

School plan 2018-2020

Rouse Hill Public School 3008



School background 2018–2020

School vision statement

RHPS Vision:

Individual Responsibility, Individual Growth and Progress, Active Engagement

Students will:

- Take personal responsibility for their behaviour and learning in preparedness for participation in an ever changing global society.
- Achieve twelve months growth and progress in literacy and numeracy performance for each year of learning.
- Engage in an inclusive environment that promotes active participation and high expectations.
- Collaborate and communicate respectfully.

RHPS Beliefs:

- Student responsibility, control and motivation should be intrinsically driven.
- The rapport between teacher and student is integral to learning and growth.
- Risk taking and making mistakes when learning is necessary, acceptable and encouraged.
- Positive wellbeing is an essential foundation for learning.
- Outcomes are improved when students understand the learning intentions and success criteria and when meaningful feedback is given.

RHPS Values:

- Positive care, concern and respect for all.
- Pride, honesty and fairness.
- Inclusion and acceptance of diversity.
- Collaboration, teamwork and cooperation.

School context

Established in 1875, Rouse Hill Public School relocated to our current site in 2003. As well as mainstream classes we have a Support Unit within our school which caters for students with a range of disabilities. Parents, staff and community members work together with the view that our central focus remains on strengthening in each child personal responsibility, citizenship, honesty and academic growth and progress. All students at Rouse Hill Public School are given the opportunity to learn Mandarin; we are one of 4 Bilingual Public Schools operating in NSW. Our overarching goal is to ensure Rouse Hill Public School remains the school of choice for local residents. As our motto suggests, 'In all we do, we do our best'. Extracurricular activities are varied and aim at enriching the school experience for our students and include choir, dance, debating, public speaking and Mandarin groups. Opportunities exist for students in the area of school leadership. An active Student Representative Council works with the teaching staff and local community and aims to give students a voice and an opportunity to participate in the operation of our dynamic school. Rouse Hill Public School is known for our many sporting achievements. Students regularly excel in swimming, cross country and athletics, with students regularly progressing to Zone, Region and even State level. Our school takes an active role in the Kellyville Community of Schools and has a strong link with Rouse Hill High School. Our school enjoys the support of an involved and active P&C Committee.

School planning process

The school planning process at Rouse Hill Public School involved:

- Staff gathering on various occasions over the course of two terms throughout 2017 to develop guiding principles for Rouse Hill Public School.
- Collectively developing The Rouse Hill Public School Window of Certainty to guide the school plan.
- Drawing on the School Excellence Framework and the DoE Strategic Plan to guide all school planning considerations and investigate how these two overarching documents fit with our recently established school vision, values and beliefs.
- Parents and caregivers consultation via P&C Meetings and the newsletter.
- Executive members leading staff to undertake a detailed analysis of internal and external school data. This evidence included feedback gathered from parents, staff and student surveys.
- Staff collectively developing the strategic directions.
- Creating strategic direction teams and developing the school plan and milestones.

School strategic directions 2018–2020



STRATEGIC DIRECTION 1

Student learning and engagement in literacy and numeracy

Purpose:

To foster a school-wide culture of high expectations through a collaborative, consistent and committed approach to developing collective teacher efficacy and a rigorous focus on professional learning, quality teaching, mentoring, participative goal setting and instructional leadership that builds capacity for change and improvement.



STRATEGIC DIRECTION 2

Wellbeing

Purpose:

Rouse Hill Public School will focus on the development of an educational environment that will enable all stakeholders to engage in learning whilst developing their own and others' positive wellbeing.



STRATEGIC DIRECTION 3

Collaborative teaching and leadership

Purpose:

To foster a school-wide culture of high expectations through a collaborative, consistent and committed approach to developing collective teacher efficacy.

Strategic Direction 1: Student learning and engagement in literacy and numeracy

Purpose

To foster a school-wide culture of high expectations through a collaborative, consistent and committed approach to developing collective teacher efficacy and a rigorous focus on professional learning, quality teaching, mentoring, participative goal setting and instructional leadership that builds capacity for change and improvement.

