School plan 2015 – 2017

Rockdale Public School  2973 – 2016 Edition
### School background 2015 - 2017

#### School vision statement

Our vision, at Rockdale Public School is to:

empower students to value their learning, acquire knowledge, demonstrate skills and communicate their understanding to foster lifelong learners and critical thinkers so they will positively participate in and contribute to the global world, practising the core values of the school: respect, participate and succeed.

#### School context

Rockdale Public School serves a vibrant, caring community that values our culturally diverse society. The school endeavours to provide high quality education for all students to develop caring individuals capable of exercising responsibility in the wider context of a multicultural society. The school's ethos values and promotes a sense of belonging, self-worth and respect for others through high expectations and love of learning. The school's purpose is encapsulated in our motto, "Think About the Future Today or Live in the Past Tomorrow".

With an enrolment of 411 students in 2015, the school structure will include 16 classes. In 2015, the executive structure will be made up of 4 permanent Assistant Principals and 1 Principal.

The background of students reflects a cultural and social diversity with a measured Family Occupation and Education Index of 69. The school has 88% of students from Language backgrounds other than English. In total, 37 different nationalities are represented at Rockdale Public School. It is expected that this will continue to be a feature of the school’s demographics in the years to come.

Extra-curricular offerings include choir programs, interschool sport, chess, dance, drama and art programs, gifted and talented enrichment, strong debating and public speaking programs, school camps and numerous other cultural and academic enrichment opportunities.

This plan is the result of consultation between the students, staff and the community.

#### School planning process

In 2014, a comprehensive process was undertaken to review current practices and collect evidence to ascertain the specific needs of our school.

All members of staff were provided with Teacher and Professional Learning (TPL) to support their understanding of and reinforce their active role in the new planning process. The initiatives that influenced the Strategic Planning model were examined, including the Melbourne Declaration on Educational Goals for Young Australians (2008), Local Schools Local Decisions Reform Agenda (2014) and Great Teaching Inspired Learning (2013). The teaching staff was instructed on the new planning method and the role of the planning elements (purpose, people, processes, products and practices) to support their involvement in the implementation of the Strategic Directions.

Data was collected in surveys given to parents, teachers and students regarding our Quality Teaching Practices, our vision for the school and the qualities envisioned for our students. A parent forum was held to examine the school’s vision statement and the personal and educational ambitions the community has for our students. The same examination was arranged for the staff of the school. The examination of the ‘School Improvement Tool’ focussed attention on our strengths, opportunities and areas in need of improvement, which included building a culture that promotes learning, systematic curriculum delivery and school/community partnerships. The results of these consultative practices inspired the new school vision statement and were collated to guide our strategic direction.

Each strategic direction was analysed and communicated within the purpose (why), people and processes (how) and products and practices (what) and the clear and detailed milestones which will be realised through the implementation of this plan.
Purpose:
To develop our students’ capability of resilience and wellbeing optimised by the provision of a safe, supportive and respectful learning environment that builds critical thinkers through high-quality teaching practice.

Purpose:
To ensure all staff apply their skills-based learning to their practice in accordance with DEC expectations and with links to aspiration in their roles and sustainability of the school’s teaching and learning programs.

Purpose:
To cultivate a school culture where the parents and local community members have an understanding of the value of learning and are actively involved in all initiatives to strengthen the academic achievement of the students.
### Strategic Direction 1: Maximising Student Learning and Engagement

#### Purpose

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

**Purpose:** To develop our students’ capability of resilience and wellbeing optimised by the provision of a safe, supportive and respectful learning environment that builds critical thinkers through high-quality teaching practice.

#### Improvement Measures

- 80% of teachers demonstrate clear evidence of effective backward mapping and inquiry-based learning to meet the needs of individual students, as measured by professional collaboration (QTR), observation and program evaluation, from a baseline to be established in 2015.
- 65% of students demonstrate expected growth in school based assessments in all Key Learning Areas, as measured by NAPLAN, ACER and PLAN data, from a baseline established in 2015.
- Improvement in level of student engagement, as measured through “Tell Them From Me” survey, from a baseline established in 2015.

#### People

**How do we develop the learning skills, knowledge and capabilities of our people to bring about transformation?**

**Students:**
- Participate in critical thinking and inquiry skills to build their levels of resilience and independence
- Engage students in the development of assessment and evaluation rubrics and understand how to analyse feedback and set goals for their own learning.

**Staff:**
- Create meaningful and integrated inquiry-based units from the general capabilities and curriculum content using the backward-mapping process
- Provide learning experiences and engage in professional learning that incorporates inquiry-based skills and supports quality teaching and assessment practices
- Staff need to know what effective feedback looks like, how to deliver it successfully and its place within the teaching and learning cycle.

**Parents/Carers:**
- To be involved in information meetings and read provided material on the Australian Curriculum and the learning expectations of their children.
- To be involved in the Social and Welfare programs provided or suggested by the school.

