# School plan 2018-2020

## Rose Bay Public School 2988

Personalised Learning

Connecting and Belonging

Contemporary Teaching and Learning Practices
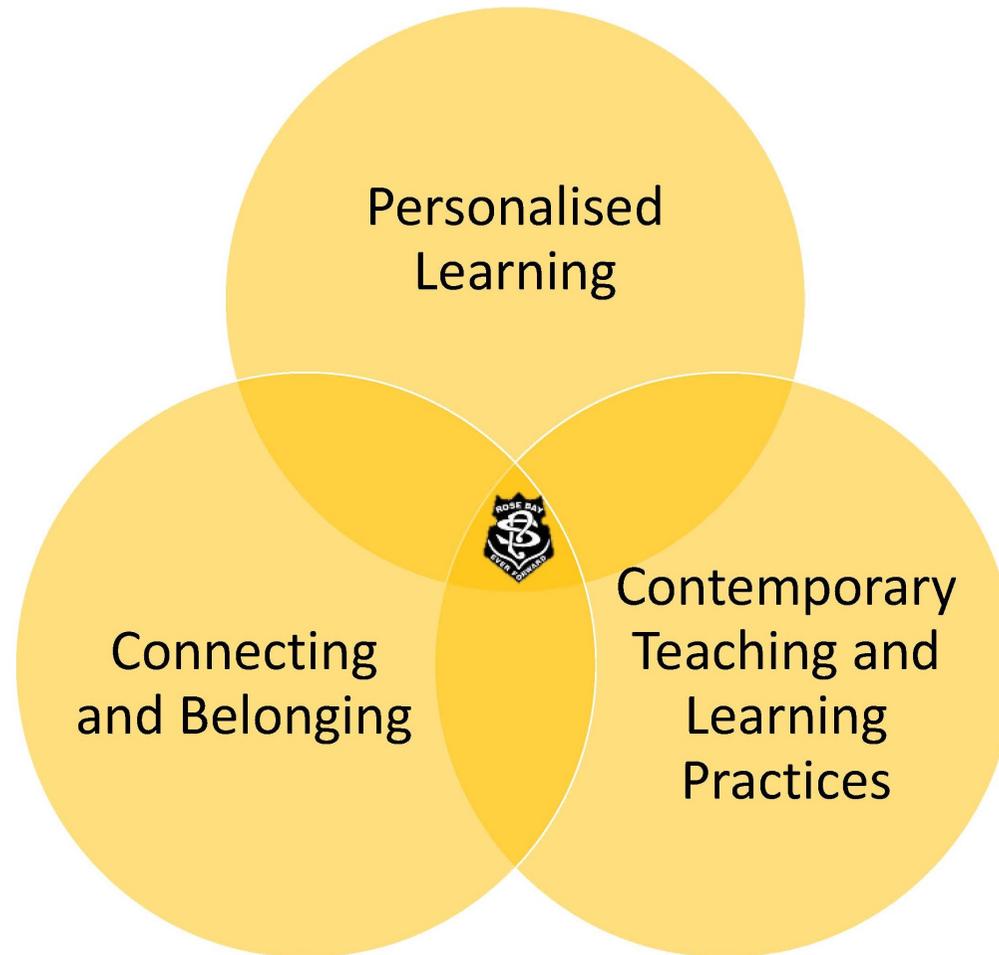
## School vision statement

To provide a high quality educational environment that brings community together and maximises opportunities for all students. We aim to work in partnership with families, carers and community supporters to assist with the development of students to become:

- Self–regulated learners

- Confident, creative and critical thinkers

- Happy, active and engaged individuals

We want to provide a welcoming, safe, well–resourced learning environment that is friendly, tolerant and respectful where high expectations are shared and achievements are celebrated.

Children, parents and staff embrace a culture where learners are resilient, organised, persistent, creative and happy.

Our school will continue to demonstrate a strong commitment to continuous improvement, equity, excellence and public education.

Our school motto, 'Ever Forward', succinctly embodies our school vision.

## School context

Rose Bay Public School has an enrolment of 635 students and provides a nurturing and welcoming environment for all students K–6.

The school has high academic achievement and a focus on continuous improvement in English, mathematics, technology and student wellbeing. The school benefits from active partnerships with its community, a supportive and engaged parent body, and a professional and dedicated staff.

There are high expectations for sporting endeavors, the performing arts, technology, the provision of extracurricular programs, meeting student needs and maximizing their potential. There is a focus on teacher professional learning in differentiated curriculum, to ensure individual student learning needs are identified, met and extended.

As part of the 'Community of Schools in the Eastern Suburbs (CoSiES)' learning alliance we have developed networks with universities, external consultants and academic partners. We continue to work with the communitity of schools to enhance professional learning by connecting and collaborating with our local schools.

Underpinning all policy and practice is the expectation of students to take responsibility for their own learning and behaviour. The school is recognised and valued by teachers, parents and students as a safe, supportive and stimulating learning community. The highly skilled and dedicated teaching team is committed to supporting our students so they become self–regulated learners, confident, creative and critical thinkers, and happy, active and engaged individuals.

