

# School plan 2018-2020

## Rozelle Public School 7435



# School background 2018–2020

## School vision statement

Rozelle Public School, as a partnership of students, staff, parents and the wider community, will provide an inclusive environment built on restorative practice and conducive to learning and high levels of achievement. All students have the opportunity to attain knowledge, skills, values and attitudes enabling them to be reflective life-long learners and happy and effective members of the global community.

## School context

Rozelle Public School, located in Sydney's inner west, dates from 1877 and sits in the heart of the Rozelle community. The school caters for students from preschool to Year 6. Although enrolments have risen rapidly in recent years, the school maintains a smaller school community atmosphere. A Restorative Practice framework provides a common language and practice to build respectful relationships and foster effective communication. Wellbeing programs promote students' resilience, empathy and sense of optimism. This strong social and emotional foundation combines with high quality teaching to create a powerful learning environment for engaged and effective learning. Teaching programs are based on syllabus requirements and a conceptual framework which provides opportunities for rich learning around a central idea or concept. The school is developing more flexible learning spaces to support a flexible pedagogy which enables students to become more agile, collaborative, self-directed and creative 21st century learners. In the past two years the school has opened a flexible open plan classroom for 90 students and an open plan library and resource centre. Collegial and professional teachers are committed to continually improving their teaching practice and use their expertise to create learning programs tailored to the needs of their students. A cohesive Learning Support program assists staff in differentiating and individualising learning programs for all students. Additional staff provide intervention in Literacy and Numeracy for students requiring additional support and an Extension program caters for those students identified as gifted and talented. Specialist programs in Visual Arts and Music and strong extra-curricula programs including Instrumental Music, Chess, Choir and Sport complement classroom learning programs. Many opportunities are provided for student leadership. A high quality Out of School Hours Care service operates on our school site. Productive partnerships with organisations from the wider community further enrich student learning experiences.

## School planning process

A range of strategies were used to strengthen the participation of parents, students and staff in consultative evaluation, planning and decision-making to make sure the 2018–2020 plan is based on the needs of all members of our school community.

Staff participated in workshops to evaluate all aspects of the 2015–2017 School Plan and a wide range of data to identify ongoing and new priorities. Using Community Engagement funds, an outside organisation undertook a consultation process to determine how the school was performing overall and what various stakeholders would like the school to focus on in its next three-year School Plan. The consultation consisted of six parent focus groups, four student focus groups and eleven teacher phone interviews. In addition, further data was gathered from the student, parent and teacher Tell Them From Me Surveys and school-based assessments and surveys. Evidence from all these sources was used to complete the School Excellence Framework self-assessment and draft the School Plan. The completed plan will be presented to the staff, P & C and School Council and will continue to be collaboratively reviewed and refined during its implementation.

# School strategic directions 2018–2020

## STRATEGIC DIRECTION 1

Creative and Dynamic Teaching

### Purpose:

To enhance the professional practice of all teachers through professional learning and supportive performance and development processes so that they become highly effective, skilled and innovative educators who create a learning environment in which students experience high levels of engagement and successful learning and demonstrate improvement.

## STRATEGIC DIRECTION 2

Engaged and Successful  
Learning

### Purpose:

To enable every student to be an agile, engaged, successful learner who uses literacy and numeracy skills, critical and creative thinking and digital technologies for effective learning in authentic contexts.

## STRATEGIC DIRECTION 3

Connected and Sustainable  
Community

### Purpose:

To enable every student to flourish as a confident and creative learner with a sense of optimism and resilience about the future, empathetic to and respectful of others, with a strong sense of connection to and responsibility for the local, national and global community and the natural environment.

# Strategic Direction 1: Creative and Dynamic Teaching

## Purpose

To enhance the professional practice of all teachers through professional learning and supportive performance and development processes so that they become highly effective, skilled and innovative educators who create a learning environment in which students experience high levels of engagement and successful learning and demonstrate improvement.