**Leaders:**
- Ensure K-6 Scope and Sequence are reflective of Australian Curriculum
- Support teaching staff in the implementation of inquiry-based skills and backward mapping when preparing units for each stage
- Develop a deep understanding of the Effects-scale components that most influence growth data

#### Processes

**How do we do it and how will we know?**

**Inquiry Based Learning Implementation**
- Implement the strategies of inquiry-based learning within all KLAs that includes self and collaborative critical reflection

**Aust. Curriculum Implementation**
- Ensure the General Capabilities drive all learning programs
- Develop a K-6 Scope and Sequence for all KLAs by breaking down the current syllabus’ skills and content that matches each grade level.

**Differentiated Learning and Feedback**
- Utilise checklists, rubrics and differentiated assessments to track and monitor student progress across the K-10 continuum.
- Implementation of Visible Learning during 2016-2017 to promote consistent use of learning intentions and success criteria within all teaching and learning structures.

**Evaluation Plan**

Through the method of modelling and utilising inquiry-based skills throughout all areas of the ‘students’ learning, the confidence and resilience of each student in complex situations and the value-added growth in their assessment and evaluation results will be able to be observed and monitored through an evidence-based approach.

#### Products and Practices

**What is achieved and how do we measure?**

- 80% of teachers demonstrate clear evidence of effective backward mapping and inquiry-based learning to meet the needs of individual students, as measured by professional collaboration (QTR), observation and program evaluation, from a baseline to be established in 2015.
- 65% of students demonstrate expected growth in school based assessments in all Key Learning Areas, as measured by NAPLAN, ACER and PLAN data, from a baseline established in 2015.
- Improvement in level of student engagement, as measured through “Tell Them From Me” survey, from a baseline established in 2015.

**Product:**
- Students are resilient, independent and resourceful learners as a result of their opportunities in inquiry-based learning.

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

**Practice:**
- All staff will engage in collaborative practice that utilises consistent teacher judgement for reporting, evaluation and feedback.
- Students regularly utilise inquiry-based skills to examine areas of their learning and the world around them, thinking critically and reflectively.
- Students are continuously engaged in opportunities in their learning that promote responsibility and resilience.
- Students use feedback from teachers and peers and reflect on assessment and reporting data to plan learning and identify their changing needs.
- Curriculum support structures are comprehensive and deeply embedded to build and further develop the capacity of staff.
- Students will be able to confidently transfer the skills of inquiry across all KLAs.
Strategic Direction 2: Building and Developing Staff and Leader Learning Capacity

### Purpose

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

To ensure all staff apply their skills-based learning to their practice in accordance with DEC expectations and with links to aspiration in their roles and sustainability of the school’s teaching and learning programs.

### Improvement Measures

- 60% of teachers actively engaged in school-based mentoring and leadership pathway programs, as measured by TTFM survey data, from a baseline established in 2015.

- All staff are engaged in regular reflection and the use of formal and informal feedback to develop deeper insights into the effectiveness of their own teaching practice, as a component of the Performance and Development Framework implementation.

### People

How do we develop the skills, knowledge and capabilities of our people to bring about transformation?

**Students:**
- Engage students in learning activities that model best-teaching practice and inquiry-based learning methods

**Staff:**
- Engage in professional development linked to the National Teaching Standards and Australian Curriculum content through Quality Teaching Rounds (QTR); Teacher Observation studies, document analysis and conferencing
- Participate in the role of mentor or mentee for a range of school programs and professional development
- All staff access quality TPL opportunities and experiences to achieve their aspirational teaching and learning goals

**Parents/Carers:**
- Parents to review and evaluate the sustainability and systematic delivery of our programs
- Engage parents with an expertise in subject areas to share their knowledge

**Community Partners:**
- Support the implementation of QTR and inquiry-based learning methodology.
- Ensure expertise advice for TPL for the implementation of the National Curriculum

**Leaders:**
- Develop deep understanding of QTR procedures and standards
- Design and implement the Leadership Mentoring Program
- Evaluate/support aspirational goals in Teacher Performance and Development
- Deep understanding of the analysis of both standardised and internal data.

### Processes

How do we do it and how will we know?

**Quality Teaching Rounds**
- Continued modelling and sharing of Instructional Rounds based on the Quality Teaching Framework across all KLAS within the Australian Curriculum
- Teacher observations used to validate best practice implementation of the Australian curriculum to:
  - reinforce best-teaching practice,
  - encourage inspirational learning activities,
  - support the teaching staff’s learning of inquiry-based methods

**Mentoring Programs**
- Implementation of the Mentor Program to enhance the professional capabilities of the staff, with clear links to the professional teaching standards, and based on the Strong Start, Great Teaching initiative.
- Middle Leadership program with Simon Breakspear – High Impact Leadership.

**Effective Goal Setting**
- Staff to engage in professional learning opportunities that target effective personal and professional goal setting and the collection of authentic evidence in support of their goals.

**Evaluation Plan**
By supporting the teaching staff in the application of skills-based learning, they will be more observably confident in their use of quality teaching practice.

There will also be observable growth in their capacity to reflect on and evaluate their aspirational goals and progress towards meeting the Professional Standards for teachers. This will lead to achievement of the higher levels of the professional standards.

