## School background 2015 - 2017

### 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 636 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 and create a shared school vision. Analysis of feedback from all stakeholders established an evidence base of current practices, processes and results of learning in the school.

**Community**

Community was engaged in consultation through parent forums and surveys around their engagement in quality learning experiences. Two parent forums were attended by 103 parents on September 17, 2014 to discuss school priorities followed by an additional forum on April 1, 2015 to consolidate directions.

Community consultation was also undertaken with the local Aboriginal Education Consultative Group (AECG)

**Staff**

Consultation of staff included surveys and ongoing staff meetings that promoted discussion around effectiveness of current practices, and innovation of school processes that would enhance student transitions, authentic two-way communication, and partnerships with the school community.

**Students**

Students were engaged in the consultation process through the completion of surveys, and involvement in discussions through focus groups around student learning and engagement.
School strategic directions 2015 - 2017

This page identifies the 3 strategic directions and the purpose of each one. Each strategic direction will:

- define the key improvements which combine for the school to achieve excellence
- represent a high level and future-focused educational priority which is evidence based and data informed
- be a succinct statement that drives the development of the school’s educational and organisational leadership culture
- make explicit links to the dimension of the school excellence framework.

***STRATEGIC DIRECTION 1***
Community Engagement and Decision Making

To create opportunities for authentic two-way communication and consultative decision making with the community, for the community to drive programs that reflect the values and aspirations of all stakeholders, promoting a collective responsibility for positive community partnerships.

***STRATEGIC DIRECTION 2***
Academic Excellence

To inspire excellence in teaching and learning through focussed professional learning that promotes high quality learning environments and provides personalised learning and clear expectations, where all students achieve success to become successful, creative and confident lifelong learners.

***STRATEGIC DIRECTION 3***
Student Engagement and Wellbeing

To foster positive and supportive relationships between students, teachers and community members through the delivery of high quality teaching and learning programs that promote a culture of high expectations, where achievements are acknowledged and celebrated to develop responsible, positive and resilient future citizens.
## Strategic direction 1: Community Engagement and Decision Making

### PURPOSE

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

To create opportunities for authentic two-way communication and consultative decision making with the community, for the community to drive programs that reflect the values and aspirations of all stakeholders, promoting a collective responsibility for positive community partnerships.

### IMPROVEMENT MEASURE/S

- Establishment of a Parent Consultative Group that is actively involved in joint decision making around school planning and future directions.

- An increase in number of school based decisions made in partnership with the Parent Consultative Group.

- 100% of staff are confident to make regular contact with parents/carers around student progress.

- A 3% increase of parents/carers showing satisfaction with home-school communication from 95% to 98%.

### PEOPLE

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

**Students**: Promote learning environments where students are involved in the decision making around their learning. Students are given a platform to voice their opinions about how the school community can better support them in their learning.

**Staff**: All staff engage in professional learning to reflect on the opinions, feedback and advice of the wider school community, including student SRC and Parent Consultative Group. Professional learning on effective communication methods and processes to ensure school programs, activities and student progress are communicated clearly to parents.

**Parents**: Regular opportunities created for authentic two-way communication with parents and caregivers through the Parent Consultative Group to ensure transparent and accountable decision making that benefits all stakeholders. A variety of communication modes used to inform and communicate information.

**Community partners**: Stronger links and communication with community of schools, the local AECG and outside agencies that enable collaborative planning and decision making to benefit the school community.

### PROCESSES

How do we do it and how will we know?

**Decisions Making and Feedback**

- Forming a Parent Consultative group to work in collaboration with staff to engage in regular opportunities that promote discussion, feedback and decision making around school governance. Empowering students to take an active part in decision making around their learning through the Student Representative Council (SRC) and the junior Aboriginal Education Consultative Group (AECG).

**Transitions and Partnerships**

- Community involvement at key school transition points. School readiness program, (Leapfrogs) coordinated by the Schools as Community Centres (SACC) facilitator. Additional SACC programs support families with toddlers.