## Improvement Measures

By the end of the school planning cycle:

NAPLAN results show improvement in the number of Year 3 and Year 5 students achieving in the top two bands and in the number of Year 5 students who have achieved equal to or greater than expected growth.

All measures on Teacher Tell Them From Me survey are equal to or above the NSW norm and show high levels of satisfaction on school-specific questions.

Measures on Student Tell Them From Me Survey show improvement.

An increased number of teachers gaining accreditation at highly accomplished or lead level.

Results of the evaluation of flexible learning spaces indicates high levels of skill development among teachers and students and high levels of parent satisfaction.

## People

### Staff

Develop skills in peer coaching to collaboratively engage in performance and development processes to improve teaching and learning.

Actively engage in professional learning and implement strategies based on new learning and share their expertise and insights with colleagues..

Build skills in providing effective feedback to students and peers.

Act on self-reflection and feedback from colleagues to improve their own teaching practice.

### Leaders

Develop skills in leadership coaching to guide performance and development processes with staff and foster a culture of collaboration and innovation.

Elicit, analyse and act on teacher feedback to improve leadership performance.

Support the development of high performing teachers through teacher accreditation processes.

### Students

Establish personal learning goals and reflect on progress.

Reflect on the expectations and impact of flexible learning spaces by responding to focus group questions and surveys.

### Parents/Carers

## Processes

Create an Instructional Leader position to mentor and coach teaching staff on goals identified in Professional Development Plans and support staff with accreditation processes.

Establish a coaching culture across the school through training in peer coaching and implement consistent procedures for peer observation, feedback, goal-setting and coaching as well as leadership coaching by executives of their teams.

Provide a program of high quality professional learning for all staff responsive to whole-school priorities and individual professional goals. This will include professional learning in peer coaching, effective feedback, writing and grammar, critical and creative thinking, the Literacy and Numeracy progressions, STEM and future-focused learning.

Provide structured opportunities for staff to demonstrate and share their expertise and insights gained through professional learning opportunities.

Implement a whole-school approach to the teaching of writing based on the English syllabus and the Literacy Progressions, and incorporating the effective teaching of spelling, grammar and punctuation in context.

Provide all teaching staff with training in the Literacy and Numeracy progressions to assist them to better identify and address the individual literacy and numeracy learning needs of their students.

Use Plan2 software to describe and track student progress in Literacy and Numeracy

## Practices and Products

### Practices

The school has embedded and explicit systems that facilitate professional dialogue and collaboration and include classroom observations, feedback, goal-setting, coaching and mentoring to ensure the ongoing development and improvement of teachers.

Teachers know and understand the needs and talents of their students. They have expert contemporary content knowledge, are flexible and select from a range of effective, explicit teaching strategies to provide continuous improvement for all students.

All teachers are committed to implementing the most effective, explicit teaching methods resulting in continuous improvement in literacy and numeracy for all students. Student assessment data is regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future directions.

### Products

Improved NAPLAN results.

Improved results on the Student and Teacher Tell Them From Me Surveys.

Teachers accredited at highly accomplished and lead level.

Teachers express high levels of satisfaction with the value of professional learning, peer coaching, instructional coaching and mentoring.

An increased number of teachers trialling

# Strategic Direction 1: Creative and Dynamic Teaching

## People

Support the work of teachers through effective communication, attendance at meetings, student-led conferences and special events.

Respond to focus group questions and surveys related to the expectations and impact of flexible learning spaces.

## Processes

to demonstrate improvement.

Continue to develop teachers' understandings of flexible, future-focused pedagogy and provide human and material resources to support its implementation.

## Evaluation Plan

Analyse data from student, parent and teacher Tell Them From Me surveys.

Analyse NAPLAN and PLAN 2 data to measure improvement in Literacy and Numeracy.

Collect and analyse qualitative data through teacher focus groups and surveys related to the implementation of innovative approaches, coaching and mentoring.

Classroom observations.

## Practices and Products

innovative, future-focused approaches to teaching and learning.

