

# School plan 2018-2020

## Roseville Public School 2994



# School background 2018–2020

## School vision statement

At Roseville Public School our goal is to constantly improve learning outcomes by developing every student and staff member to their maximum potential. Individual interests, talents and needs are identified and targeted as are required areas of development.

Every student is known, engaged and challenged to learn across a broad curriculum provided through evidence based teaching and learning programs and strategies, as well as an extensive range of additional enrichment opportunities. Students are prepared to think creatively and critically and to confidently adapt to changing technology in a dynamic world.

A strong sense of social and environmental responsibility as well as regular, effective communication will continue to develop and strengthen partnerships between home, school and the wider community.

Appropriate values and manners underpin everything we do here at Roseville Public School.

## School context

Roseville Public School is located on Sydney's North Shore and has a current enrolment of 643 students, including 24% from a Non-English Speaking Background. The school enjoys and benefits from an extremely strong sense of community which is actively promoted and valued. It provides a comprehensive education which caters for the specific needs of individual students and endeavours to develop responsible, socially aware, critical thinking and respectful students. The school has a strong reputation as a highly performing school and focuses upon delivering quality teaching across a broad curriculum. The school is a member of the Killara Schools Partnership and the City Country Alliance. We are the proud sister school of Bourke Public School..

## School planning process

Throughout the later stages of 2017 and the early stages of 2018 extensive consultation took place for the purpose of formulating the 2018–2020 School Plan. Initially, we surveyed all key stakeholders: students, staff and community. We utilised the School Excellence Framework and the Melbourne Declaration as well as a range of questions which focussed upon what we did well, what we could improve upon and what our future focuses should be. These surveys, in conjunction with a series of smaller focus group discussions allowed us to identify our three strategic directions. Once we achieved this we then conducted a number of further focus groups and team meetings which focused upon providing ideas as to how we could achieve these directions. Hence, we developed a purpose for each, a series of required processes and associated practices and products and we identified what role various members of our whole school community would have in achieving these goals. Each year we continue to survey staff, students and community regarding arising issues or current focusses and we make adjustments to our School Plan where necessary.

# School strategic directions 2018–2020



## **STRATEGIC DIRECTION 1** Outstanding Teaching and Learning

### **Purpose:**

To develop innovative, creative and resourceful students and staff who can think deeply and logically when solving problems and presenting ideas.

To develop creative and critical thinkers who are confident to embrace challenge whilst being taught curriculum areas via a range of evidence based strategies and approaches.

To achieve excellent rates of personal growth across curriculum areas whilst continually fostering effective and ethical use of current and emerging technologies.



## **STRATEGIC DIRECTION 2** Targeted Support Systems

### **Purpose:**

To ensure that every student, staff member and family is adequately supported based on identified areas of need. This targeted support will ensure that learning outcomes are identified and maximised. This support may address curriculum and enrichment areas, catering for students with learning disabilities or difficulties, students who identify as gifted and talented, welfare based requirements and collective teacher efficacy.



## **STRATEGIC DIRECTION 3** Community Connectedness

### **Purpose:**

To support, improve and maximise student learning outcomes through establishing close home–school partnerships.

To build a dynamic and responsive community through partnerships within and beyond the school.

To build and continue to strengthen local and wider partnerships which promote dynamic learning environments which empower staff and parent expertise to nurture the academic, emotional and social development of our students.

# Strategic Direction 1: Outstanding Teaching and Learning

## Purpose

To develop innovative, creative and resourceful students and staff who can think deeply and logically when solving problems and presenting ideas.

To develop creative and critical thinkers who are confident to embrace challenge whilst being taught curriculum areas via a range of evidence based strategies and approaches.

To achieve excellent rates of personal growth across curriculum areas whilst continually fostering effective and ethical use of current and emerging technologies.

## Improvement Measures

85% of students achieving at or above national growth rates in Year 5 for all areas of Literacy.

100% of programs reflect embedded formative assessment practices. which focus upon assessment for learning and of learning.

