Holistic Learning
Engaging, evidence-informed educational programs that nourish mind, body and spirit, ignite curiosity and nurture creativity

Inclusion
Programs that are responsive to individual and group learning capabilities and promote tolerance, respect, empathy and kindness

Connectedness
Students, teachers, parents and community members form mutually supportive, interconnected learning communities

Next Practice
School background

SCHOOL VISION STATEMENT
At Rosebank, our 'end in mind' is the delivery of engaging, evidence-based educational programs that nourish mind, body and spirit, ignite curiosity and nurture creativity.

Teaching at Rosebank is responsive to individual and group capabilities and promotes tolerance, respect, empathy and kindness.

Students and teachers form mutually supportive, interconnected learning communities, continuously striving for ‘next practice’ – that is, how can I/we extend, enrich and innovate on prior learning?

SCHOOL CONTEXT
Rosebank Public School is a picturesque three-teacher school set in the lush green hinterland behind Byron Bay. In 2016, the school will celebrate its 125th year of delivering quality public education. The school is held in the warm embrace of parents, friends and community groups. In our small, multi-age classes children engage in personalised and holistic learning.

Our expansive grounds offer multiple opportunities for outdoor learning. Our school also draws on the wealth of talent in our local artistic community to enrich Creative and Performing Arts (CAPA) programs and support the cultural learning of students. Don’t be surprised to find us sampling water on the adjacent Nature Reserve, weaving baskets with a local artisan, learning about Aboriginal cultural business from a Bundjalung Elder or examining microorganisms through a medical microscope, guided by a Science teacher from one of our partner schools.

Further student learning opportunities, particularly in Sport, CAPA and for Gifted and Talented students are enabled through strategic partnerships with other members of our local community of schools and The Rivers P-12 Learning Community.

Teachers also met to analyse a variety of school data and reflected on their experiences and vision for the future of the school. During class and student group meetings, we refer to the strategic directions when negotiating decisions, testing their relevance to student as well as parent and teacher issues and priorities.

Drafts of our school plan were discussed at Parent Information Evenings in early 2015 and have been displayed in our school foyer, circulated via email and placed on our school website. A digital survey was used to evaluate parent satisfaction with our strategic directions and school plan. Ongoing satisfaction with the plan will be evaluated through future administration of Tell Them From Me surveys, commencing 2016.
Activate mindspace and heartspace by:

- ‘Raising the Bar’: Designing experiences that are intellectually demanding, demand deep concentration and lead to the development of sophisticated concept learning and procedural fluency
- Enabling students to develop 21st century learning capabilities including Collaboration, Knowledge Construction, Real-World Problem-Solving and Skilful Communication
- Delivering rich and diverse programs that value a range of ‘ways of knowing’ and speak to multiple intelligences (creative, musical, spatial, physical, spiritual).

Grow a school culture that recognises and celebrates diversity by:

- Forming productive partnerships with local Aboriginal people
- Enriching educational programs by further involving parents and community visitors
- Broadening values education at the school.

Nurture interdependence in pursuit of shared goals

- Increased opportunities for student leadership and student voice
- Range of opportunities supportive of individual teachers’ personal performance development
- Actively supporting enhanced professional learning across First North and The Rivers Learning Communities
- Strengthening ties with local community groups
- Build community capital by actively promoting increased parent and community involvement in school programs and events.

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Next Practice: How can I/we extend, enrich and innovate on prior learning?
Holistic Learning

**PURPOSE**

**Why is this strategic direction important?**

After consultation, we know that:

Our community values high quality education that enables students to become curious, competent and creative as well as adept at communicating their knowledge and working with others.

We want to maintain and enhance our school’s record of high academic achievement.

We want decisions about teaching and learning to be informed by high quality diagnostic information and current research evidence.

Students who require learning support should receive targeted, intensive and effective interventions at the time when it is likely to benefit them most.

We want Gifted and Talented students to receive extension consistent with the latest research into Gifted Education.

**How do we enable transformation?**

**Students:**

Engage in guided analysis of personal learning information, setting personal learning goals and monitoring progress towards those goals (see Hattie, 2009).

