



Rosebery
PRIMARY SCHOOL

**Rosebery Primary School
Annual Operational Plan 2014
Strategic Improvement Plan for 2013-2016 based on these directions**

GAIL SMITH
PRINCIPAL

SIGNED *G Smith*

DATE 3 March 2014

MEREDITH SULLIVAN
SCHOOL COUNCIL CHAIRPERSON

SIGNED *MS*

DATE 3.3.2014

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DIRECTOR OF SCHOOL PERFORMANCE

SIGNED *H Hayes*

DATE 4/3/14

ROSEBERRY PRIMARY SCHOOL ANNUAL OPERATIONAL PLAN 2014

Main Focus Areas 2014

Evidenced base research	Measurable student outcomes	Explicit school wide targets	School wide analysis	Systematic data collection	Analysis and interpretation of data	A focus on positive relationships	A strong collegial culture	A safe learning environment
Monitoring and evaluation of programs	An Explicit Improvement Agenda	A sharp focus on shared school vision	Data is used to drive school-level decisions	Analysis and Discussion of Data	A school wide assessment schedule	An attractive learning environment	A Culture That Promotes Learning	Promote intellectual rigour
High expectations	Whole school approaches	Understanding of a pedagogical framework	Data is used in building a culture	Leaders work with teams	Professional development of staff	Behaviour management policy	Student / staff wellbeing	Mutually respectful partnerships
Resources are targeted	School wide policies, practices and programs	Flexible structures and processes	Building professional teams	School-wide shared responsibility for student learning	Continuous professional improvement	Coherent, sequenced plan for curriculum delivery	Consistent teaching practices	Clear process for monitoring learning across the year levels
Alignment of school budget	Targeted Use of School Resources	Application of discretionary school funds	Professional learning plans and associated budget	Expert Teaching Team	Mentoring and coaching	Alignment of curriculum, pedagogy, assessment and reporting	Systematic Curriculum Delivery	Evidence based teaching practices
Transparent process with broader community	Use of physical environment	Flexible curriculum delivery	Formal processes for managing unsatisfactory performance	School leadership team leads and models professional learning	Recruitment of highly able teachers	Assessment processes supports teachers to construct learning experiences	Curriculum delivery is shared with the community	Alignment of assessment and reporting
Classroom teachers are supported to identify and address needs of individual students	Progress of individual students is monitored	Teachers are able to identify the starting points for teaching	Pedagogical practices are the key to improving student learning	Strong leadership roles in establishing researched based teaching practices	All teachers understand and use effective teaching methods	Develop strategies and processes re discrimination	Engage with families	Student learning experiences are linked to the community
Tailored, early and sustained interventions	Differentiated Classroom Learning	Students are engaged, challenged and extended	Teachers provide regular and timely feedback to students	Effective Teaching Practices	Leadership team establishes and communicates highly effective teaching strategies	Actively seek feedback from families	Partnerships/ People Infrastructure & Financial Management	Cooperated & work with different agencies
Using resources beyond the school	Teachers assisting students to monitor their own learning	Teachers are monitoring students and adjusting their teaching	High expectations and ambitious targets	Ongoing feedback and modeling to teachers	Focus on priority areas	People Business <ul style="list-style-type: none"> . Right people . Developing people . Valuing people . People Data 	Infrastructure <ul style="list-style-type: none"> . Physical space . Classroom furniture . WH&S processes . Power & water use 	Financial Management <ul style="list-style-type: none"> . Alignment of \$. Policies & systems . Monitored

LEADERSHIP		GOAL	IMPROVEMENT TARGET (SIP 2013-2016)	ACTIONS 2014	FUNDING SOURCES	OUTCOMES
Evidenced base research	Measurable student outcomes	Explicit school wide targets	Provide leadership opportunities for students and staff to develop and grow through embedded whole school approaches. This will provide opportunities for everyone to reach their full potential whilst ensuring improvement across the whole school.	1. Professional Learning in Visible Learning for all staff.	NTG	All classes will have Learning Intentions and Success Criteria explicit.
Monitoring and evaluation of programs	An Explicit Improvement Agenda	A sharp focus on shared school vision	A Whole School Approach across the school in Maths and English using a coaching model with a particular focus on Visible Learning.	2. Inquiry into practice for numeracy using a Coaching model.	Centre for School Leadership	WSA to numeracy for 2014. All staff engages in a coaching/mentoring model to improve practice.
High expectations	Whole school approaches	Understanding of a pedagogical framework		3. Set School Wide Targets	NTG	NAPLAN score analysis 2013-2016 Years 3 and 5
				4. Visible goal setting in each classroom	NTG	Students will be able to articulate where they are and what they need to do to get to their goals.
				5. Creation of Curriculum Visible Action Teams	NTG	Action groups will keep momentum and drive for Visible Learning going across the school.
				6. Whole School approaches documented and used by all.	NTG	Everyone will be using the same accumulative approaches for Literacy and Number across the school.
				7. Explicit use of Learning Intentions and Success Criteria visible and evident in all classrooms.	NTG	Students Assessment capable learners.