- Orientations organised to ensure students K-6 are supported at transition points.

- Develop and improve modes of communication with parents and caregivers through the Parent Consultative Group to ensure transparent and accountable decision making that benefits all stakeholders. A variety of communication modes used to inform and communicate information.

### PRODUCTS AND PRACTICES

What is achieved and how do we know?

**Products**:

- Establishment of a Parent Consultative Group that is actively involved in the planning and decision making of the school.

- Effective two-way communication that enhances positive home-school relationships for the benefit of all stakeholders.

- A variety of modes of communication that can be accessed by the school community.

- Collaboration with high school, community of schools and external agencies to support successful transition of students at key points.

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

**Practices**:

- The school plan and future directions are informed by two-way communication and collaborative decision making.

- A school culture where community works alongside the school and resources from the local AECG and outer agencies are valued and embedded in school practice.

- Innovative modes of communication developed to ensure all stakeholders are well informed of school events.

- Regular community consultation and feedback contributing to school planning and future directions though an active Parent Consultative Group.
## Strategic direction 2: Academic Excellence

### PURPOSE

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

To inspire excellence in teaching and learning through focused professional learning that promotes high quality learning environments and provides personalized learning and clear expectations, where all students achieve success to become successful, creative and confident life-long learners.

### IMPROVEMENT MEASURE/S

- 75% of students K-6 achieving grade appropriate benchmarks on the Literacy and Numeracy continuum.
- 6% decrease in proportion of students achieving at or below national minimum standards in NAPLAN Literacy and Numeracy in Years 3 and 5.
- 5% increase in proportion of students achieving at proficiency in NALAN Literacy and Numeracy in Years 3 and 5.
- 6% increase in the proportion of tracked students in top two skills bands in Year 7 for NAPLAN Literacy and Numeracy.
- 100% of teachers developing and delivering differentiated learning tasks that are underpinned by formative assessment strategies.
- 100% of staff supported to reach professional learning goals through continuous and differentiated professional learning.

### PEOPLE

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

**Students:** Promote learning environments where learning intentions and success criteria are clear, and feedback is a two way process that allows students to communicate what they are learning, how they will achieve set goals, and where they need to go next.

**Staff:** All staff to engage in professional learning to apply research and evidence based pedagogy that will support excellence in practice. Staff will be supported with ongoing professional learning to embed formative assessment in teaching programs that drive high quality programs and support the design of tailored learning and student self-regulation of learning.

**Community partners:** Promoting collective efficacy through the development of school networks, sharing information and resources that support learning. Promoting two-way communication between local AEGC, community agencies and businesses to support the development of successful and confident life-long learners.

**Leaders:** Building leadership capacity through school based professional learning and collaborative planning and consulting with communities externally to build leadership capacity across community of schools. E.g. Campbelltown Leadership Pods, Instructional Rounds, school based leadership programs for aspiring executives.

### PROCESSES

How do we do it and how will we know?

**Professional Learning**

- Lesson Study with DP Teaching and Learning, numeracy mentor and Instructional Leader (EAS) to embed current pedagogy that supports the design of high quality teaching and learning programs to improve student outcomes.

**Assessment**

- Whole school professional learning and implementation of programs that support the use of formative assessment and differentiated learning—Focus on Reading, L3, TEN, TOWN

**Capacity Building**

- Building capacity of teachers and leaders through targeted and differentiated performance and development plans that are based on the National Professional Teaching Standards.
- Collaboration with community of schools and school networks to share and refine best practice and build leadership capacity (Instructional Rounds, Campbelltown Leadership Networks)

**Evaluation plan:**

- All teachers engaged in the Teacher Performance and Development Process.
- Instructional Rounds - to evaluate the use of formative assessment and feedback that ensures students are actively involved in their learning.
- Collation and analysis of school based and external student assessment data to evaluate teaching and learning.

