School plan 2015 – 2017

Roseville Public School - 2994

Quality Teaching and Learning

Enagaged Community and Embedded Values

Clear, Consistent and Efficient Communication
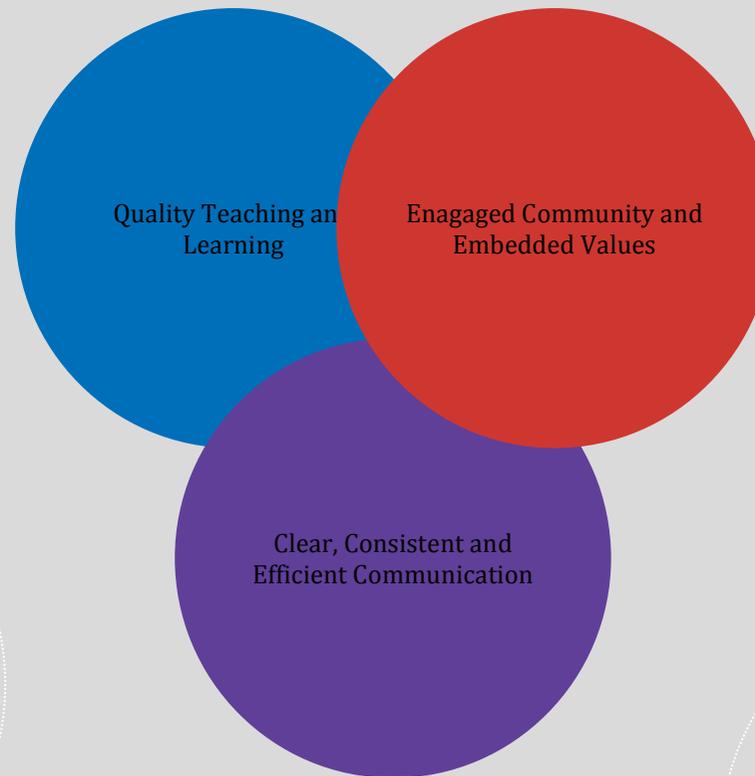
School vision statement

Roseville Public School is committed to developing each and every student to their maximum potential. Individual interests and talents are identified and targeted as are required areas of development. A broad curriculum is addressed and students are given the opportunity to experience the benefits of the latest technology across all Key Learning Areas. We strive to ensure that the focus of our school involves providing quality teaching and learning programs, a strong sense of social awareness and responsibility as well as clear, consistent and efficient communication, which ultimately improves student outcomes. The continual development and strengthening of a partnership between home, school and the wider community is paramount at Roseville Public School and all stakeholders recognise the importance of and strive to embed appropriate values and manners. They underpin everything we do.

School context

Roseville Public School is located on Sydney's North Shore and has a current enrolment of 637 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.

School planning process

Throughout the later stages of 2014 and 2015 extensive consultation took place for the purpose of formulating the 2015-2017 School Plan. Initially, we surveyed all key stakeholders: students, staff and community. We utilised a range of questions which focussed upon what we did well, what we could improve upon and what are future focuses should be. We also included a six key statements from the Melbourne Declaration and asked respondents to rate an achievement scale for each. These surveys, in conjunction with a series of informal discussions allowed us to identify our three strategic directions. Once we achieved this we then conducted a number of focus groups 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.

School strategic directions 2015 - 2017

STRATEGIC DIRECTION 1

Quality Teaching and Learning

STRATEGIC DIRECTION 2

Engaged Community and Embedded Values

STRATEGIC DIRECTION 3

Clear , Consistent and Efficient Communication

Purpose:
The purpose of this strategic direction is to ensure that RPS delivers a range of outstanding teaching and learning programs across a broad curriculum which are underpinned by high level, strategic professional learning. Whilst the whole curriculum should be focussed upon, areas of development should be identified and targeted accordingly.

Purpose:
The purpose of this strategic direction is to ensure a high level of community involvement to assist in improving student outcomes and to ensure that an explicit focus from all levels of the community is placed upon developing respectful, happy, socially aware and responsible students who can think creatively about a range of current issues.