## People

### Students

Students will have a clear understanding of what is expected of them and what they need for success.

Students will build an understanding of the characteristics and skills that are required to initiate effective creative and critical thinking strategies.

### Staff

All staff will engage in relevant professional learning which builds their knowledge of creative and critical thinking strategies as well as direct Literacy instruction and formative assessment techniques. Staff will understand that this knowledge will be built upon collaboratively and through observation and reflection upon the work of others.

### Parents/Carers

Parents and Carers will be informed of and will reinforce the key strategies associated with building creative and critical thinking capacity. An informed parent body will recognise the impact of formative assessment practices on learning and they will be able to recognise growth and development in their child.

### Leaders

School leaders will drive change by facilitating targeted professional learning and by inspiring and building capacity in others and by modelling collaborative and observation practices.

## Processes

### Creative and Critical Thinking

Develop a shared understanding of creative and critical thinking. Investigate assessments that track student growth in this area.

### Formative Assessment

Through consistent professional learning, build a framework for formative assessment at Roseville Public School. Align to Department of Education approaches including the use of Literacy and Numeracy Progressions. Use formative assessment daily and differentiate lessons according to the needs of students.

### Whole School Literacy Programs

Facilitate quality Teacher Professional Learning programs which focus upon the delivery of direct and explicit Literacy instruction, in particular in the areas of Writing as well as Grammar and Punctuation.

### Visible Learning

Systematically incorporate, evidence based, aspects of Visible Learning into RPS teaching practice. With particular focus upon the use of Learning Intention/Success Criteria as well effective forms of feedback.

## Evaluation Plan

Regular assessment review to gather data about learning.

Regular review and discussion about teaching and learning programs –

## Practices and Products

### Practices

Staff use student performance data and other feedback to inform practices.

All students will reflect and articulate dispositions associated with creative and critical thinking.

Teachers will reflect on the benefits of working collaboratively and of regularly observing and learning from other staff practice.

Whole school Literacy programs will be facilitated seamlessly throughout and can be explained and reflected upon by all staff.

### Products

Assessing students will be incorporated within daily Teaching and Learning programs and activities and programs will be modified based upon this assessment and corresponding student need and performance.

Whole school, direct instruction Literacy programs will be developed and implemented across K–6.

Students will be able to clearly verbalise what they are learning and what they need to do to improve learning outcomes.

# Strategic Direction 1: Outstanding Teaching and Learning

## Processes

highlighting formative assessment techniques.

# Strategic Direction 2: Targeted Support Systems

## Purpose

To ensure that every student, staff member and family is adequately supported based on identified areas of need. This targeted support will ensure that learning outcomes are identified and maximised. This support may address curriculum and enrichment areas, catering for students with learning disabilities or difficulties, students who identify as gifted and talented, welfare based requirements and collective teacher efficacy.

## Improvement Measures

100% of students who are placed in the bottom two NAPLAN bands in Years 3 and 5 achieve expected growth levels. in all areas.

80% of students who achieve in the top 2 NAPLAN bands achieve expected levels of growth.

Staff identify improvement in the area of working collaboratively in the Schools Excellence Framework self assessment.

## People

### Students

Students will have a clear understanding of what they need to focus on to improve their learning outcomes and what strategies will help them achieve this.

### Staff

Staff will engage in collaborative practice and will have the confidence to offer constructive feedback to colleagues.

Staff will have a clear understanding of the strategies required to maintain their own wellbeing as well as that of students.

### Parents/Carers

Parents and carers will be able to support and enhance student learning outcomes by being explicitly aware of strengths and required areas of development.

### Leaders

School leaders will facilitate TPL on areas related to wellbeing.

School leaders will model collaborative practice and will reinforce the benefits gained from this approach.

## Processes

### Collaborative Practice Model

Define and implement a model for collaborative feedback and practice at RPS. The model will facilitate regular Classroom Teacher and Executive walk-throughs and observations of teachers delivering direct instruction programs resulting in increased confidence and levels of collective knowledge.