WELLBEING		GOAL	IMPROVEMENT TARGET (SIP 2013-2016)	ACTIONS 2014	FUNDING SOURCES	OUTCOMES		
A focus on positive relationships	A strong collegial culture	A safe learning environment	Staff and students will feel safe in an environment that challenges and supports individual and personal growth.	School values, Restorative Practices and KidsMatter along with a work/life balance being implemented by 100% of staff.	Students attending school and challenging themselves to be the best learners they can be.	1. Student Leadership Council to take key role in leadership across the school	NTG	Year 6 students really standing out as leaders in our school.
An attractive learning environment	A Culture That Promotes Learning	Promote intellectual rigour						
Behaviour management policy	Student / staff wellbeing	Mutually respectful partnerships	Staff and students will feel safe in an environment that challenges and supports individual and personal growth.	School values, Restorative Practices and KidsMatter along with a work/life balance being implemented by 100% of staff.	Students attending school and challenging themselves to be the best learners they can be.	3. Provide PL for staff and implement KidsMatter	NTG	KidsMatter will become embedded into practice across the school throughout 2014
						4. School Values and Expectations embedded into everyday school life with explicit teaching and student displays each term.	NTG	Staff, students, families and community will know the school values and how they are articulated in everyday school life.
						5. Dedicated Restorative Practices meeting each term and continued RP refresher sessions.	NTG	Restorative Practices remain the focus of our Wellbeing and Behaviour Policy.
						6. Go into Partnership with Real Schools for building a sustainable Restorative Practices culture at RPS.	NTG	Restorative Practices one of our Big 5 signature programs embedded across the school.
						7. Social Club yearly plan visible in the Staffroom.	Social club	Staff social activity at least once per term.
						8. Check in circles and/or staff builders at each staff meeting/session	NTG	Staff connected and comfortable with each other and support provided where and when needed.
						9. Pre-T transition program	NTG	Preschoolers readiness factor enhanced with a transition to big school program in Term 4.
						10. GATES program with RMS	NTG	Gifted and Talented students given

		opportunities to engage with RMS in areas they excel.
11. Catholic Care NT partnership continued with Triple P and in-school counselling available to students.		Continued service level agreement with CCNT.
12. Attendance strategy followed and process transparent to lift attendance	NTG	All students attending school regularly.

LEADERSHIP AND TEACHING AND LEARNING			GOAL	IMPROVEMENT TARGET (SIP 2013-2016)	ACTIONS 2014	FUNDING SOURCES	OUTCOMES
School wide analysis	Systematic data collection	Analysis and interpretation of data	To develop the ability of all teachers to analyse system, school and classroom data in both English and Maths to inform teaching practices.	100% of teachers using triangulation of data to inform practice including their teaching and learning programs	1. Whole school data collection process	NTG	Assessment database fully functional and used by teachers in the process of planning.
Data is used to drive school-level decisions	Analysis and Discussion of Data	A school wide assessment schedule			2. Reading and number data wall displays		
Data is used in building a culture	Leaders work with teams	Professional development of staff			4. Team Management Index wheel completed and available for all staff to better form strategic groups.		Coaching conversations with a coach and pairs of co-teachers to show evidence on the use of data to Inform English and Maths teaching practices
							Groups planned and more effective based on data of how people work together best.