Purpose:
The purpose of this strategic direction is to improve student outcomes by building, developing and maintaining links with the community via high levels of home-school collaboration and regular and consistent teacher-parent communication.

Strategic Direction 1: Quality Teaching and Learning

Purpose

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

The purpose of this strategic direction is to ensure that RPS delivers a range of outstanding teaching and learning programs across a broad curriculum which are underpinned by high level, strategic professional learning. Whilst the whole curriculum should be focussed upon, areas of development should be identified and targeted accordingly.

Improvement Measures

- A highly skilled staff who can clearly articulate the school's and their own current strategic focuses and professional learning goals.
- Increased student achievement in internal and external assessment results, related to identified required areas of development. In particular Spelling and Writing where we would like to increase our percentage of students entering the top bands of NAPLAN by 5% over the course of 3 years.

People

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

Students: Students will develop an explicit understanding of various concepts but will readily transfer these skills across various areas, resulting in high levels of integration across the curriculum.

Staff: Staff will understand the need and expectation that our school engages in a systematic approach to collaborative programming and timetabling. There will be a shared appreciation and understanding of why we are engaging in tailored professional learning activities and what benefits this will have for ourselves and for individual students and cohort groups.

Parents/Carers and Community Partners: Parents/Carers will have a clear understanding of their role as essential partners in student learning. They will understand the role of various stakeholders in contributing to and implementing an Independent Education Plan and curriculum focuses will value and build upon student's needs and backgrounds.

Leaders: Leaders and aspiring leaders define and model the level of integration, collaboration as well as individualised approach to constructing our teaching and learning delivery. The school will have a clearly documented plan for curriculum delivery.

Processes

How do we do it and how will we know?

Refine and embed the pedagogical approaches recently developed in regards to Spelling, Writing and Mathematics. Ensure that all stakeholders are aware of and supporting the involved processes and content.

To evaluate, identify and define the model of integrated literacy instruction that is being employed.

Review and improve the current way in which we utilise Numeracy based resources. Review and where necessary modify and improve our current implementation of the Mathematics program. In particular with an emphasis on incorporating 'hands on' learning and problem solving strategies.

To define and improve the differentiation of individual student and teacher learning.

Evaluation Plan:

Review of student work samples and Teaching and Learning program evaluations

Internal and External Assessment result analysis

Learning & Support team records of Individual Education Plans

Evaluation of staff Professional Learning Plans

Products and Practices

What is achieved and how do we measure?

- A highly skilled staff who can clearly articulate the school's and their own current strategic focuses and professional learning goals.
- Increased student achievement in internal and external assessment results, related to identified required areas of development

Product:

- An increase in the utilisation of personalised student and staff learning goals and strategies.

Product:

- A systematic, collaborative and defined approach to the planning, delivery and review of identified key curriculum areas, which can be refined or modified each year.

What are our newly embedded practices and how are they integrated and in sync with our purpose?

Practice:

- Individual student and cohort strengths and areas of development will be identified and teachers and leaders will be involved in practices and professional learning networks that are purposeful, inclusive and optimise success for all.

Practice:

- There is a clear alignment of curriculum through scope and sequence and teaching and learning programming documents which results in a continuity and of learning and increased transparency and efficiency.

Strategic Direction 2: Engaged Community and Embedded Values

Purpose

The purpose of this strategic direction is to ensure a high level of community involvement to assist in improving student outcomes and to ensure that an explicit focus from all levels of the community is placed upon developing respectful, happy, socially aware and responsible students who can think creatively about a range of current issues.

Improvement Measures

- A continued and improved high level of community involvement throughout all aspects of the school.
- Increased awareness of current domestic and international issues and culture
- An increase in the awareness and use of our school wide respect/social skill development program, as detailed by regular survey and anecdotal feedback.

People

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

Students: Students will have the tools to build successful and respectful relationships and will be aware of relevant domestic and international events and perspectives. They will feel valued and supported, by teachers and community and will understand that the values focussed upon in school do not operate in isolation.