## School planning process

A consultation process with staff, students, parent carers as well as our broader school community and partners underpinned the school planning process. Consultation included formal and informal processes including but not limited to staff meetings, written and electronic surveys, forums, meetings, discussions, student and parent interviews.

Evaluation of the 2015–2017 School Plan, evidence and data in regard to our current practices and milestones were collected. Internal and external school evidence was analysed and examined to inform strategic directions.

Self evaluation of The School Excellence Framework identified these areas for future focus:

- In the Learning Domain – Formative Assessment and wellbeing

- In the Teaching Domain – Data analysis, use and planning

- In the Leading Domain – Technology and learning environment

The Wellbeing Framework for Schools, ACARA Critical and Creative Thinking capabilities and evidence based research by Dillon WIliam and John Hattie were used to reflect on teacher effectiveness and inform future school directions that will provide improved student learning outcomes.

These directions were then presented to the school's Parents and Citizens group and community at parent information night. The leading learning committees will be responsible for the ongoing implementation; analysis and review of the school plan 2018–2020.
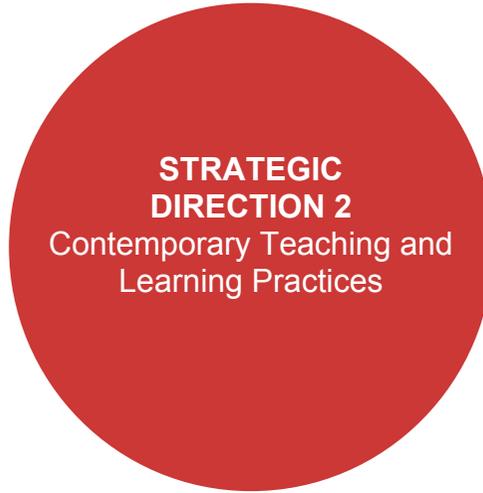
# School strategic directions 2018–2020

## STRATEGIC DIRECTION 1
### Personalised Learning

## STRATEGIC DIRECTION 2
### Contemporary Teaching and Learning Practices

## STRATEGIC DIRECTION 3
### Connecting and Belonging

**Purpose:**

To implement a whole school approach to the teaching, learning, assessing and reporting cycle in which students' personal learning needs are known and catered for so that they succeed and thrive at each stage of their schooling.

**Purpose:**

To create a stimulating and engaging learning environment that is flexible and reflective to develop self–regulated learners who are creative and critical thinkers. Authentic use of technology will be embedded into pedagogical practices to prepare students to lead rewarding and productive lives in a complex dynamic world.

**Purpose:**

To ensure whole school systems and wellbeing programs build a school community that is tolerant, resilient and respectful, and forges positive relationships that support students to be healthy, happy, engaged and successful. Students will be actively connected to their learning and experience a sense of belonging to their school and community.

# Strategic Direction 1: Personalised Learning

## Purpose

To implement a whole school approach to the teaching, learning, assessing and reporting cycle in which students' personal learning needs are known and catered for so that they succeed and thrive at each stage of their schooling.

### Improvement Measures

Increase the proportion of students achieving expected growth in literacy.

Increase the proportion of students achieving expected growth in numeracy.

A consistent whole school approach to learning progressions.

Improved teacher survey data on formative assessment knowledge, skills, understanding and use

Teachers engaging in internal and across school networks for professional learning.

## People

### Students

Build a culture of understanding the differentiated classroom.

Build self–regulated and reflective learners.

Receive feedback at their point of need to achieve academic growth.

### Staff

Building understanding of why data is important through evidence based research.

Building teaching capacity to collect accurate and reliable data and provide feedback.

Teachers value the use of data to inform teaching and learning programs to improve student outcomes.

### Leaders

Leaders adopt a consistent whole school approach to the teaching, learning, assessing and reporting cycle.

Lead teams to effectively apply accurate and reliable assessment data to inform differentiated teaching and learning programs..

### Parents/Carers

Parents have an understanding of current assessment practices.

## Processes

### Assessment

Draw on evidence based research to develop understanding and knowledge of formative assessment. Embed the formative assessment strategies into teaching and learning practices.

To establish a system of embedding the learning progressions within the teaching an learning cycle.

### English

Reflect and refine teaching practices with a focus on meeting student needs through differentiation.

Collaborate in stage teams to develop a scope and sequence to meet syllabus requirements.

Ongoing high quality professional learning in English that is planned, monitored and reviewed by leaders academic partners.

### Mathematics

Reinforce the whole school approach to teaching mathematics with a focus on working mathematically.

### Evaluation Plan

- analysis of school based and external assessment data eg NAPLAN, baseline writing samples, benchmark assessments
- Teaching and learning programs
- regular gathering of data for analysis, reflection and reporting on the impact of planned activities identified in milestones

## Practices and Products

### Practices

All teachers involved in professional learning to develop understanding and knowledge of formative assessment and learning progressions.