TEACHING AND LEARNING			GOAL	IMPROVEMENT TARGET (SIP 2013-2016)	ACTIONS 2014	FUNDING SOURCES	OUTCOMES
Building professional teams	School-wide shared responsibility for student learning	Continuous professional improvement	To enhance understanding of the AITSL teacher professional standards through a strong mentoring and coaching model which is embedded in reflection on practice to inform future teaching and learning.	Inquiry process employed through an in-house coaching model using cognitive coaching with teachers. All staff maintain a work/life balance with coaching/mentoring available to all staff if needed.	1. Use of the Teacher Feedback framework (programs & walkthroughs)	NTG	Teachers know how to improve their practice and adhere to PR timeframes.
Professional learning plans and associated budget	Expert Teaching Team	Mentoring and coaching			2. ICT embedded practice across the school with support provided by ICTC and Year 5 teacher where necessary	NTG	Innovative use of ICT evident across the school
Formal processes for managing unsatisfactory performance	School leadership models professional learning	Recruitment of highly able teachers			3. DSTA engages with classroom activities & provides support programs	Commonwealth Govt.	DSTA supports all classes and runs sessions for parents
					4. Library hubs to become the focus of each area.	NTG	Library hubs are inviting and welcoming places for students
					5. RPS Coaching model applied to a Maths and a line of inquiry selected to focus on by all teachers.	Centre for School Leadership	All staff will have improved one aspect of their teaching of Maths based on a line of inquiry through a coaching model.
					6. Involvement in CSLL Coaching and Mentoring for School Improvement Plan for 2014-2015.		Principal will lead the coaching/mentoring model across the school and share system wide and this will feed into an ACER research paper.
					7. Kagan in the moment coaching to be reinvigorated across the school	NTG	Shona and Danielle will have coached at least one of each co-teaching pair in a Kagan coaching session
					8. Embedded PL through PLCs, focus groups, external consultants	NTG	PLCs run truly as Professional Learning Communities.
					9. Co-teaching focus through Framework & mentoring support	NTG	Co-teaching continues to be a major focus in teaching.

TEACHING AND LEARNING				GOAL	IMPROVEMENT TARGET (SIP 2013-2016)	ACTIONS 2014	FUNDING SOURCES	OUTCOMES
Coherent, sequenced plan for curriculum delivery	Consistent teaching practices	Clear process for monitoring learning across the year levels	To develop the skills and capacity of all staff to ensure they are able to use Visible Learning approaches to assessment to inform practice and to ensure students become assessment capable learners.	100% of classrooms using Visible Learning Approaches incorporating Assessment Feedback and tools.	<ol style="list-style-type: none"> Adoption of Envision Maths across the school 3-6. Count Me In Too for T-2. RPS Teaching and Learning Handbook to guide Teachers alignment of Curriculum, Pedagogy and Assessment. 	NTG	A whole school approach to Numeracy.	
Alignment of curriculum, pedagogy, assessment and reporting	Systematic Curriculum Delivery	Evidence based teaching practices						
Assessment processes supports teachers to construct learning experiences	Curriculum delivery is shared with the community	Alignment of assessment and reporting			<ol style="list-style-type: none"> Assessment database completed for all students supported by a qualitative Learning Assessment Folio for each class. EYLF strategic Action Team and Implementation for Preschool to Transition Whole school alignment in Jolly Phonics, Grammar and Spelling. Australian Curriculum implementation across the school meeting implementation guidelines 	NTG	A visible snapshot of assessment for all children available electronically.	
					<ol style="list-style-type: none"> EYLF seamlessly used across both preschool and transition. 	NTG	All teachers using the resources aligned to Literacy and numeracy plan.	
					<ol style="list-style-type: none"> AC taught and documented in programs in all year levels. 	NTG		

TEACHING AND LEARNING		GOAL	IMPROVEMENT TARGET (SIP 2013-2016)	ACTIONS 2014	FUNDING SOURCES	OUTCOMES		
Classroom teachers are supported to identify and address needs of individual students	Progress of individual students is monitored	Teachers are able to identify the starting points for teaching	Teachers working with students in the zone of proximal development to become visible learners who take responsibility for their own learning.	100% of classroom teachers differentiating and to be a feature of teacher programs and explicitly visible in the classroom (ESL, Gifted and student with learning difficulties)	1. Differentiation template completed by each teacher for each student in the following areas: Reading, Spelling and Number. This will inform Kagan seating for Maths and English.	NTG	All students know what they can do and where they need to be heading.	
Tailored, early and sustained interventions	Differentiated Classroom Learning	Students are engaged, challenged and extended					2. Kagan setting for English and Maths based on data.	Evidence of Kagan seating in teacher programs and in each classroom
Using resources beyond the school	Teachers assisting students to monitor their own learning	Teachers are monitoring students and adjusting their teaching					3. Intervention programs to meet student needs eg QuickSmart number, PAL, ELF, ALERT etc.	All areas of intervention up and running successfully by end of term 1.