Staff: Staff will be confident in implementing the school's various welfare systems, programs and approaches. They will be confident in informing parents of these systems and will involve them to assist.

Parents/Carers and Community Partners: Parents, carers and community partners will collaborate with and support the school in embedding the content, values and attitudes associated with various welfare programs and initiatives.

Leaders: The Senior Leadership Team and selected aspiring leaders will forge strategic partnerships with families, and local and wider educational communities in order to develop relevant programs and initiatives.

Processes

How do we do it and how will we know?

- Evaluate, refine and further improve the model and associated values contained within the 'Roseville Respect and Regard' and 'Bounce Back' programs.

- Through increased focus and inclusion in Teaching and Learning programs and community focusses, increase the awareness, for all stakeholders, of knowledge and understanding of issues relating to Indigenous education, history and culture.

- Increase our students, staff and communities knowledge of pertinent domestic and international issues and to develop and strengthen relationships with differing communities locally, within Australia and the world, with particular reference to Asia.

Evaluation Plan

- Monitoring of Learning and Support Team caseload
- Analysis of annual staff, student and community surveys
- School and community involvement with a range of differing partnerships

Products and Practices

What is achieved and how do we measure?

- A continued high level of community involvement throughout all aspects of the school.
- Increased awareness of current domestic and international issues and culture
- An increase in the awareness and use of our school wide respect/social skill development program

Product:
- An increase in direct community knowledge of indigenous history, culture and current issues

Product:
- A more collective approach to embedding identified appropriate values and social skills

What are our newly embedded practices and how are they integrated and in sync with our purpose?

Practice:
- All facets of the RPS community will be aware of and actively involved reinforcing the content of the school's values and social skill development programs.

Practice:
- Teaching and learning programs will enhance and build upon the domestic and international relationships that have been formed.

Strategic Direction 3: Clear, Consistent and Efficient Communication

Purpose

The purpose of this strategic direction is to improve student outcomes by building, developing and maintaining links with the community via high levels of home-school collaboration and regular and consistent teacher-parent communication, utilising a variety of formats.

Improvement Measures

- An increase in and clear outline of required parent-teacher communication.
- A shift in the methods of how the school communicates with community to incorporate methods which relate to current technology and lifestyle. The success of which will be defined by survey results and various anecdotal data sources.

People

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

Students: Students will have a clear understanding of what their strengths and areas of development are and how to address or enhance them.

Staff: Staff will be confident in following a collaboratively constructed communication approach which is used to improve student outcomes. The different formats will be understood, utilised and adapted effectively.

Parents/Carers and Community Partners: Parents and community members will be aware of communication protocols and the varying communication options available. Feedback will be sought as to the success and relevance of the various formats.

Leaders: In collaboration with all stakeholders, school leaders will formulate a communication and reporting approach and then monitor it's success and relevance from the perspective of all stakeholders with a constant focus of improving student learning outcomes.

Processes

How do we do it and how will we know?

- To identify and implement a range of differing and efficient communication methods between the school and the parent body, with a particular focus upon identifying more structured and formalised methods of parent-teacher communication and collaboration.

- Structure parent-teacher communication processes so that they are explicitly focussed upon improving student outcomes, ensuring that all stakeholders are aware of this goal so that communication can be strategic, efficient and effective.

- To review, improve and evaluate the reporting methods utilised to communicate student results, strengths and areas of development.

Evaluation Plan

- Analysis of staff, student and community surveys.
- Increase in construction of Independent Education Plans
- Increase in the use of electronic communication

Products and Practices

What is achieved and how do we measure?

- An increase in and clear outline of required parent-teacher communication.
- A shift in the methods of how the school communicates with community to incorporate methods which relate to current technology and lifestyle.

Product:
- A more concise and informative student performance reporting process

Product:
- Parents/Guardians having increased involvement in improving student outcomes

What are our newly embedded practices and how are they integrated and in sync with our purpose?
Practice:
- An increased variety of communication methods will be utilised to support student learning and associated outcomes.

Practice:
- Focusing our level of communication to involve parents with their children's learning resulting in improved results and reduced levels of anxiety.