Rosewood School Plan
2015 – 2017
## School background 2015 - 2017

### SCHOOL VISION STATEMENT

We believe that by working in partnership within and beyond the school in a strategic and purposeful way, we will inspire and develop confident, creative and innovative individuals, critical thinkers and problem solvers, and engaged learners, leaders and responsible and productive citizens. Our legacy will be building the capacity of our community for a better future.

### SCHOOL CONTEXT

Rosewood Public School is in the south west slopes, eighteen kilometres west of Tumbarumba. It is a one teacher school with an enrolment of 21 students from K-6.

The school provides education for students drawn predominantly from the township of Rosewood and a small number of students from outlying farms. There are 13 families with a total of 21 students enrolled for 2015.

The school structure consists of one multi-grade class with one full time teaching principal. The part time staff include: one School Administration Manager, one General Assistant, one Student Learning Support Officer and one part time temporary teacher. The school is based on student centred learning and emphasises programs based on the individuals needs and whole child development. The school is generously supported by the community. The school is well resourced and has a bright, energetic atmosphere.

With committed neighbourhood spirit, the school works in a close, highly professional and strategic partnership with primary partner schools to deliver innovative as well as outstanding academic and social curricula for students across the learning community, K-12. This is achieved through shared values and aligned K-12 teaching and learning projects. Although operating as an individual school, the daily practices and future planning revolve around consolidating the Community of Schools (ALPSS).

### SCHOOL PLANNING PROCESS

In 2014, a comprehensive process was undertaken across the schools to review current practices and collect evidence, including student results, attendance, behaviour and participation, along with survey data from staff, students and parents. This evidence was used to inform priorities for the 2015-2017 plan. This process included a review of the strengths, opportunities and areas for development across the schools. As a result, three key strategic directions were identified as a basis for a shared commitment to future developments across the schools.

These are:
- To create 21st Century Learners.
- To develop staff innovation by connecting leaders and learners.
- To develop a positive, respectful and sustainable community culture.

The ALPSS School Plan 2015-2017 flows from the ALPSS strategic directions and sets clear improvement measures. It forms the basis for the school's improvement and development efforts for the three years, together with the other partner schools and in partnership with parents and community. Each strategic direction provides details of the purpose (Why), people and processes (How), and products and practices (What) that are to be realised through the implementation of the plan.
School strategic directions 2015 - 2017

STRATEGIC DIRECTION 1
To create 21st Century learners.

To develop and enrich positive compassionate and trusting relationships which identify need to support an inclusive vibrant school culture which is flexible and dynamic.

STRATEGIC DIRECTION 2
Developing staff innovation by connecting leaders and learners.

To develop a school culture in which staff members take responsibility for their own ongoing learning, strive for innovation and improvement and to make strong connections within the ALPSS Network and beyond.

STRATEGIC DIRECTION 3
Creating a positive, sustainable and respectful community culture.

To develop and enrich positive compassionate and trusting relationships which identify need to support an inclusive vibrant school culture which is flexible and dynamic.
## Strategic direction 1: To create 21st Century learners.

**PURPOSE**
To develop and enrich positive compassionate and trusting relationships which identify need to support an inclusive vibrant school culture which is flexible and dynamic.

**PEOPLE**
- Students: Levels of achievement in literacy and numeracy will be improved through the development of engaging, differentiated teaching and learning designed to meet the needs of all individuals.
- Staff: improve teacher capacity to articulate and deliver effective teaching practices for increased student outcomes.
- Staff: Engage with ALPSS network to build capacity in quality planning, assessing and reporting in literacy and numeracy.
- Parents: Build awareness and understanding amongst ALPSS parents that focus on intellectual quality and how2learn strategies. This will include tips for parents on supporting the learning of their children in relation to these initiatives.

**IMPROVEMENT MEASURE/S**
All students increase individual student achievement at or beyond stage expectations on the Literacy and Numeracy continuums.

Rosewood has an embedded, positive and flexible ALPSS K-6 scope & sequences, common assessment tasks for data analysis and future planning with regards to pedagogy, differentiation and programming in literacy and numeracy.

**PROCESSES**
Through regular meetings and communication with the ALPSS Network:

**Scope and sequencing, planning and assessing:**
- Develop a whole ALPSS network scope and sequence for conceptual integrated units of work, incorporating new NSW BOS syllabus (K-6);
- Develop high quality assessment, planning, programming and teaching models from K-6 in order to provide consistency for students and teachers whilst ensuring the school is adhering to state policy guidelines in literacy and numeracy.