### Products and Practices

What is achieved and how do we measure?

- 60% of teachers actively engaged in school-based mentoring and leadership pathway programs, as measured by TTFM survey data, from a baseline established in 2015.
- All staff are engaged in regular reflection and the use of formal and informal feedback to develop deeper insights into the effectiveness of their own teaching practice, as a component of the Performance and Development Framework implementation.

**Product:**
- Teaching staff will have developed the capacity for implementing best-teacher practice.
- All teaching staff will develop deeper understanding of the new Australian Curriculum syllabus content and be equipped with an understanding of how to implement it within their classrooms using effective teaching practice.
- Teaching staff will be confidently able to implement learning activities and units that model quality inquiry-based processes
- Teaching staff have enhanced their professional capabilities through mentoring and leadership roles.
- Develop a school-based Quality Teaching Round guideline and set of protocols.

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

**Practice:**
- Staff undertake and regularly review aspirational goal setting in support of their attainment of higher levels of the Australian Professional Standards for Teachers.
### Strategic Direction 3: Connectedness With the Community

#### Purpose

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

**Purpose:**

*To cultivate a school culture where the parents and local community members have an understanding of the value of learning and are actively involved in all initiatives to strengthen the academic achievement of the students.*

#### Improvement Measures

- Increased level of community satisfaction regarding improved communication, engagement and collaboration between home and school, as measured by School Assessment Tool Reflection Matrix and Tell Them From Me survey data, from a baseline established in 2015.
- 60% of staff engaging in shared professional development and capacity-building opportunities with other local schools, as measured by Professional learning participation data and TTFM data, from a baseline to be established in 2015.
- The school establishes active partnerships and works collaboratively with the local schools to ensure continuity of learning for students and staff and create opportunities to share resourcing.

#### People

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

**Students:**

- To strengthen the communication between school and home through an open dialogue regarding their engagement and learning.
- Students describe their progress in terms of the goals they have previously set.

**Staff:**

- Create constant and detailed communication between the school, students, parents and local community.
- Organise and implement school forums to educate families on the curriculum and strategies to support their child in academic and welfare issues.
- Engage in school projects to work in partnership with the parent group.

**Parents/Careers:**

- Participate in parent workshops to equip them with knowledge to improve Student Welfare and learning practice.
- Participate in the Parent Group that will be responsible for school projects.
- Engage in targeted school projects to promote their connectedness with the school and community.

**Community Partners:**

- To engage in and provide sponsorship for school projects, promoting school events to provide a link to the wider community.
- Engage with local schools to share resources, expertise and knowledge to support our similar student cohorts and priorities.

**Leaders:**

- Lead professional learning opportunities to foster community partnerships
- Gather/monitor data from Strengthening Family and Community Engagement program for Future Pathways program

#### Processes

**How do we do it and how will we know?**

**Community Connection to School**

- Follow the steps as outlined in the DEC's 'Strengthening Family and Community Engagement in Student Learning Resource':
  - Analyse current practice
  - Determine priorities for action
  - Implement the planned actions
  - Evaluate the progress

**Implementation of Positive Behaviour for Learning initiative during 2016 – 2017, as a school community approach to redefining the school values and culture, based on a positive psychology model.**

- Inform, model and strengthen staff’s understanding of the important role community partnerships have on every student’s education

**Local Schools Network**

- Connect and develop a network with local schools through shared learning opportunities for students and shared professional learning opportunities for staff members, based on common priorities across the schools and identified local need.

**Local School, Local Decisions**

- Establish a forum to investigate the logistics of shared resourcing and shared staffing arrangements (Local Schools Local Decisions) with other local schools prior to the full implementation of the DEC reform agenda.

**Evaluation Plan**

By promoting and providing quality opportunities for parents and community members to engage with the educational experiences of the students, this will strengthen the relationship between home and school. This collaboration will create a safe school community and foster the educational aspirations of each student.

#### Products and Practices

**What is achieved and how do we measure?**

- Increased level of community satisfaction regarding improved communication, engagement and collaboration between home and school, as measured by School Assessment Tool Reflection Matrix and Tell Them From Me survey data, from a baseline established in 2015.
- 60% of staff engaging in shared professional development and capacity-building opportunities with other local schools, as measured by Professional learning participation data and TTFM data, from a baseline to be established in 2015.
- The school establishes active partnerships and works collaboratively with the local schools to ensure continuity of learning for students and staff and create opportunities to share resourcing.

**Product:**

- Increased level of engagement between home and family via strategic communication strategies, as measured by TTFM data and annual evaluation data, from a baseline established in 2015.

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

**Practice:**

- Creation of a safe, supportive and respectful learning environment based on our school values, to foster effective student learning.
- Strong collaboration and communication between school, families and community groups will result in an increased level of academic achievement, expanding enrolments and positive attitudes towards school.
- The school establishes active partnerships and works collaboratively with the local schools to ensure continuity of learning for students and staff and create opportunities to share resourcing.