### PRODUCTS AND PRACTICES

What is achieved and how do we know?

**Products:**

- Improved student performance in school based and external assessments. There is a culture of high expectations for all students to achieve.
- 100% of teachers developing and delivering differentiated learning tasks that are underpinned by formative assessment strategies and inform teaching.
- 100% of staff supported to reach professional learning goals through continuous and differentiated professional learning.

**Practices:**

- Teaching excellence is maintained through a consistent and collaborative approach to professional learning that is school based and responsive to student needs.
- School-based and external assessment data is analysed to monitor, track and report on student and school performance.
- Formative assessment practices enable students to be active in decisions and choices around their learning as they collaborate with teachers and parents/carers to improve their individual learning goals and achieve success.
- Teachers are supported through each stage of their career to achieve their professional learning goals and reach their full potential. Succession planning and distributed leadership is promoted to build leadership capacity. Students are active in decisions and choices around their learning as they collaborate with teachers and parents/carers to improve outcome.
### Strategic direction 3: Student Engagement and Wellbeing

#### PURPOSE

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

To foster positive and supportive relationships between students, teachers and community members through the delivery of high quality teaching and learning programs that promote a culture of high expectations, where achievements are acknowledged and celebrated to develop responsible, positive and resilient future citizens.

#### PEOPLE

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

**Students:** Students are supported to achieve individual goals through personalised programs and extra-curricular activities that take into account the learners’ needs and strengths, talents and aspirations. All students identified with additional learning needs have access to individual learning programs and specialist support.

**Staff:** Staff are supported to design teaching and learning programs that develop the skills, knowledge and general capabilities reflected in the new syllabus documents. Staff have a shared understanding of Positive Behaviour for Learning (PBL) principles that are consistently promoted. Learning Support work collaboratively with classroom teachers to build capacity in supporting students with learning needs.

**Parents:** School expectations are communicated with parents and caregivers to develop shared understanding. The school supports Parents and caregivers to access community agencies that address family needs. Parent volunteers working alongside teachers to support student learning. Sharing of parent’s skills and expertise within the school community.

**Community partners:** Develop community partnerships that support the delivery of tailored programs for identified students.

**Leaders:** Collaborative planning and consulting with professional learning communities externally to build teacher capacity and leadership across schools.

#### PROCESSES

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

**Engagement**

- Implement teaching and learning programs that take into account the students background, interests and approach to learning.
- Provide a variety of opportunities for students to participate in extra curricula events to build on students’ strengths and talents, and build confidence in a variety of settings.

**Student Support**

- Develop processes that identify and address students with additional learning needs and match them to relevant intervention and support.

**Clear Expectations**

- Articulate clear expectations for learning and behaviour to foster positive and supportive relationships between students, teachers and the community. Student achievement is publicly acknowledged.

**Evaluation plan:**

- Tracking and monitoring of ILPs/PLPs
- Parent, staff and student surveys.
- Existing student tracking/recordings programs (Well-Being, attendance) utilised.

#### PRODUCTS AND PRACTICES

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

**Products:**

- All students have access to differentiated programs that are engaging and support their specific needs. Programs are developed in response to new and changing needs with a variety of extra-curricular activities for students to engage in.
- All students identified with additional learning needs are placed on Individualised Learning Plans. Learning and Support Teams work collaboratively with classroom teachers to provide learning that is equitable and supportive.

**Practices:**

- Improvement of student attendance rate as students are engaged in their learning.

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

- School programs address the needs of identified student groups (eg. Aboriginal students, gifted students, students with disability and students for whom English is a second language).
- Consistent and clear expectations of PBL across whole school with positive behaviour regularly acknowledged.
- Teachers implementing highly engaging, differentiated lessons using a variety of forms of technology in all KLAs.
- Students regularly participating in extra curricula events such as PSSA, public speaking and CAPA.