**Evaluation Plan:**
- Internal - Regular reporting against milestones by the ALPSS network; feedback from parents, students and staff.

**PRODUCT AND PRACTICES**
- Product: ALPSS students demonstrate high engagement in the use of 21st century skills in their learning.
- Product: To increase individual student achievement at or beyond stage expectations on the Literacy and Numeracy continuums.
- Product: ALPSS K-6 scope & sequences, common assessment tasks for data analysis and future planning with regards to pedagogy and programming in literacy and numeracy.
- Practices: Students reflecting and reporting on the achievement of their own learning and leadership goals.
- Practice: achievement is tracked and monitored through Best Start, NAPLAN and Board of Studies continuums.
### Strategic direction 2: Developing staff innovation by connecting leaders and learners.

#### PURPOSE

To develop a school culture in which staff members take responsibility for their own ongoing learning, strive for innovation and improvement and to make strong connections within the ALPSS Network and beyond.

#### PEOPLE

- Principals: Develop leadership capabilities in line with the National Framework.
- Developing a supportive network within the ALPSS team to ensure health and wellbeing of all staff.
- All Staff: Engage all staff in personalised professional development through a range of strategies that focus on feedback, self-evaluation and sharing of professional practice.
- Staff: develop teacher capabilities for authentic engagement of students in their own learning (How 2 Learn).

#### PROCESSES

- Continue to build the school network partnership through professional development target areas.
- Up-skilling staff in how to use MyPL and training principals to publish and set courses such as Code of Conduct.
- Awareness and training of National Standards, Performance and Development Framework and any other mandatory requirements such as Code of Conduct, Child Protection and Anaphylaxis etc.
- Staff to provide feedback and in service training on their professional courses and learning to other staff and the ALPSS Network.
- Regular Principal collaboration to ensure accountability and strategic directions are maintained.

#### PRODUCT AND PRACTICES

- Product: 100% of staff develop professional learning goals linked to the National Standards, Performance and Development Framework.
- Product: 100% of staff satisfactory completes the National Standards, Performance and Development Framework process each year.
- Practice: Collaborate and work with the ALPSS network to develop a strong, collegial network and enhance professional learning opportunities for all staff members through the sharing of resources, training and development opportunities.
- Practice: Each staff member has the responsibility to maintain their own National Standards, Performance and Development Framework records and complete set goals, reflecting the National Standards and the values of Public Education.

#### IMPROVEMENT MEASURE/S

100% of staff develop professional learning goals linked to the National Standards, Performance and Development Framework.

100% of staff satisfactory completes the National Standards, Performance and Development Framework process each year.

**EVALUATION PLAN:**

Increased participation in sharing of ideas and resources across the ALPSS network.
Strategic direction 3: Creating a positive, sustainable and respectful community culture.

**PURPOSE**

To develop and enrich positive compassionate and trusting relationships which identify need to support an inclusive vibrant school culture which is flexible and dynamic.

**PEOPLE**

- **Staff:** Develop staff capacity to build stronger community relationships with parents to improve the community consultative process.
- **Staff:** consistently communicate, collaborate and involve parents in the educational progress of their children.
- **Parents:** Establish a collaborative learning community with students, parents and teachers. To encourage better family-school partnerships for the educational benefit of all students.
- **Parents and community members:** parents form active partnerships with teachers and children to further enhance their educational progress and improve family/school partnerships.
- **Students:** actively participate in their own learning pathways and are able to demonstrate their learning to their teachers and parents.

**IMPROVEMENT MEASURE/S**

After the development and implementation of the student welfare policy, student voice, leadership and consultation through student development and experiences will increase to 90%

80% of parents will work collaboratively and participate in school family partnerships

**PROCESSES**

- Develop and implement student welfare policy with input from all stakeholders.
- Encourage greater participation of parents and the community by creating a patient, supportive environment and frequent collaboration through newsletters, verbal communication, assemblies and ceremonies.
- Support from the staff and parents to encourage students to participate in SRC activities, excursions and take a leading role in the running of the school and development of the school culture.

**PRODUCT AND PRACTICES**

- Product: After the development and implementation of the student welfare policy, student voice, leadership and consultation through student development and experiences will increase to 90%.
- Product: 80% of parents will work collaboratively and participate in school family partnerships
- Product: A positive culture with respectful communication is evident between all students, staff and parents.
- Practices: Implement student welfare policy with input from all stakeholders.
- Practice: Student welfare policy and protocols are consistent and embedded across the school at all levels
- Practices: Enhance student voice, leadership and consultation through student development and experiences on the SRC.

**EVALUATION PLAN:**

- Increased participation of parents involved in school activities.