Strategic Improvement Plan for 2013-2016 based on these directions
Annual Operational Plan 2013
Rosebery Primary School

Rosebery Primary School

DEPARTMENT OF EDUCATION AND TRAINING
Northern Territory Government
### Co-Teaching

- **Improve Literacy and Numeracy**
  - All Year 5 students below national minimum standard on their NAPLAN 2011 to undertake intervention programs to
  - Whole school cross school moderation for Literacy and Numeracy
  - Selecting of common assessment tasks for moderation purposes in both English and Maths
  - Develop a classroom support officer for intervention support (links to transition pathways)
  - Form the support for Literacy intervention programs for students at risk (Quicksmart Numeracy/ELF PAL Literacy)

### Literacy and Numeracy

- **Classroom walkthroughs conducted in each co-teaching classroom at least once per term**
- **NAPLAN Year 3 Numeracy target is 70% above NMS; Year 5 Numeracy target is 90% above NMS**
- **NAPLAN Year 3 Reading target is 70% above NMS; Year 5 Writing target is 70% above NMS**

### Improvement Milestones

- **First Steps Reading Training completed by end of 2013.**

### Goal

To develop the skills and capacity of all staff and students to ensure quality teaching and learning outcomes for all.

### Key Result Area

Teaching and Learning

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**Annual Operational Plan for Roseday Primary School for 2013**

**Department of Education and Training**

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<tr>
<th>DET Equity</th>
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- Implement the Australian Curriculum as per DET requirements in English, Maths and History and Science
- Reflective Classroom Walkthroughs each semester
- Use the Evidence Based Practices Framework to align programs such as Back to Back Maths etc.
- Back to Front Maths evident across the school in both practice and programs
- Focus on CHAT for early years
- ANG Diagnostic NRT as a key tool for assessing against standards
- Programming to follow NRT program expectations
- Training in First Steps Reading
- Focus on a multi-tiered reading program in years 3-6
- All students leverage annual benchmarks and are entered into Diagnostic Testing Database
- Keen philosophy evident in programs and in practice
- Diagnostic Testing Database to store assessment of students to show growth overtime will be utilised by all teachers

**Evidence Based Practices**

- Monthly monitoring meetings
- Ensure the path of having cooperative learning strategies
- Continuous Support and Professional Learning for teachers to embed Keen strategies into teaching and learning
- Evidence of Keen strategies utilized in all aspects of school for staff and students

**Keen Cooperative Strategies for Learning**

- Conducted Classroom Walkthroughs/diagnostic practice
- Encouraging cooperative practice using Keen's Coaching to improve pedagogy
- Monthly monitoring meetings
- Continuous Support and Professional Learning for teachers to co-teach successfully
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**When**

Use Cognitive Coaching across the leadership team to assist in Planning, Reflection of Practice, and Collaborative Planning.

- Lead coaching conversations with peers.
- Keep abreast of emerging strategies by sending staff to PL conferences to come back and share information with others.
- Provide opportunities for staff to undertake HALT, Leadership Courses, mentoring and work shadowing.
- Be aware when learning Co-operative Learning and Karen Stride to use as a tool for Reflection and to show that RPs are leaders in the area of coaching and collaborative practices.

**Who**

Staff

School camps for years 5/6 and 7/4.

Undertake learning activities using Karen Stride.

All year 5/6 staff participate in a leadership mentor course driven by the SLC group.

**Student**

Action

3 different types of data collected in 2013 to triangulate for Co-Leading and Karen

SLC to include Year 6 students and complete Leadership course

At least one staff member involved in each of the areas of Leadership opportunities available.

**Target/ Milestone**

- Provide opportunities for students’ staff and the school as a whole to develop and grow in defining ways for everyone’s full leadership potential to be reached.

**Goal**

- Provide opportunities for students, staff and the school as a whole to develop and grow in defining ways for everyone’s full leadership potential to be reached.

**Key Result Area**

Annual Operational Plan for Rosebery Primary School for 2013

DEPARTMENT OF EDUCATION AND TRAINING

Northern Government
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**Students**
- Participate in buddy class arrangement to grow connection with younger and older students.
- The longest run of the story told and reach by PS students to all new students.

**Staff**
- Monthly meeting during morning
- Common language is used by staff and students
- Restorative circles to be conducted when necessary
- Regular reflection of high expectations
- Ongoing discussion and information provided to school and community of restorative practices
- Organise events around upholding the school values
- Explicitly teach and display school values
- Develop school rules based on the understandings of restorative practices

**Resilience Practices**
- Self-report is monitored so above average level using a perception survey
- Restorative practices language used across the school
- School expectations/rules can be articulated by all

**Target/Site/Goal**
- To ensure all staff and students are safe and able to work and learn to the best of their ability in an environment underpinned by restorative practices.

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**Annual Operational Plan for Rosedale Primary School for 2013**

**Department of Education and Training**

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Northern Territory Government
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**Rosebery Middle School**

- Reconciliation Action Plan developed
- Connected with the RMS ALWE to support Indigenous families
- Individual Learning Plans developed for all Indigenous students
- Action Plan followed and maintained

**Indigenous Community Partnership Agreement**

- Provide assistance when new children are settling into school
- Conduct social activities for families
- Build relationships through anti-racism activities
- Connect with the daily lives of the children through interaction in the classroom

**Action**

- DSTA to work in class and with families

**Target/Milestone**

- Engage with the Smith Family to support families

- Strong collaboration with RMS culminating in a joint event per year (with staff and/or students)
- All Indigenous students to have an Individual Learning Plan by the end of 2013
- DSTA connected with all families at least once per term

**Goal**

- To achieve high educational standards for all students through working with community groups that support students and parents including the community.

**Key Result Area**

**Partnerships**

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**Annual Operational Plan for Rosebery Primary School for 2013**

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<th>DET. Equity</th>
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<td>$47,762</td>
<td>Classroom Support Workers for classes with high student needs</td>
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<td>Use ACSI at the end of preschool to assess student learning</td>
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<td>Transition and Pathway Program with Rosebery Middle School</td>
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<td>Early Years Learning Framework implemented in Preschool and Transition</td>
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**Target/Measurement**

- Early Years Learning Framework implemented in Preschool and Transition
- Weekly visits from RMS students
- Summary and Rationale
- Goal
- Key Result Area

**Annual Operational Plan for Rosebery Primary School for 2013**

**Department of Education and Training**