Senior students communicate information about their learning and future goals to parents.

Learn LOTE (AUSLAN and French).

**Teachers and Leaders:**

Teachers become familiar with, and critically reflect on, practices associated with Visible Learning (Hattie, 2009) and incorporate into practice as appropriate.

Teachers incorporate 21st Century Learning Design into lesson and program planning.

Teachers released to develop agreed programs and policies.

Teachers use of online diagnostic assessment tools to pre-assess student knowledge and understanding and differentiate instruction.

Teachers draw on community skill set to deliver additional opportunities for students, eg: parent-led art workshops.

**Parents and community partners:**

Are equipped to support enhanced Home Learning.

**PEOPLE**

**PROCESSES**

**How will we do it?**

**Students:**

Teach students how to read and understand learning information as well as how to set and monitor goals.

Introduce LOTE instruction K-6.

**Staff and Leaders:**

Develop innovative school programs aligned with new BOSTES syllabuses and guided by an agreed pedagogical framework.

Professional learning to enrich practice in line with strategic directions.

Develop resources to support delivery of programs in line with strategic directions.

**Parents and community partners:**

Increased parent involvement in class programs, capitalising on the skills and talents of the school community to enrich student learning.

Parents provided with information and education to maximise Home Learning.

**Evaluation Plan:**

Teachers analyse student performance data and reflect on effectiveness of programs.

Regular ‘check-ups’ with teachers to track implementation of Assessment Schedule.

‘School-gate’ and survey consultation with parents and others to share information and elicit feedback about educational programs.

**PRODUCTS AND PRACTICES**

**What will we produce?**

**Student outcomes:**

- Improved student learning in:
  - Punctuation and Grammar
  - Spelling
  - Numeracy

Student Learning Information files/folders accessible for personal use/goal-setting.

Protocols for sharing information about learning with parents.

Demonstrated proficiency at agreed levels in LOTEs (AUSLAN and French).

**Staff products and practices:**

- PAT-M and PAT-R (Grammar and Punctuation) used at least twice/year for diagnostic assessment.

- Revised school programs for target areas.

- Data Tracking Systems.

- Clearly articulated and highly visible expectations for assessment and pedagogical practice outlined in a jointly-produced and agreed assessment schedule and pedagogical framework.

- Regular data conversations oriented towards improved practice in support of student learning.

- Method for evaluating rigour of learning and assessment products based on pedagogical framework/21CLD.
Inclusion

PURPOSE

Why is this strategic direction important?

After consultation, we know that:

At Rosebank, we want students to enjoy varied experiences that respond positively to a range of learning preferences, styles and capabilities.

We also want our students to grown into caring, concerned global citizens, living in harmony with their environment and people with a range of cultural practices and beliefs, and having formed a strong personal sense of ethics and moral code.

We believe that a small school, with its multi-age educational settings, is an ideal environment in which children can learn to interact harmoniously with others of multiple ages and abilities.

While our school does not have a significant proportion of students of Aboriginal descent, we consider that the perspectives of Aboriginal people should be embedded in all curricula and that students should have opportunities to learn about Aboriginal culture and history as well as to form positive relationships with Aboriginal people.

PEOPLE

How do we enable transformation?

Students:
Positively value difference and diversity.
Behave in ways supportive of learning, taking increasingly responsibility for regulation of own behaviour.
Learn Languages Other Than English (LOTE).
Are increasingly aware of Aboriginal cultural beliefs and values.

Staff:
Identify and liaise with local Aboriginal people able to engage with school programs.
Differentiate teaching and learning and provide adequate support so that all children can access learning opportunities.
Teach behaviours supportive of learning and consistent with school values of justice, fairness and integrity.
Continue to develop systems to recognise and reward focussed learning and positive social behaviour.

PROCESSES

How do we do it?

Students:
Participate in structured and unstructured learning opportunities across classes and stages.
Are rewarded individually and collectively for focused learning and positive play behaviour.

Learn skills necessary to grow a mutually supportive learning community.

Learn about a variety of cultures and cultural practices.

