

Strategic Improvement Plan 2022-2026

Roselea Public School 4294



School vision and context

School vision statement

Roselea Public School is a school of excellence that develops resilient lifelong learners. We instil integrity and respect in our students through explicit teaching and learning programs that promote collaboration and critical thinking.

School context

Roselea PS is located in North Western Sydney and has a student enrolment of 310 students. The school culture is that of connectedness, inclusion and belonging with students in both mainstream and support classes. Students, staff, parents and the wider community work together to promote school excellence.

Our school is supported by an inclusive, connected and aspirational multi-cultural community. Our Chinese Community Language Program supports students in maintaining and developing further communicative competence in their community language. 66% of our students have a language background other than English, and 75% require some level of EAL/D (English as an Additional Language or Dialect) support. 1% of students identify as Aboriginal.

Roselea PS offers students a wholistic education where students are given the opportunity to participate in a range of extra-curricular opportunities in sport, technology, and Creative and Performing Arts. Positive Behaviour, Engaged Learners and Peer Support are programs that contribute to the sense of community and wellbeing at the school. Roselea PS has a unique leadership program where every year 6 student is given the opportunity to develop their interpersonal and leadership skills.

Roselea PS has a specific focus on the individual academic growth of each student. Through collaborative practice we use high impact professional learning to incorporate evidence based best practice into our teaching and learning programs. Through our situational analysis and ongoing community consultation, we have identified several areas in need of improvement. The high level areas of focus include the need to use data driven practices, evidence based explicit teaching and differentiation to ensure all students are challenged to improve every day. Stable, effective, instructional leadership will also be a priority for this school plan.

Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in reading and numeracy. By analysing scope and sequence and program documents, along with high impact professional learning, teachers will be supported to improve our school baseline in reading and numeracy.

Over the course of this plan, Roselea PS will undergo significant improvements throughout the school to classroom spaces, technology and the school grounds.

Strategic Direction 1: Student growth and attainment

Purpose

At Roselea Public School, we will have a distinct focus on improving student learning in reading and numeracy. This will ensure that our students have the foundational skills and content knowledge to be lifelong learners. Teacher curriculum understanding and a culture of explicit teaching and high expectations will improve individual student growth and achievement, maximising our impact as teachers.

Improvement measures

NAPLAN top 2 bands - Reading

Achieve by year: 2022

NAPLAN Top 2 Bands - Reading

Improvement in the percentage of students achieving in the top two bands to be at or above the school's lower bound system-negotiated target in **Reading** of 69.9%

NAPLAN top 2 bands - Numeracy

Achieve by year: 2022

NAPLAN Top 2 Bands - Numeracy

Improvement in the percentage of students achieving in the top two bands to be at or above the school's lower bound system-negotiated target in **Numeracy** of 66.0%.

NAPLAN expected growth - Reading

Achieve by year: 2023

NAPLAN Expected Growth - Reading

Improvement in the percentage of students achieving expected growth in NAPLAN **Reading** to be at or above the school's lower bound system-negotiated target of 71.3%.

NAPLAN expected growth - Numeracy

Achieve by year: 2023

NAPLAN Expected Growth - Numeracy

Improvement in the percentage of students achieving expected growth in NAPLAN **Numeracy** to be at or above

Initiatives

Whole school numeracy

Embed a systematic, evidence based whole school approach to teaching numeracy.

- Professional learning to target high impact numeracy instruction and differentiation for all mainstream and support classes.
- Mathematics scope and sequence creation as a result of an in-depth knowledge of the Mathematics syllabus.
- Use of internal tracking and assessment processes to support differentiation and track student growth in identified areas of numeracy.

Explicit Teaching

Embed effective lesson structures and practice across K-6 that have consistently high expectations through explicit teaching.

- Professional learning and collaboration in learning intentions, success criteria, modelled, guided and independent process involving instructional leadership.
- Implementation of explicit and effective K-6 phonics and spelling programs.
- Professional learning on effective reading instruction combined with internal benchmarks and tracking systems.
- Use of internal tracking and assessment processes to support differentiation and track student growth in identified areas of reading.
- Establish and use instructional leaders to work with teachers in the planning and delivery of explicit teaching.

Success criteria for this strategic direction

- Excelling in the theme 'explicit teaching' within the element 'Effective classroom practice.'
- Student learning progress is optimised through a whole school numeracy approach that uses the most effective evidence based teaching practices.
- All teachers have expert contemporary content knowledge to understand and explicitly teach literacy and numeracy to students at all levels of achievement.
- There is a clear, well sequenced whole school plan for curriculum delivery that incorporates the NESA syllabus documents.
- There is a school wide, collective responsibility for student learning and success.

Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions:

- NAPLAN data
- Scout - NAPLAN Growth data
- Scout - NAPLAN Top 2 bands data
- Scout - Check-in assessment data
- Student work samples
- TTFM survey data
- Literacy and numeracy PLAN2 data
- Student focus groups
- SEF SaS
- Reading PM benchmark data
- K-6 phonics and spelling assessment data

The evaluation plan will involve:

- Once a term review of these data sources to provide

Strategic Direction 1: Student growth and attainment

Improvement measures

the school's lower bound system-negotiated target of 55.2%.

Benchmarks

Achieve by year: 2026

* A minimum 90% of students completing Kindergarten will have achieved minimum reading PM benchmark Level 8 with grade appropriate comprehension strategies.

* A minimum 90% of students completing Year 1 will have achieved minimum reading PM benchmark Level 18 with grade appropriate comprehension strategies.

* A minimum 90% of students completing Year 2 will have achieved minimum reading PM benchmark Level 26 with grade appropriate comprehension strategies.

Visible Learning

Achieve by year: 2026

100% of reading and numeracy programs contain evidence of visible learning pedagogy including learning intentions and success criteria.

Engagement

Achieve by year: 2026

Improvement in student engagement to at or above state average as indicated in the following areas of the Tell them from me survey results:

- Effective learning time
- Interest and motivation
- Relevance

Evaluation plan for this strategic direction

clarity around whether we are on track for achieving the intended improvement measures.

- Once a term professional discussion around the School Excellence Framework elements and themes.
- Once a term executive team and whole staff reflective sessions.

We will systematically and regularly monitor a range of data sources listed above to gauge the impact and inform future adjustments and directions to the plan.

Strategic Direction 2: Culture of Challenge

Purpose

At Roselea Public School, we will create a culture of challenge that ensures that each student, teacher and leader is challenged to improve every day. Through the implementation of collegial and collaborative practice, the collection and analysis of data will drive the differentiation we use in the classroom.

Improvement measures

Student Engagement

Achieve by year: 2026

Improvement in student engagement to be at or above state average as indicated in the following areas of the Tell Them From Me survey results:

- Effective learning time
- Interest and motivation
- Relevance
- Values school outcomes
- Expectations for success

Assessment

Achieve by year: 2026

Increase in percentage of students receiving an A or B grade in their semester reports across all Key Learning Areas.

Differentiation

Achieve by year: 2026

100% of teaching and learning programs across the school show evidence that they are adjusted to address individual student needs.

Learning Goals

Achieve by year: 2026

100% of students can articulate their learning goals and understand what they need to learn next to enable continuous improvement.

Initiatives

Data to differentiate

Ensure that data is the starting point for effective teaching strategies. It is through the use of data that we are able to effectively differentiate and challenge all students in all mainstream and support classrooms.

- Professional learning in effective formative and summative assessment strategies and how we use this to inform planning.
- Staff collect, analyse and evaluate student data and devise strategies to provide explicit formative assessments to students.
- Implementation of high potential and gifted students policy.
- Updating IT systems and hardware alongside professional learning to allow teachers to use technology as a differentiation tool within the classroom.
- Establish targeted staffing models that allow for flexibility within and across the school.

Collaborative challenge

Embed a collaborative culture where each staff member challenges themselves, their colleagues and their students to improve every day.

- Effective, differentiated, high impact professional learning structures.
- Utilise a collaborative programming tool to allow teachers to work across year groups or schools.
- Processes are in place to identify and develop leadership density through the school leadership identification framework.
- Professional learning for aspiring and current executive on instructional leadership
- PDPs are aligned with school, stage and personal needs.
- Teachers provide explicit feedback and co-create

Success criteria for this strategic direction

- Excelling in the theme 'differentiation' within the element 'curriculum'
- Excelling in the theme 'feedback' within the element 'effective classroom practice'
- Excelling in the theme 'data analysis' within the element 'Data skills and Use'
- Teachers expertly apply a range of formative and summative assessment strategies to inform teaching and learning that lead to measurable improvements.
- All teachers have a sound understanding of student assessment and data concepts and use this to inform planning, identify interventions and modify teaching practice.
- Technology is used to connect students, teachers and the community within and beyond the school to support learning.

Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions:

- Scout - Check-in assessment data
- NAPLAN
- TTFM survey
- TPL attendance
- Accreditation maintenance hours for staff
- Semester reports grade distribution
- Supervision notes of teaching and learning programs
- Student PLPs
- Student focus groups
- SEF SaS.

The evaluation plan will involve:

Strategic Direction 2: Culture of Challenge

Improvement measures

Feedback

Achieve by year: 2026

100% of teachers provide targeted feedback to students using a range of formative and summative assessments

Leadership

Achieve by year: 2026

Improved score in leadership element of staff Tell Them From Me survey.

Initiatives

learning goals with students to ensure each student is challenged in their learning.

Evaluation plan for this strategic direction

- Once a term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.
- Once a term professional discussion around the School Excellence Framework elements and themes
- Once a term executive team and whole staff reflective sessions.

We will systematically and regularly monitor a range of data sources listed above to gauge the impact and inform future adjustments and directions to the plan.

Strategic Direction 3: Creating community connections and wellbeing

Purpose

At Roselea Public School, we will create an environment where every aspect of the child is able to develop. We will create partnerships and community connections that help us focus on the social, emotional and academic wellbeing of our students, staff and wider community.

Improvement measures

Student Engagement

Achieve by year: 2026

Improvement in student engagement to be at or above state average as indicated in the following areas of the Tell Them From Me survey results:

Improvement measures:

- Positive teacher-student relationships
- Advocacy at school
- Sense of belonging

Parent Engagement

Achieve by year: 2026

Increased opportunities for parents to provide feedback to the school and increased number of parents attending school events such as P&C.

Wellbeing

Achieve by year: 2026

100% of teachers use wellbeing system in all settings and collect. Teachers use and analyse Sentral wellbeing data sources such as PLSPs, incident tracking, rewards, PLPs and attendance.

Attendance (>90%)

Achieve by year: 2023

Attendance

Improvement in the percentage of students attending school more than 90% of the time to be at or above the

Initiatives

Whole school wellbeing

Ensure that there are processes to support the wellbeing of students, staff and the community.

- Implement a whole school inclusive approach to student wellbeing in which students can connect, succeed and thrive at each stage of their schooling.
- School wide collective responsibility and clear processes to support student learning and wellbeing.
- Strong school leadership emphasises and promotes the importance of wellbeing and connectedness.

Positive Partnerships

Initiate and sustain positive partnerships within and beyond the local community that lead to enhanced opportunities and learning outcomes for our students.

- Opportunities will be provided to support teachers to work together within and beyond the school for their benefit, the benefit of the students and the school as a whole.
- Active involvement in Cumberland Community of Schools to strengthen partnerships and professional learning opportunities available to all staff members.
- Develop effective transition to school and transition to high school programs with local pre and high schools.
- Develop effective relationship and partnership with local AECG to support Aboriginal Education
- Opportunities will be provided for students to develop their leadership skills by working with other leaders across the network.
- Expanding the range of opportunities for the community to meaningfully participate and contribute to the life of the school.
- Establishment of a Community Engagement Hub to create stronger community partnerships.
- Effective partnership with local high school that

Success criteria for this strategic direction

- Excelling in the theme 'planned approach to wellbeing' within the element 'wellbeing'.
- Excelling in the theme 'community engagement' within the element 'educational leadership'.
- Students regularly practise and adapt their social and emotional skills to new situations in the classroom, school and wider curriculum.
- Inter school relationships provide support to ensure the ongoing development and improvement of all teachers.
- School facilities are used by internal and external agencies to provide community support that will benefit students.

Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions:

- TTFM survey
- Behaviour data
- Incident reports
- Attendance data
- Whole school framework for wellbeing
- Parent participation numbers for school events
- Student PLPs and PLSPs
- Student focus groups
- Parent focus groups
- SEF SaS

The evaluation plan will involve:

- Once a term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

Strategic Direction 3: Creating community connections and wellbeing

Improvement measures

school's lower bound system-negotiated target of 93.2%

Community Satisfaction

Achieve by year: 2026

Increase in parent TTFM survey results to be at or above state average in the following areas:

- Parents are informed
 - School supports learning
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Initiatives

benefits students in both schools

Evaluation plan for this strategic direction

- Once a term professional discussion around the School Excellence Framework elements and themes.
- Once a term executive team and whole staff reflective sessions.

We will systematically and regularly monitor a range of data sources listed above to gauge the impact and inform future adjustments and directions to the plan.