# Strategic Direction 2: Engaged and Successful Learning

## Purpose

To enable every student to be an agile, engaged, successful learner who uses literacy and numeracy skills, critical and creative thinking and digital technologies for effective learning in authentic contexts.

## Improvement Measures

By the end of the school planning cycle:

NAPLAN results show improvement in the number of Year 3 and Year 5 students achieving in the top two bands and in the number of Year 5 students who have achieved equal to or greater than expected growth.

Every student's progress in Literacy and Numeracy PLAN 2 data shows improvement.

Critical and creative thinking skills evaluation tools demonstrate improvement in students' use of dispositions for learning.

All students demonstrate improvement in ICT capabilities according to school-based criteria.

Student engagement measures on the student Tell Them From Me survey are equal to or above the NSW average.

Measure of "School Supports Learning" on parent Tell Them From Me survey equal to or above NSW average.

## People

### Students

Establish personal learning goals and reflect on progress.

Develop improved literacy and numeracy skills in line with the Literacy and Numeracy Progressions and syllabus expectations and use these skills across Key Learning Areas.

Develop critical and creative thinking skills and digital technology skills and apply these in authentic contexts.

Gain knowledge and skills in Science, Technology, Engineering and Maths.

### Staff

Build skills in the effective teaching of literacy and numeracy leading to student improvement.

Build skills in explicitly teaching critical and creative thinking skills and facilitating their use across all areas of learning.

Build skills in teaching and facilitating students' use of digital technology skills across all areas of learning.

Build skills in collecting, analysing and using data to inform their teaching to drive student improvement.

### Leaders

Work collaboratively as a leadership team to drive school improvement.

Lead staff teams effectively to plan, implement and evaluate processes to

## Processes

Implement a K – 6 scope and sequence for writing, spelling and grammar aligned to the English syllabus, Learning Progressions and the conceptual units of work.

Develop explicit assessment criteria to provide consistency for teachers and students, inform planning, improve teachers' analysis of data and track student progress.

Use the Literacy and Numeracy progressions and Plan2 software to describe and track each student's individual progress and learning needs.

Implement a whole school plan for developing ICT capabilities which sets out expectations for skills, programs and apps students will be using at each Stage.

Implement whole-school programs in coding, robotics, filming and 3D printing linked to STEM learning tasks and the DoE STEM SHARE initiative.

Embed critical and creative thinking skills into teaching and learning programs. Develop school-based criteria for measuring students' success in using the thinking dispositions for learning.

## Evaluation Plan

Analyse data obtained from the evaluation of the open plan learning space and student and parent Tell Them From Me surveys.

Analyse NAPLAN and PLAN 2 data to measure improvement in Literacy and Numeracy.

## Practices and Products

### Practices

There is school-wide, collective responsibility for student learning and success. All students are motivated to do their best and continually improve in an environment of high expectations, inclusion, challenge and support. Every student is known and cared for and planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/caregivers.

Students are actively engaged in challenging and authentic learning experiences using high level information and digital technology capabilities and thinking skills. School learning environments inspire students to be leaders of their own learning and foster curiosity, collaboration and creativity.

### Products

Improved NAPLAN results.

Improved levels of student engagement in Tell Them From Me survey and other qualitative measures.

Parents indicate high level of satisfaction with school support for learning on Tell Them From Me Survey.

Improved student ICT capabilities and critical and creative thinking skills.

## Strategic Direction 2: Engaged and Successful Learning

### People

achieve our purpose and build the leadership capacity of other staff.

Systematically and regularly monitor a range of indicators to gauge impact and inform changes to implementation to support ongoing success.

### Parents/Carers

Access information provided by the school in a variety of face-to-face and digital forums to develop their understanding of literacy, numeracy and digital technology expectations and develop specific skills to support their child's learning.

### Processes

Use Critical and Creative Thinking evaluation tools annually.

Collect and analyse data on students' digital technology skills using school-based criteria.

Conduct student, staff and parent focus groups to collect and analyse qualitative data.