Staff and Leaders:
Collect high quality information that identifies each student’s individual learning capabilities and needs.
Analyse learning information to inform design, delivery and evaluation of targeted interventions.
Continued implementation and evaluation of You Can Do It! Program.

Explicit teaching of behaviours associated with values underpinning inclusive educational practice, namely justice, fairness and integrity.

Embed Aboriginal perspectives in teaching and learning programs.

Parents & community partners:
Protocols for community use of school facilities.
Productive partnerships between school and Aboriginal community members and local artists.
Participate in a review of School Discipline and Bullying policies.

PRODUCTS AND PRACTICES

What is achieved and how do we know?

Products and Practices:
Reduced records of major and minor negative behaviour incidents.
School Calendar includes events that reflect diverse cultural backgrounds and experiences.
LOTE used during school events and celebrations.
School celebrations and events incorporate respect for cultural protocols.
Aboriginal perspectives visible in planning learning programs and school experiences.

Evaluation plan:
Online survey to evaluate awareness of and satisfaction with School Discipline policy.

IMPROVEMENT MEASURE/S

Increased positive behaviour as recorded in individual student records.
Increased staff and parent satisfaction with the behaviour of students across the school and in associated environments such as on the school bus.

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Connectedness

### Purpose

**Why is this strategic direction important?**

To maximise student learning opportunities, we rely on the support of parents, partner schools and community organisations.

There is a wealth of talent in our local communities with potential to enrich our educational programs.

We seek to benefit from the professional expertise of others in the First North and The Rivers Learning Communities by nurturing stronger, more targeted partnerships in pursuit of agreed goals.

### People

**How do we enable transformation?**

**Students:**

Regularly work with parents in the classroom

Students participate with other students in the First North and The Rivers Learning Communities in an expanded range of learning opportunities

**Teachers and Leaders:**

All staff members engage in high quality professional learning aligned with strategic directions and personal professional learning goals.

Information about current education research and cutting edge practice is regularly shared with teachers who are supported to reflect on relationship of research to school-based practice.

Teaching staff develop effective coaching/mentoring relationships both within the school and with teachers in partner schools in the First North and The Rivers Learning Communities.

Principal nurtures relationships with local, state and interstate tertiary providers to identify possible research/practice partnerships.

Principal engages with national and global community of scholars to identify further opportunities for ‘next practice’ and to distribute learnings from teacher research at Rosebank.

### Processes

**How will we do it?**

**Teachers:**

Actively promote and encourage parent involvement in classrooms.

Continue to engage positively with members of First North and The Rivers Learning Communities to provide student learning opportunities.

**Leaders:**

Engage with local community organisations including Rosebank Incorporated, Rosebank Reserve Association and Rosebank Community Preschool to identify opportunities for collaboration.

Design and deliver practice-based sharing and focused teaching opportunities, eg: Differentiation Cafes.

Provide teachers with professional learning about available and effective coaching/mentoring practices (eg: Elmore’s Instructional Rounds, Collegial Coaching, Appreciative Mentoring etc).

Establish agreed and explicit protocols and time frames for coaching/mentoring activities.

Collect information pre- and post-coaching to inform evaluation of coaching/mentoring experiences.

Establish a culture of professional sharing where teachers engage positively in professional reading and share learnings with others.

**Parents and community partners:**

Work collaboratively with others in the First North Learning Community to design and deliver a program of Parent Education.

### Products and Practices

**What will we produce?**

**Student outcomes:**

Students document school-community partnerships.

Students regularly contribute content for community publications, eg: The Village Journal.

Students host events (eg: Learning Expos) to showcase learning products for parents and wider school community.

**Staff products and practices:**

Planned schedule of staff meetings to include collegial conversations, guided reflection as well as administrative and organisational tasks.

**Parent and community products:**

Schedule of Parent Information Workshops and Seminars.

School-hosted Community Events, eg: Under 8s Day.

School-hosted programs of professional learning available out-of-hours to teachers as well as students of education, Home Schoolers and others.

Information about school curriculum and programs, including support materials to enable Home Learning, available on school website.

Clear guidelines and practices to support shared use of school and community resources and promote shared ownership of school programs.