### Personalised Learning and Support Plan Formulation

Complete PLSPs for all students identified via the NCCD. Ensure these plans incorporate parent/carer input.

Complete Individual Education Plans for all students identified as extremely high achieving Gifted and Talented students.

### Bounce Back Wellbeing and Resilience Program

Following Teacher Professional Learning, build upon previous work completed around the implementation of the Bounce Back program by utilising staff and student wellbeing aspects as well as new and improved program delivery strategies.

## Evaluation Plan

Staff responses to School Excellence Framework self assessment.

Review of completed PLSPs and IEPs with reference to the Gifted and Talented Education register as well as the NCCD register.

## Practices and Products

### Practices

Whole school welfare programs will be facilitated seamlessly across K–6.

Staff will regularly observe each other teach and this will result in open discussion and an improvement in practice and student learning outcomes.

### Products

An RPS 'Collaborative Practice' outline will be developed and implemented. This will ensure that constructive feedback is offered to all staff members.

Staff will access regular TPL in the area of wellbeing. These strategies will then be used to support themselves, students and colleagues.

All staff and relevant parents will be confident in the development and implementation of PLSPs and IEPs.

# Strategic Direction 3: Community Connectedness

## Purpose

To support, improve and maximise student learning outcomes through establishing close home–school partnerships.

To build a dynamic and responsive community through partnerships within and beyond the school.

To build and continue to strengthen local and wider partnerships which promote dynamic learning environments which empower staff and parent expertise to nurture the academic, emotional and social development of our students.

## Improvement Measures

Improved percentage of students displaying high levels of inter–cultural awareness via the City Country Alliance survey.

Student results as per the Tell Them From Me survey regarding perceptions of the school in regards to anti–bullying and how respectful our school environment is.

A reduction of incidents regarding behaviour interventions as per supervisors and deputy principals records.

Whole community survey responses in regards to effectiveness of global citizenship and welfare based programs and strategies.

## People

### Students

Students will be creating increased relationships with and understanding of people with differing cultural beliefs and way of life.

### Staff

Staff will be exposed to differing schools, approaches to education and students with differing cultural beliefs..

Staff will also be driving the importance of forming differing relationships and understanding of cultural differences.

Staff will need to be current as per the best and latest communication methods.

### Community Partners

RPS' breadth of Community Partners will expand. Our school will seek input, engage and learn more from people of differing cultural beliefs and ways of life. These Community Partners will include people from across Sydney, NSW and the world.

### Parents/Carers

Parents will be heavily involved in reinforcing our Respect based program and will be explicitly asked to model it wherever possible.

## Processes

### Global Citizenship

RPS will continue to build upon and strengthen links with Bourke PS and will also initiate relationships with both international schools and schools from other parts of Sydney which have significant cultural differences.

### Communication and Integration

RPS will continue to strive to embed a range of current communication avenues with community which are applicable to all aspects of our changing demographic as well as focus upon enhancing and deepening direct communication between teachers and parents.. Current methods will be reviewed and modified where necessary.

### Respect

As an extension of current programs, a dedicated respect based program will be implemented across K–6. Continued focus upon anti–bullying strategies will be occurring.

## Evaluation Plan

Whole community surveys – students, staff and parents.

Supervisor and Deputy Principal Discipline records maintained and analysed.

City Country Alliance survey regarding student intercultural understanding.

## Practices and Products

### Practices

Students and teachers visit multiple settings which highlight differing cultures.

Students actively practice behaviours and characteristics which are commonly associated with respect and good manners.

Communication procedures will be delivered to a wide range of the RPS community.

### Products

Parents, students are aware of systems and processes involved with reporting incidents of bullying and the responsibility of all stakeholders when solving these issues

Students are able to verbalise a list of respect based characteristics that the school has identified as being important.

Students have a greater exposure to cultures, challenges and approaches to life than what is present within their school and local community with particular references to indigenous cultures.