

School plan 2018-2020

Rooty Hill Public School 4056



School background 2018–2020

School vision statement

At Rooty Hill Public School we are committed to student wellbeing and learning excellence, with a particular focus on literacy and numeracy through explicit, quality teaching and purposeful use of technology. Our students achieve success through differentiated learning using flexible learning spaces and specialist teachers. We are supported by an increasingly active and involved community.

School context

Rooty Hill Public School is an integral part of the local community, where we provide 'Quality Education in a Vibrant, Caring School'. As part of the 'Learning Neighbourhood' we work with our local schools: Eastern Creek PS; Minchinbury PS; and Rooty Hill HS to provide a seamless education from Kindergarten to Year 12. Parents, staff and students work together in partnership and we welcome parent and community involvement in our school in a variety of ways including through our School Council and our Parents and Citizens Association. We set high standards and expectations for all our students.

Students are the school's main focus. The school provides an inclusive, multicultural learning and working environment. Our community diversity is reflected in the fifty-three cultural backgrounds of our 653 students. For the 60% with a Language Background Other Than English (LBOTE) and for the 7% identifying as Aboriginal, we provide the support of specialist staff. These work collaboratively with class teachers to ensure optimum results for each student. Our support class for children with special needs serves students from across the local area.

Students are able to participate in debating, public speaking, performance groups or representative sport. All students have access to advanced technology. The school actively seeks to foster and develop student leadership and participation.

We have a highly experienced Principal and executive team who lead and support our team of 43 specialist early childhood and primary education teachers as well as School Administration and Support Staff.

School planning process

The school actively sought input from students, parents and staff to determine the 3 key strategic directions for this plan. This included being led through the process by an external facilitator and involved: surveying parents, teachers and students, consulting with our School Council, P&C and the school's Aboriginal Committee and regular meetings of executive and staff throughout the process.

As a result of this consultation a new vision statement was developed to guide the development of the plan.

Relevant internal and external assessment data was used to identify improvement measures.

Our analysis of data provided by students, parents and staff and knowledge about the School Excellence Framework 2 has been combined to provide the focus of our School Plan for the next three years.

After consideration of all available data and current research, our school has identified three overarching strategic directions that will drive the ongoing growth and development of the school.

For 2018–2020 our focus will be on students through:

- *Student–focussed, Committed and Collaborative Teaching
- *Successful, Engaged Learning
- *An Active and Involved Community

School strategic directions 2018–2020



STRATEGIC DIRECTION 1

Student-focused, Committed & Collaborative Teaching

Purpose:

To create a stimulating and engaging learning environment underpinned by high expectations and best practice in teaching. Delivery of a differentiated curriculum that is explicit, flexible and data informed will meet the diverse literacy and numeracy needs of our students. Staff will take a shared responsibility for creating a respectful and supportive learning culture.



STRATEGIC DIRECTION 2

Successful, Engaged Learning

Purpose:

To ensure a student-centred learning environment that nurtures, guides and challenges all students. Students will be self-motivated and responsible learners with a culture of educational aspiration.



STRATEGIC DIRECTION 3

An Active and Involved Community

Purpose:

To increase parent and community participation in the school for the benefit of all our students. To enhance relationships between the school and the community.

Strategic Direction 1: Student–focussed, Committed & Collaborative Teaching

Purpose

To create a stimulating and engaging learning environment underpinned by high expectations and best practice in teaching. Delivery of a differentiated curriculum that is explicit, flexible and data informed will meet the diverse literacy and numeracy needs of our students . Staff will take a shared responsibility for creating a respectful and supportive learning culture.

Improvement Measures

All students attain and /or exceed 12 months positive growth for 12 months learning in Literacy and Numeracy.

All students and teachers confidently use high level technology skills to deliver and enhance learning.

Stage 3 learning spaces have physically evolved to support and foster future–focussed practice.

People

Students

- Build the skills to share responsibility for their learning.
- Develop confidence in the use of a wide range of technologies.

Staff

- Build the skills to effectively provide a differentiated curriculum to all students.
- Develop confidence in the use of a wide range of digital technologies.

Leaders

- Promote and support staff to ensure their ongoing development and improvement.

Parents/Carers

- Develop the skills to be involved in planning to support learning.

Processes

- Employing strategies, including Early Action for Success, to provide data–informed, differentiated programs to students K–6.
- Develop and implement a whole–school, forward–thinking framework for technology use.
- Planning and delivery to support learning is shared by teachers, students and parents.
- Establishment of flexible spaces with relevant pedagogical change.