TEACHING AND LEARNING			GOAL	IMPROVEMENT TARGET (SIP 2013-2016)	ACTIONS 2014	FUNDING SOURCES	OUTCOMES
Pedagogical practices are the key to improving student learning	Strong leadership roles in establishing researched based teaching practices	All teachers understand and use effective teaching methods	To develop the skills and capacity of all teachers to provide honest, timely and accurate feedback to students around their learning.	Data visible and Assessment ongoing.	1. Assessment for learning to be visible in classrooms with clearly set goals.	NTG	Assessment of student work is clearly identified through Success Criteria
Teachers provide regular and timely feedback to students	Effective Teaching Practices	Leadership team establishes and communicates highly effective teaching strategies			2. Collection of student data re: feedback and categorising of this feedback between co-teachers.		
High expectations and ambitious targets	Ongoing feedback and modeling to teachers	Focus on priority areas			3. Reflective Classroom Walkthroughs		All teachers participate in Visible Learning PLC sessions
					4. Kagan use across all classes visible on a daily basis.		Each leadership team member to conduct classroom walkthroughs according to our Feedback Framework
							Kagan structure of the month meetings offered for all staff. 100% taking place throughout each semester.

Leadership and Partnership				Goal	Improvement Target (SIP 2013 – 2016)	Actions 2014	Funding Sources	Outcomes
Develop strategies and processes re discrimination	Engage with families	Student learning experiences are linked to the community	To build strong partnerships with school, families and community to connect with services that provide support for families whilst valuing diversity and effectively communicating to parents.	Increase parent participation in school/community events.	1. Continue with our mentoring/pathway programs Pre-T, Yr 6 – middle school, GATES, Pathways, Clontarf, Girls Academy. 2. Back to School Festival alternating with School Musical. 2014 Back 2 School Festival. 3. Green Light discos Wk 5 each term 4. Social gathering each Friday morning after assembly. Speakers invited occasionally. Join with 'play based therapy Group.' 5. Annual BEAT involvement 6. NTMS/RMS partnerships. 7. NT Outside School Care to include morning care and vacation care 8. KidsMatter Action Team	NTG Commonwealth Govt Provider NTG	Develop and maintain a reading and mentoring program between RMS Year 7s and our Year 2s. All classes to do a display of student work for the Back to School festival. School Council and Student Leadership Team to be a part of the organising group of the Green Light Disco Term 1	
Actively seek feedback from families	Partnerships/ People Infrastructure & Financial Management	Cooperated & work with different agencies						
People Business Right people Developing people Valuing people People Data	Infrastructure Physical space Classroom furniture WH&S processes Power & water use	Financial Management Alignment of \$ Policies & systems Monitored						

<p>inclusive of Parents and Community</p> <p>9. Kidsmatter survey to parents</p> <p>10. School Council engagement with Fundraising, B2 School Festival and actively promoting, community engagement.</p>		<p>published in newsletter</p> <p>80% of parents completed</p> <p>Kidsmatter Survey School council taking a larger role in promoting fundraising and community engagement.</p>
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Rosebery Primary School Programs in 2014

Area	Rosebery Primary School Improvement Matrix Domain	Program	Expense Summary	Budget Allocation Funding Source	Outcomes
Teaching and Learning	Effective Teaching Practices	Literacy	Classroom resources		Baseline data beginning of the year compared to end of the year with effect sizes for the learning each year 2013 to 2016.
		Numeracy	Classroom resources		
		History	Classroom resources		
		Science	Classroom resources		
		Performing Arts	Music Resources		
		ICT	ICT Resources		
		Health and PE	Classroom and Sport resources		
		Wellbeing	School resources		
		Preschool	Preschool Resources		
		General Classroom Resources	Consumables		
		Playground /Landscaping	Equipment and plants		
		Attendance Incentives	Resources		
		Gotcha's	Resources		
		KidsMatter	Resources, Relief Teacher,		
		Coaching/Mentoring	Wages, Consultant, PI		
Wellbeing	Targeted Use of School Resources	Quicksmart Numeracy Program	Wages		E & A record comparison of 2011, 2012, 2013
		Special Education programs	Resources, Wages		
		<ul style="list-style-type: none"> • Toe By Toe • PAL/ELF • Attack • ALERT 			
Participation, Transitions and Pathways		DSTA	Wages, resources		More than 10% improvement compared to comparison group. # of kids in Special Ed programs. 10% improvement in baseline data to end of year data of spec ed participants.
		Catholic Care NT	Resources		
		<ul style="list-style-type: none"> • Triple P Program • Counselling • Mother's group • Active After School Care 	Resources		
Partnerships	School Community Partnerships				Community engagement perception survey data
Leadership	A Culture That Promotes Learning	Rosebery Middle School			Number of participants in the RMS partnership.
		<ul style="list-style-type: none"> • Reading buddy program • Clontarf/Girls Academy • GATES 			
			Sub Total	\$	
			Total AOP Budget	\$	

Rosebery Primary School Improvement Matrix Domains and the ASPIRE Key Result Areas