Every teacher uses data to inform and differentiate their teaching and learning by tracking student student progress on the learning progressions.

Stage meeting are scheduled for teachers to develop collective understanding of teaching/ learning programs that ensure student growth.

Teaching programs are agile and responsive to student need with formative assessment practiced expertly.

Teachers collaborate across schools to understand, develop and apply a range of assessment and feedback strategies for, as and of learning.

### Products

Teaching/ Learning programs are data based, differentiated for individual student learning needs and demonstrate syllabus content measured by program review and student work samples.

Teachers are plotting/tracking students against the learning progressions.

Teaching programs are agile and responsive to student need with formative assessment practiced expertly.

Across school learning communities actively participate and share.

# Strategic Direction 2: Contemporary Teaching and Learning Practices

## Purpose

To create a stimulating and engaging learning environment that is flexible and reflective to develop self–regulated learners who are creative and critical thinkers. Authentic use of technology will be embedded into pedagogical practices to prepare students to lead rewarding and productive lives in a complex dynamic world.

## Improvement Measures

Increase the proportion of students becoming self regulated learners.

Increase the proportion of students engaged in contemporary learning practices.

Establish positive and engaging learning environments.

## People

### Students

Build skills to self–assess, reflect on their learning and use feedback to improve learning outcomes.

Collaborate with peers and develop critical and creative thinking skills.

Students are active, reflective users of technology to enhance their learning.

### Staff

Teachers adopt critical and creative teaching practices.

Teachers value the authentic use of technology to enhance learning.

Teachers are open to new ideas and are more willing to experiment with new methods to better meet the needs of their students.

### Leaders

The school executive adopts a coordinated approach to contemporary learning practices.

The leadership team supports a culture of collective teacher efficacy.

### Parents/Carers

Parents/ Carers develop an understanding of and the value of contemporary classroom practices.

## Processes

### Critical and creative thinking

Implement whole school program to embed critical and creative thinking into teaching and learning programs.

### Authentic use of technology

Implement a whole school approach to support students to integrate technology effectively into learning programs.

### Redesigning Learning Environments

Establish positive and engaging learning environments that promote collaboration, creative and critical thinking.

## Evaluation Plan

- Teaching and learning programs reflect critical and creative thinking strategies.
- Regular gathering of data regarding use of technology in the classroom, reflection of the impact of the planned activities on student learning.
- Classroom observation
- Surveys with students, parents/carers and community at regular intervals.
- Stage Meetings and PL schedule

## Practices and Products

### Practices

All teachers involved in ongoing professional learning to develop understanding and knowledge of critical and creative thinking leading to self regulated learners.

All teachers involved in professional learning on authentic, purposeful use of technology to enhance teaching and learning programs.

Teachers collaborate to design lessons to support student leaning in flexible and engaging learning environments.

### Products

Students are self regulated learners who think about thinking, reflect on learning and transfer knowledge into new contexts.

Every teacher embeds technology into challenging and authentic learning programs.

Flexible learning environments are used to promote engagement where students can design, think, create and solve problems.

Rose Bay Public School 2988 (2018-2020)

# Strategic Direction 3: Connecting and Belonging

## Purpose

To ensure whole school systems and wellbeing programs build a school community that is tolerant, resilient and respectful, and forges positive relationships that support students to be healthy, happy, engaged and successful. Students will be actively connected to their learning and experience a sense of belonging to their school and community.

### Improvement Measures

Increased proportion of students reporting a sense of belonging, expectations for success and advocacy at school.

Increased percentage of students valuing and demonstrating behaviours that promote positive relationships both in the playground and classroom.

Increased teacher knowledge and practice of the *You Can Do It!* wellbeing program.

## People

### Students

Students demonstrate positive relationships that are tolerant and respectful.

Students work towards being organised, resilient, confident and persistent learners.

### Staff

All teachers have a clear understanding and consistent approach to student well being.

Teachers value the importance of wellbeing programs.

### Leaders

The school executive adopts a consistent approach to wellbeing programs, procedures and practices.

### Parents/Carers

Develop an understanding of and value for the schools wellbeing procedures and programs as well as common language that supports positive relationships.

## Processes

### School Systems

Review and implement student discipline and anti–bullying guidelines.

### Student Wellbeing

Implement a whole school integrated approached to student wellbeing in which students build positive relationships that support learning.

### Evaluation Plan

- Survey with students, parents/carers and teachers at regular intervals.
- Baseline data collection: survey teachers on current practice.
- Regular gathering of data for analysis and reflection.
- *You can Do It!* teaching/ learning programs, work samples.

## Practices and Products

### Practices

A consistent whole school approach to discipline procedures and student wellbeing.

All teachers involved in professional learning to develop an understanding, knowledge and skills to implement a high quality wellbeing program, e.g. *You Can Do It!*

### Products

Shared school–wide responsibility is evident through a consistent implementation of discipline procedures, anti–bullying and cyber–safety programs.

Students, teachers and community have a shared understanding of positive growth mindset and language to enhance wellbeing, promote positive relationships and lead to improved student outcomes.