Evaluation Plan

- Supervision of teaching programs
- Student data –internal & external
- Classroom observations
- Student focus groups
- Tell Them From Me survey results
- Staff survey

Practices and Products

Practices

All teachers plan and deliver differentiated programs to meet the needs of students at different levels of achievement.

Teachers and students are confident and creative users of technology in the classroom.

Technology is used to communicate and collaborate within the school to transform the learning experience for students.

Students have a shared responsibility for their learning through having a clear idea of where they are and where they need to go

Physical learning spaces are used flexibly to meet a broad range of student learning interests and needs.

Teachers adjust their pedagogy to take advantage of more dynamic learning spaces.

Products

Teaching and Learning programs show evidence that they are adjusted to address individual student needs ensuring that all students are challenged and all adjustments lead to improved learning.

Purposeful and relevant technology that supports learning is available and expertly integrated into lessons by teachers.

Learning goals for students are informed by analysis of internal and external student progress and achievement data.

Classroom physicality and resources cater for different student learning styles.

Strategic Direction 2: Successful, Engaged Learning

Purpose

To ensure a student-centred learning environment that nurtures, guides and challenges all students. Students will be self-motivated and responsible learners with a culture of educational aspiration.

Improvement Measures

10% increase in the number of students in the upper bands with a corresponding decrease in the lower bands in literacy and numeracy in NAPLAN.

Growth from years K-3, 3-5 and 5-7 exceeds growth compared with our like schools group.

Improvement in results from Tell Them from Me survey & PBL data.

People

Students

- Develop a growth mindset.
- Build a mindset of delivering their best and continuous improvement.

Staff

- Develop a growth mindset.
- Build a mindset of expecting the best and continuous improvement from their students.
- Deliver best practice and focus on continuous improvement in their teaching.

Leaders

- Develop effective and supportive instructional leadership with their teams.
- Promote a culture of effective, evidence-based teaching and ongoing improvement.

Parents/Carers

- Demonstrate a commitment to supporting their children to deliver their best and continually improve.

Processes

- Draw on research to develop and implement a whole-school high quality teaching and learning strategy in literacy and numeracy.

- Develop a whole-school integrated approach to student wellbeing in which students can connect, succeed and thrive at each stage of their schooling.

Evaluation Plan

- NAPLAN data
- Teacher assessment of students
- Student progress measured against the literacy/numeracy progressions
- Supervision of teaching programs
- Classroom observations
- Tell Them From Me survey data
- PBL data

Practices and Products

Practices

The whole school community demonstrates aspirational expectations of learning progress and achievement in literacy and numeracy.

There is collective, school-wide responsibility for student learning and success.

There is collective, school-wide responsibility for student wellbeing and success.

Key point transitions are identified and resourced to sustain success in student wellbeing.

Products

Increase in the number of students in the upper bands in literacy and numeracy in NAPLAN.

Decrease in the number of students in the lower bands in literacy and numeracy in NAPLAN.

Implementation of effective school-based wellbeing policies.

Strategic Direction 3: An Active and Involved Community

Purpose

To increase parent and community participation in the school for the benefit of all our students. To enhance relationships between the school and the community.

Improvement Measures

Increase parent participation at school events from 2017 baseline.

Increase parent participation in learning activities from 2017 baseline.

People

Students

- Develop skills to participate in three-way interviews.
- Actively participate in events within the broader community.

Staff

- Develop skills to participate in three-way interviews.
- Actively initiate and participate in events within the broader community.
- Increase knowledge of the cultural backgrounds of students and the impact on their practice.

Leaders

- Develop the culturally inclusive practices of their teams.
- Promote a culture of inclusivity.

Parents/Carers

- Willingness to actively engage and share expertise with the school.

Community Partners

- Willingness to actively engage with the school.

Processes

- Broaden support and training for parents to be more actively involved in the academic, social and emotional growth of their children.
- Develop plans and strategies to engage all parents in confidently contributing towards decision making processes in the school.

Evaluation Plan

- Parent attendance data
- Parent survey & focus groups
- Feedback from three-way interview process
- Multicultural events

Practices and Products

Practices

Increased involvement of parents in classrooms.

Informed parents contribute to planning, monitoring and guiding student learning and success.

Greater acknowledgement and involvement of parents from different multicultural backgrounds.

Products

Constructive three-way interviews are conducted twice a year..

An active and well-supported P&C is evident.