School plan 2018-2020

Rockdale Public School 2973

Rockdale Public School 2973 (2018-2020)

School vision statement

Our vision, at Rockdale Public School is to: empower students to value their learning, acquire knowledge, demonstrate skills and independently communicate their understanding to foster lifelong learners. As critical thinkers students will positively participate in and contribute to the global world, practising the core values of the school: respect, participate and succeed. Through innovative quality teaching our students are empowered to model themselves as safe, respectful learners.

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 vision values and promotes a sense of belonging, self–worth and respect for others through high expectations and love of learning. With an enrolment of 434 students in 2018, the school structure includes 17 classes.

In 2018, 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 71. The school has 89% of students from Language backgrounds other than English. In total, 48 different nationalities are represented at Rockdale Public School. It is expected that this will continue to be a distinct feature of the school's demographics in the years to come. Extra–curricular offerings include choir programs, interschool sport, dance and drama programs, coding and robotics, 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 2017, a comprehensive process was undertaken to review current practices and collect evidence to ascertain the specific needs of our school. Over the final six months of the year, numerous forums were conducted to ascertain the feedback of our students, teachers and parents on a number of issues. At each step of the consultative process, individuals were collaborative and effective members and all steps were communicated between the individuals to inform the plan's design.

Through a number of staff development days, teachers were actively involved in the planning process of the 2018–2020 School Plan. During this time, they were able to make connections between the current practice and future goal, by examining in detail school and external data (including the forum feedback information) and making comparisons to the Self Evaluation Framework V2 (SEFV2) statements to decide on future goals for the school. This action served to define the Strategic Directions and their purposes for the 2018–2020 School plan. After careful analysis of the SEFV2, school and external data results and examination of ongoing projects the areas of:

- – **Positive Behaviour for Learning (PBL)** and **Wellbeing** to support our students to connect, succeed, thrive and learn and
- – **Visible Learning** to promote excellence in teaching and learning were identified as focused areas for improvement.

These projects will define and build the strategic and planned approach of our school to excel in the areas of learning, teaching and leading through a shared vision.

Once written, the plan was bought to the school community to define and stipulate the elements (people, processes, products and practices). This deliberately consultative process has enabled our school community to work together to create a meaningful, significant and practical school plan that will create growth and significant positive impact in our students' learning journey in the coming years.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1
Inspiring, active, informed and creative learners

STRATEGIC DIRECTION 2
Inspiring explicit and sustained quality teaching practice

STRATEGIC DIRECTION 3
Inspiring quality instructional leadership

Purpose:

To ensure a student centred learning environment that inspires creative and critical thinkers as well as independent and empowered learners who are emotionally, socially and academically successful members of a thriving community.

Purpose:

To create an engaging learning environment underpinned by high expectations and quality teaching practices that deliver a differentiated curriculum that is reflective, relevant and dynamic, meeting the diverse needs of our students.

Purpose:

To embed an explicit system for communities of practice that build effective collaboration to sustain shared quality teaching practice in order to significantly impact student learning.

Strategic Direction 1: Inspiring, active, informed and creative learners

Purpose

To ensure a student centred learning environment that inspires creative and critical thinkers as well as independent and empowered learners who are emotionally, socially and academically successful members of a thriving community.

Improvement Measures

- Increase in the percentage of students who can independently verbalise and set personal goals in their learning.

- Positive, respectful relationships are increasingly, consistently, explicitly and supportively applied.

- Increased proportion of students in the top two bands in NAPLAN Literacy.

- Increased proportion of students in the top two bands in NAPLAN Numeracy.

People

Students

- Will be active members in creating, pursuing and completing their individual learning goals

- Will engage responsibly with the wellbeing procedures of the school

Staff

- Will value and provide timely and effective feedback to students about their learning based on accurate records, documentation and assessment data

- Will embrace and implement positive learning and wellbeing practices

Leaders

- Instructional leaders will role–model and build the capacity of the staff through collaborative teaching opportunities and assessment methods

- Will create and maintain a common vision and consistent implementation for the school–wide wellbeing procedures

Parents/Carers

- Will be active participants in the setting of their child's individual learning goals

- Will actively support the new language of learning and respectful relationships

Processes

Visible Learning Project

- Drawing on research to develop and implement high quality learning, with a focus on writing

Positive Behaviour for Learning (PBL)

- Implementing evidence–based change to whole school practices

Evaluation Plan

Continuous monitoring of the milestones for this strategic direction. Executive mentor and project leader evaluations. Yearly outcome monitoring including evidence sets.

Monitoring achievement of improvements by systematically collecting, analysing and discussing evidence of progress throughout the year.