Improvement Measures

All teachers K-6 will benchmark their class in reading at least twice per year and analyse and draw on the data to inform guided reading.

The school percentage of students achieving in the top 2 NAPLAN bands in Year 5 for reading, numeracy and writing will increase by 8%.

People

Students

Students will be supported to understand their role in becoming active and engaged learners, and to develop their capacity to reflect on their learning through setting, articulating and monitoring learning goals in targeted aspects of literacy and mathematics.

Staff

Teachers will collaboratively devise and deliver quality, engaging and differentiated programs in English and mathematics.

Teachers will track student progress and collaboratively collect and analyse a variety of assessment data in order to identify and respond to areas of need, support and inform teaching and learning programs, cater for every student and measure growth.

Leaders

The executive will investigate and identify evidence-based programs and initiatives in English and mathematics and lead professional learning and data collection/analysis.

Parents/Carers

Parents/carers will participate in learning goal meetings, be provided with regular feedback on their child's progress and will support the school in the delivery of quality educational programs.

Processes

Engage students in quality, differentiated literacy programs.

Engage students in quality, differentiated mathematics programs.

Evaluation Plan

Tracking and analysis of school-based and external student assessment data to inform teaching and measure growth, including NAPLAN, reading benchmark levels and stage-based assessments.

Ongoing analysis, reflection and reporting on milestones.

Formal and informal team teaching and lesson observations reflect student engagement in literacy and numeracy.

Impact of professional learning evident through stage planning and program supervision.

Practices and Products

Practices

Staff will undertake professional learning to enhance and improve their differentiated teaching practices, with a focus on literacy and numeracy.

Students will be active learners who can articulate their learning, reflect on feedback and set goals for the future learning.

Staff will draw on research-based pedagogy to effectively implement the English and Mathematics Curriculum.

Staff will use data and evidence to regularly monitor the impact of teaching practices on student outcomes and academic growth.

Products

Staff will embed learning intentions, success criteria, effective feedback, quality assessment and research-based pedagogy into teaching practices.

Students will be able to describe their learning progress and explain the 'where to next' in regard to their academic growth in literacy and numeracy.

Strategic Direction 2: Wellbeing

Purpose

Rouse Hill Public School will focus on the development of an educational environment that will enable all stakeholders to engage in learning whilst developing their own and others' positive wellbeing.

Improvement Measures

Positive practices to support and promote student wellbeing will be evident through the programs and initiatives implemented in the classroom and playground and through learning and support practices.

90% of results for positive climate for social-emotional outcomes in the Tell Them From Me survey will reflect above NSW Government norms.

People

Students

Students will be provided with the opportunity to connect, succeed and thrive through participation in wellbeing initiatives and the development of personalised wellbeing goals.

Wellbeing programs will aim to develop in student's the necessary skills to fulfil the school's PBL values of respectful, responsible and resilient.

Staff

Teachers will explicitly teach wellbeing strategies, collaboratively implement whole-school wellbeing initiatives and foster strong home-school partnerships in order to support students to reach their full potential.

Teachers will know, value and care for every student, maintain good record-keeping practices in Sentral and liaise with their supervisor and parents/carers to enhance student

Leaders

Leaders will support the delivery of relevant professional learning and actively engage the staff in the evaluation of whole-school wellbeing data to inform decision-making.

Parents/Carers

Parents/carers will be informed and consulted about wellbeing programs and initiatives and will have the opportunity to contribute through the P&C Committees.

Processes

Maintain a school-wide focus on Positive Behaviour for Learning (PBL) systems to underpin school wellbeing processes in order to contribute to a positive, engaging and consistent classroom and playground environment.

Investigate, implement, refine and monitor evidence-based approaches to enhance student wellbeing, including ongoing refinement and development of learning and support practices.