# Strategic Direction 3: Connected and Sustainable Community

## Purpose

To enable every student to flourish as a confident and creative learner with a sense of optimism and resilience about the future, empathetic to and respectful of others, with a strong sense of connection to and responsibility for the local, national and global community and the natural environment.

## Improvement Measures

By the end of the planning cycle:

Wellbeing Self-assessment tool indicates high levels of achievement in the domains of Connect, Succeed, Thrive.

Student and parent Tell Them From Me survey results related to Student Wellbeing are equal to or above NSW average.

Parent responses to surveys and focus groups indicate high level of satisfaction with school communication practices.

Playground data indicates a reduction in the number and frequency of conflicts occurring.

School payments for electricity, water, gas and landfill waste and recycling removal show a reduction.

## People

### Students

Build skills to develop strong social relationships, communicate with others and resolve conflict effectively.

Develop personal strategies to increase self-confidence, resilience and optimism and enhanced wellbeing.

Develop empathy and connection and value diversity by communicating with children in other parts of the world and contributing to their wellbeing..

Develop understanding about how to increase environmental sustainability and take individual and collective action to reduce the school's environmental footprint.

### Staff

Further develop understanding of and skills in Restorative Practice and other programs to promote student optimism, resilience and empathy.

Build relationships with educators and students in another part of the world. Build expertise in teaching global awareness.

Develop expertise in sustainability education and facilitate action to reduce the school's environmental footprint.

### Leaders

Lead the implementation of positive, non-punitive wellbeing and behaviour management programs by modelling best practice to staff and parents.

## Processes

Implement Bounce Back consistently across all classes. Implement Restorative Practice consistently in every classroom and playground interaction. Provide training for students, parents and staff not previously trained. Continue the implementation of the Positivity Pod program across the school. Strengthen cooperation with parents in implementing these approaches and programs.

Implement a national or international education project with a disadvantaged community to provide material and human resources and an ongoing relationship between our students and students there. All students participate in learning opportunities linked to the project.

Participate in the UNICEF Maker4Maker project where students design a STEM challenge and provide the resources to undertake the challenge simultaneously with displaced children in other parts of the world.

Student Green Team members lead sustainability initiatives across the school to reduce the school's environmental footprint.

Every class undertake a student-led investigation related to environmental sustainability at a local, national or global level.

Implement improved communication strategies with parents to enhance their understanding of the school's priorities, policies and practices and better share information about their child's learning.

## Evaluation Plan

Department of Education Wellbeing

## Practices and Products

### Practices

The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

Positive and respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school. Students demonstrate a sense of belonging and connectedness that respects diversity and identity.

Students are empowered to make decisions and take actions that contribute to creating a sustainable society and ecosystem. All members of the school community work together to reduce water, electricity and paper usage and the amount of waste and recycling the school produces.

All members of the school community are involved in an ongoing project to support the education of students in a disadvantaged community. Students are able to see things from different perspectives and make informed decisions, acquiring transferable skills that will be useful to them and will remain with them for life.

### Products

Wellbeing Self-assessment tool indicates high levels of school wellbeing.

Improved results on Student and Parent Tell Them From Me Surveys.



# Strategic Direction 3: Connected and Sustainable Community

## People

Build the capacity of staff to effectively lead small project teams to achieve goals.

### Parents/Carers

Develop their understanding of Restorative Practice, the Bounce Back Program and the Positivity Pod initiative and actively support them at home.

Take action at home which supports the school's global awareness project and sustainability initiatives.

Use new communication strategies to gain a better understanding of school priorities and practices and of their child's learning.

## Processes

assessment tool

Tell Them From Me student, parent and staff surveys

Playground observations and collection of data from teachers on duty, roving APs and students and teachers on return to class after breaks.

Analysis of bills for electricity, water, gas and waste removal.

School based assessment criteria for global awareness and environmental responsibility.

## Practices and Products

Reduction in number of playground conflicts.

Reduction in school environmental footprint evident in electricity, water, gas and waste removal usage. Evidence of sustainability education in teaching programs.

Ongoing project to build a school and provide resources established and in operation.