- TTFM survey

- School–based surveys

- PBL surveys

- NAPLAN data

- Individual learning goals

- Work samples

- Growth data (progressions)

- Sentral Wellbeing data

Practices and Products

Practices

- Students actively discuss their learning focussing on goal setting and feedback making continuous improvement and demonstrating success

- Positive and respectful relationships are used consistently through a school–wide collective responsibility for student learning and success

Products

- Students will be self–regulated learners and work samples and individual learning goals demonstrate success

- students, teachers and parents are engaged in reciprocal relationships to achieve a common understanding with measureable improvement in student behaviour

- Consistent use of school–wide expectation and PBL language is evident across the school

Strategic Direction 2: Inspiring explicit and sustained quality teaching practice

Purpose

To create an engaging learning environment underpinned by high expectations and quality teaching practices that deliver a differentiated curriculum that is reflective, relevant and dynamic, meeting the diverse needs of our students.

Improvement Measures

- Increased number of teachers employing quality teaching evidence–based strategies
- Increased number of teachers successfully modelling and sharing a flexible repertoire of Visible Learning strategies
- Increased proportion of students sharing value–added growth on external and internal measures

People

Students

- Will be engaged in their learning
- Will be responsible for their learning
- Will give feedback to teachers to help inform teaching

Staff

- Will incorporate and value a contemporary knowledge of innovative and collaborative teaching and learning practice into the classroom
- Will maintain accurate records, documentation and assessment data to evaluate and adjust teaching strategies

Leaders

- Will create and maintain a common vision and focus for improving teaching practice
- Will establish and embed processes that build the capacity of the community to engage in evidence–based practices

Parents/Carers

- Will have a deeper understanding of individual learning goals and effective feedback to drive student programs
- Will understand the effectiveness of team teaching methods in relation to student achievement

Processes

Visible Learning Project

- Implementing effective classroom practice through Visible Learning based teaching strategies

Evidence–based teaching

- Implementing explicit evidence–based teaching methods that optimises the learning progress for all students across the full range of abilities

Evaluation Plan

Future focused learning strategies effectively embedded across an increased number of classrooms.

Monitoring achievement of improvements by systematically collecting, analysing and discussing evidence of progress throughout the year.

- QTR observations
- Internal surveys
- TTFM survey
- PDP goals to influence programs
- reflections
- general observations
- PLAN data
- NAPLAN data
- Learning Progressions
- South Australian Benchmarking

Practices and Products

Practices

- Teachers model and share a flexible repertoire of future focussed strategies linked to student engagement, feedback and student responsibility for learning
- Every teacher uses data to inform and differentiate their teaching and student learning
- Shared expertise is used across the school through team teaching and collaborative planning practices

Products

- Models of successfully implemented open classroom practice which promote accessibility for teaching staff to proactively seek to improve performance
- Programs and lessons reflecting differentiated and effective use of data

Strategic Direction 3: Inspiring quality instructional leadership

Purpose

To embed an explicit system for communities of practice that build effective collaboration to sustain shared quality teaching practice in order to significantly impact student learning.

Improvement Measures

- Increased opportunities for purposeful and sustained inter–school relationships across our Community of Practice focused on continuous improvement of teaching and learning
- Improved student results at transition points (Year 5–Year 7)
- Increased number of teachers working towards or having achieved Highly Accomplished or Lead Teacher through the Australian Teaching Standards
- Increased opportunities for distributed instructional leadership to sustain a high performance culture and increasing teacher expertise

People

Leaders

- Leaders and aspiring leaders will share and value a common understanding of effective Instructional Leadership and support a culture of high expectations

Staff

- Will be actively engaged in a professional learning community which is focused on continuous improvement of teaching and learning
- Will share expertise through the distributed instructional leadership model

Community Partners

- The Communities of Practice will have a shared purpose to drive improvement through collective teacher efficacy

Students

- Will achieve growth in their learning outcomes and become increasingly more engaged through improved Quality Teaching

Processes

Communities of Practice Project:

- Teaching staff demonstrates and shares their expertise within their school and across BCoS, leading to ongoing student improvement (Bayside Community of Schools, Visible Learning)

Distributed Leadership Project:

- Aspiring leaders build their capacity within the Australian Teaching Standards, motivating quality teaching practice and ongoing student improvement
- Instructional leaders within KLA Project groups

Evaluation Plan

Monitoring of milestones and Executive Mentor and Project Leader reporting. Monitoring achievement of improvements by systematically collecting, analysing and discussing evidence of progress.

- PDPs
- TTFM Surveys
- Instructional Leadership data
- HAT project data
- HAT self–survey data
- AISTL survey 360 tool
- Leadership profile tool
- KLA Project milestone data
- Shared expertise impact data and demand data

Practices and Products

Practices

- Inter–school Action Research Projects are utilised across Communities of Practice where teachers trial shared expertise in innovative teaching and Visible Learning practices and have systems in place to evaluate, refine and scale success
- Quality mentoring and coaching models are used in supporting teachers building expert contemporary knowledge and deploying effective teaching strategies through shared expertise
- Distributive Leadership facilitates professional dialogue, collaboration, classroom observation, modelling of effective practice and provision of specific and timely feedback between teachers.

Products

- Professional learning communities, both external and internal, are focused on improvement and student growth, building teacher expertise
- Observations, programs, reflections and PDPs show that distributive leadership builds school–wide improvement in teaching practice and student results
- Consistent leadership drives ongoing school wide quality teaching practice and increased student results