Evaluation Plan

Attendance and wellbeing entries and monitoring evident in Sentral.

Tell Them From Me surveys and parent, staff and student consultation.

Learning and support processes and records, including NCCD.

Ongoing analysis, reflection and reporting on milestones.

Practices and Products

Practices

Through active participation in wellbeing programs, students will develop resilience, teamwork, social competence and friendship strategies, thereby improving their social and emotional learning and engagement in their education.

Continue to enhance and refine responsive learning and support practices throughout the school, with staff providing learning accommodations and adjustments to cater for all learners.

Review and refresh existing PBL systems and reflect on how internal psychology principles can be incorporated.

Staff will engage in ongoing professional learning to enhance their implementation of the school's wellbeing practices.

Products

All teachers will teach Positive Behaviour for Learning (PBL) explicit lessons and consistently implement PBL strategies within their classrooms and the playground. All students will be able to articulate the school's PBL values.

Teaching staff will use Sentral to record attendance, monitor student wellbeing, record parent communication and produce student reports.

Students requiring additional support are identified and adjustments and accommodations are evident through class programs and learning and support team documentation.

Strategic Direction 3: Collaborative teaching and leadership

Purpose

To foster a school-wide culture of high expectations through a collaborative, consistent and committed approach to developing collective teacher efficacy.

Improvement Measures

Teachers will develop their capacity and expertise to cater for every child, reflected in teaching and learning programs, program and bookwork supervision, lesson observations, feedback, co-teaching team teaching, mentoring and professional discussions.

Teachers will develop professional goals in their Performance and Development Plans that align with the school's strategic plan and the Australian Professional Standards for Teachers.

People

Students

Will be provided with opportunities to achieve their potential through quality differentiated teaching and learning programs, clearly identified learning intentions and success criteria, feedback and learning goals.

Staff

Will actively participate in professional learning, design and deliver engaging differentiated teaching and learning programs, and collect and analyse data, thereby building collective teacher efficacy.

Will engage in collaborative practices and mentoring, including the development of professional goals guided by the school's strategic directions and the Teaching Standards.

Leaders

Will identify and implement quality, relevant professional learning for staff that is aligned with the school's strategic goals, teachers' professional goals and DoE blueprints and initiatives.

Will participate in executive coaching to build leadership skills and capabilities, and aspiring leaders will be provided with opportunities to develop their capacity.

Parents/Carers

Parents and carers, with support from the school, will have the opportunity to engage in their child's learning, assist in classrooms, attend school events and support school initiatives.

Processes

Build teacher capacity and expertise to cater for every child in a collegial, collaborative and supportive environment, demonstrating a commitment to helping every student, teacher and leader to improve every year.

Meet the needs of teachers at different career stages and support them in the development and achievement of professional goals and accreditation.

Evaluation Plan

Collaborative processes evident during whole-school and stage meetings and through the implementation of Performance and Development Plans, including formal and informal lesson observations and feedback.

Teachers actively fulfilling their accreditation requirements and reflecting on the Teaching Standards.

Program and bookwork supervision reflects professional learning, teacher collaboration and school expectations.

Ongoing analysis, reflection and reporting on milestones.

Practices and Products

Practices

Teachers will regularly collaborate with their colleagues and support staff, incorporate responsive data analysis in their planning and tracking of student growth, and welcome opportunities to learn from and inspire others.

School executive will provide opportunities for leadership growth and support aspiring leaders through committees, teams and mentoring.

Staff will develop, review and implement scope and sequence documents for KLAs and Mandarin.

Consistent programming and lesson delivery for Mandarin language learning will incorporate CLIL pedagogy, lesson observations and the use of CLIL checklists.

Products

All teachers will confidently fulfil accreditation requirements.

All teachers will engage in collaborative and explicit programming, set clear learning intentions and success criteria, and provide effective feedback for their students.

Program and book supervision undertaken by Executive will reflect developing teacher expertise, high expectations and consistent use of data.