respectful relationships across the school community to maximise student learning opportunities.

Enhanced Student Contribution
Support students to be self-aware, build positive relationships and actively contribute to the school community and the society in which they live.

Building a Positive School Identity
Enhancing the perception of RPS as a school of excellence in both academic and extra curricula throughout the broader community

Evaluation plan:
Regular evaluation of plans

PRODUCTS AND PRACTICES

What is achieved and how do we know?

Practice: Ongoing L3 training to increase and consolidate local management group teachers trained in L3

Practice: Collective pooling of financial/physical/human resources to creatively provide opportunities eg. LMG, across school learning alliances.

Product: Increased number of parents engaging with classroom teachers in the establishment and ongoing negotiation of PLPs and IEPs throughout the school year.

Practice: Ongoing commitment and involvement in wellbeing programs eg. PBL, Triple P, Seasons for Growth, Camp Out with Kids, PBL for home, Rock and Water, Homework Centre, Bike Bus.

Product: Opportunities that promote student voice, leadership and genuine consultation with the student body. (ie Student Council)

Product: A sense of pride and belonging to the RPS community is evident across students, staff, parents and the wider community.

Practice: Providing more opportunities for students to participate and represent their school in a broad range of academic and extra curricula activity. (ie house sport and the sports mascots, FB communication).