

# School plan 2018-2020

Rosemeadow Public School 4537



# School background 2018–2020

## School vision statement

Rosemeadow Public School aims to inspire excellence in teaching and learning by providing engaging and individualised programs that foster positive and supportive relationships and resilience. Authentic engagement with community partners reflects community aspirations and priorities, establishing a shared vision.

## School context

Rosemeadow Public School is located 8 km south of Campbelltown. The school provides a safe and positive environment for students to learn and is characterised by diverse family dynamics and cultures which make up its school community. Rosemeadow Public School has an enrolment of 725 students, including 42.7% from a non-English speaking background and 12% Aboriginal students. The school caters for students with autism with three multi-categorical support classes.

Rosemeadow Public School commenced its participation in the Early Action for Success strategy in Term 2, 2014. The strategy aims to promote improved performance in the early years of school through high quality leadership that focuses on personalised learning and early intervention to ensure students at risk are identified and provided with additional support.

## School planning process

The planning process involved students, staff and community members to inform planning of the three strategic directions for a shared school vision. The community was engaged in consultation through a parent forum on the 2nd August, 2017. Parents and students were also given opportunities to provide feedback by completing surveys, and student focus groups were involved in discussions around their engagement in quality learning experiences. Analysis of feedback from all stakeholders established an evidence base of current practices, processes and results of learning in the school.

# School strategic directions 2018–2020



**STRATEGIC  
DIRECTION 1**  
Community Partnerships

**Purpose:**

To achieve excellence in effective transitions, partnerships, and consultative decision making with staff, students, parents and support services.



**STRATEGIC  
DIRECTION 2**  
Academic Excellence

**Purpose:**

To inspire excellence in teaching and learning through targeted professional development. Students receive personalised learning to enable them to achieve academic excellence.



**STRATEGIC  
DIRECTION 3**  
Student Engagement and  
Wellbeing

**Purpose:**

To foster positive and supportive relationships between students, teachers and community members through tailored high quality practice. Students are provided with quality learning opportunities to strengthen their cognitive, physical, social, emotional and spiritual development leading to responsible, positive and resilient future citizens.

# Strategic Direction 1: Community Partnerships

## Purpose

To achieve excellence in effective transitions, partnerships, and consultative decision making with staff, students, parents and support services.

## Improvement Measures

Increased number of students, parents and staff express satisfaction with transition processes.

Increased number of families connected to partner support services.

Increased number of students actively involved in school decision making.

## People

### Students

Build student skills and confidence to enable them to effectively contribute to decision making and transition at key stages in their school life..

### Staff

Staff have the skills, knowledge and value effective transition and community partnerships.

They appreciate the importance of student contribution to school decision making.

### Parents/Carers

Parents have an understanding and knowledge of transition processes, support services and appreciate students being part of the decision making process.

### Community Partners

Community Partners value and support the schools' approach to transitions and partnerships.

## Processes

Transitions are collaboratively planned ensuring they are personalised and effective.

Establish and strengthen a partnership approach across our community of schools to support the needs of students and their families.

Implement procedures that enable students to have an active role in decision making.

## Evaluation Plan

School community evaluation of transition practices.

Surveys and feedback from community.

Minutes from decision making committee.

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## Practices and Products

### Practices

Collaboration with Community Partners to provide personalised effective transitions.

Connecting families with appropriate support services.

Empowering students to take an active part in decision making for their learning and school planning.

### Products

Embedded effective personalised transition processes.

Partnerships established to connect students and their families with support services.

School planning is reflective of student contributions. .

# Strategic Direction 2: Academic Excellence

## Purpose

To inspire excellence in teaching and learning through targeted professional development. Students receive personalised learning to enable them to achieve academic excellence.

## Improvement Measures

Increase in students achieving and exceeding grade appropriate benchmarks in Literacy.

Increase in students achieving and exceeding grade appropriate benchmarks in Numeracy.

Staff supported to reach professional learning goals through differentiated professional learning.

## People

### Students

Students have high expectations to achieve and are supported through targeted, specialist support. Students are equipped with the skills needed to achieve academic excellence.

### Staff

Teachers and School Learning Support Officers apply research and evidence based pedagogy that will support excellence in practice. Staff value differentiation and expect improvement in academic results in Literacy and Numeracy.

### Parents/Carers

Parents develop an understanding of and value the schools personalised approach to teaching and learning and support their child in reaching academic excellence.

## Processes

Shoulder to shoulder K–6 support with Instructional Leaders and mentors that supports the design of high quality teaching and learning programs.

Whole school professional learning and implementation of programs that support the use of formative assessment and differentiated learning.

Identify students with additional learning needs and match them to relevant intervention or extension strategies.

## Evaluation Plan

- All teachers engaged in the Teacher Performance and Development Process.
- Instructional Rounds—to evaluate the use of formative assessment that ensures students are actively involved in their learning.
- Collation and analysis of school based and external assessment data to evaluate teaching and learning.
- Provision of Individual Learning Plans to meet the needs of students with additional learning needs.

## Practices and Products

### Practices

A collaborative and tiered approach to professional learning that is school based and responsive to student needs.

Students are active in decisions around their learning and have high expectations of their performance.

Teachers implement highly engaging, differentiated lessons in Literacy and Numeracy.

### Products

Improved student performance in school based and external assessments. There is a culture of high expectations for all students to achieve.

Continuous development of teachers to support the ongoing improvement of student outcomes through professional learning that is tiered and embeds current research based pedagogy into daily practice.

All students with additional learning needs have access to individual learning programs and specialist support that promotes academic excellence.

# Strategic Direction 3: Student Engagement and Wellbeing

## Purpose

**To foster positive and supportive relationships between students, teachers and community members through tailored high quality practice. Students are provided with quality learning opportunities to strengthen their cognitive, physical, social, emotional and spiritual development leading to responsible, positive and resilient future citizens.**

## Improvement Measures

An increase in student attendance

An increase in student engagement.

Students have reported improvement in their self worth and well-being

## People

### Students

Students are engaged and responsible for their learning. They are resilient and have a positive mindset.

### Staff

Staff adopt a coordinated approach to provide engaging innovative experiences. They have a shared understanding and value the importance of relationships and student well-being.

### Parents/Carers

Parents value and support the school's approach to engagement and well-being.

### Community Partners

Community Partners value and support the schools' approach to engagement and well-being.

## Processes

Implement teaching and learning experiences that are engaging and innovative.

Implement a whole school approach to student well-being in which students can connect and build resilience

## Evaluation Plan

- Student surveys
- Extraction of student data

## Practices and Products

### Practices

Teachers implementing highly engaging differentiated experiences using innovative practices

School experiences address the well-being of every student

### Products

All students are exposed to engaging and innovative experiences.

Students feel connected with the school community resulting in them being positive and resilient.