



**Rosebery Primary School
Annual Operational Plan 2011
Based on Strategic Improvement Plan for 2011-2014**

ADAM VOIGT
PRINCIPAL

SIGNED

DATE

ROBYN BRYANT
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Annual Operational Plan for Rosebery Primary School for 2011

Key Result Area	Teaching and Learning
Goal	To develop high levels of confidence and competence with implementing Evidence Based principles as a key component of teacher planning and programming.
Improvement Targets/Milestone	<p>In accordance with teacher surveys conducted in Semester One, to specifically improve in two key areas:</p> <ul style="list-style-type: none"> • Student Profiles – For 77% of teachers to respond in one of the three highest categories to the question “On a scale of 1-10, how competent and confident do you feel about developing the STUDENT PROFILES section of your program?”. Currently 46.2% of teachers have responded in one of the three highest categories. • Numeracy – To improve the rating average for the question “How confident and competent do you feel about developing a rich NUMERACY program that is created around “Back To Front” Maths principles (note – Transition classes are not required to consider “Back To Front” Maths)” from 6.69 to 7.1.
Action	<ul style="list-style-type: none"> • To fully implement all outlined actions of the Rosebery PS 2011 Action Plan for Evidence Based Programming included as Appendix A. • Discussion and Learning Opportunities are to be provided throughout 2011 with consideration given to prior learning and current competencies. • Resources to be purchased and created to support effective implementation and high level access to appropriate materials.. • Provision of feedback mechanisms and ongoing support in developing increasingly Evidence Based teaching programs each term. • Provision of structure to support development to rich data sets on student learning and increasing capacity to meaningfully interrogate student learning data. • Focus specifically on STUDENT PROFILES as part of Collaborative Planning sessions and also in specific formal and informal feedback provided to teachers. • Focus specifically on the sharing of planning and practice in NUMERACY teaching through Professional Learning Communities established across the school.

Who	When	Funding	Funding Source
<p>Leadership Team to monitor actions closely throughout 2011.</p> <p>Shannon Birch to lead Numeracy actions through coordination of Numeracy Team.</p> <p>Adam Voigt to facilitate data collection processes during Semester One and at the completion of Semester Two.</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Completion of Semester One and Semester Two.</p>	<p>Approx \$14,250</p> <p>\$400</p>	<p>Equity funding through focussed attention of established Curriculum Groups.</p> <p>Establishment Grant commitments to teacher resource folders</p>

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Key Result Area	Teaching and Learning
Goal	To develop the skills and capacity of all teaching staff so they effectively build and maintain Co-Teaching partnerships.
Improvement Targets/Milestone	<p>In accordance with teacher surveys conducted in Semester One, to specifically improve in three key areas:</p> <ul style="list-style-type: none"> • Question 1 – “We decide which Co-Teaching approach we are going to use in a lesson based on the benefits to the students and the Co-Teachers.”. Current response to “Yes” is 33%. School target – 67%. • Question 20 – “We have a process for resolving our disagreements and use it when faced with problems and conflicts”. Current response to “Yes” is 11%. School target – 67%. • Question 32 – “We are mentors to others who want to Co-Teach”. Current response to “Yes” is 44%. School target – 78%.
Action	<ul style="list-style-type: none"> • To fully implement all outlined actions of the Rosebery PS 2011 Action Plan for Co-Teaching included as Appendix B. • Discussion and Learning Opportunities are to be provided throughout 2011 with consideration given to prior learning and current competencies. • Development of Co-Teaching policy in collaboration staff and school community. • Facilitation of increasing competence and implementation levels in the four identified Co-Teaching approaches – Parallel Teaching, Supportive Teaching, Team Teaching and Complementary Teaching. • Facilitation of increasing evidence of Co-Teaching practices in programming and planning documentation, timetables and classroom practice. • Development of Co-Teaching frameworks for each partnership which outline philosophy, collaboration plans and instructional delivery intentions. • Development of specific plans within each partnership for resolving possible disagreements or conflicts. • Documentation of journey and development/creation of a Co-Teaching Guide with supporting DVD resource.

Who	When	Funding	Funding Source
Shona Henderson to take carriage of Leadership in this area.	Ongoing	Commitment of \$500 from “Big 4” budget for Teacher Professional Readings	Equity funding
Shona Henderson to monitor Co-Teaching partnerships and personal successes/approaches	Ongoing	Commitment of:	Establishment funding
Shona Henderson to ensure Co-Teaching partners are complying with term goals outlined in Implementation Plan.	Ongoing – each term	<ul style="list-style-type: none"> • \$72,875 allocated for Teacher Resources • \$170,000 allocated for Student Resources 	

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Key Result Area	Wellbeing
Goal	To implement Restorative Practices as the underpinning philosophy and action framework for developing a strong school culture and for addressing behaviour management.
Improvement Targets/Milestone	<p>In accordance with student surveys conducted in Semester One, to specifically improve in two key areas:</p> <ul style="list-style-type: none"> To improve overall School Climate scores through specific improvement in “Disciplinary Climate” indicator. Current average response score is 2.7. School target 3.1. To improve overall Social Outcomes scores through specific improvement in “Sense Of Belonging” indicator. Current average response score is 2.9. School target is 3.2.
Action	<ul style="list-style-type: none"> To fully implement all outlined actions of the Rosebery PS 2011 Action Plan for Restorative Practices included as Appendix C. Discussion and Learning Opportunities are to be provided throughout 2011 with consideration given to prior learning, current competencies and ongoing feedback. Provision of regular communication (newsletters, website, etc) and information (parent information evenings) to ensure full community awareness of RPS commitments to Restorative Practices. Embedding of Restorative Practices theory and practice in Classroom Management Plans for all teachers. Facilitation of increasing evidence of Restorative Practices in programming and planning documentation, timetables and classroom practice. Specific focus on dealing with student misbehaviour and discipline in Monthly Mentoring (Behaviour & Wellbeing) and also through a Pupil Free Day dedicated to Restorative Practices. Promotion of Restorative Practices as a tool for positive community and culture building through a collective approach to strong moral development amongst students.

Who	When	Funding	Funding Source
<p>Adam Voigt to provide whole staff Professional Learning Opportunities.</p> <p>Adam Voigt to ensure restorative conduct of staff in classes, in the playground and in the community.</p>	<p>2 hours PD previous to school opening. Full day PD at commencement of Semester Two Ongoing Monthly Mentoring – Behaviour & Wellbeing sessions each term.</p> <p>Ongoing</p>	<p>Commitment of \$500 from “Big 4” budget for Teacher Professional Readings and resources.</p> <p>Commitment of \$2000 from Special Education budget.</p> <p>Commitment of \$1000 from Teacher Resources budget for Teacher and Student resources.</p>	<p>Equity funding</p> <p>Equity funding</p> <p>Establishment funding.</p>

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Key Result Area	Teaching and Learning
Goal	To build a positive and productive student-centred learning culture with a specific focus on Co-Operative Learning.
Improvement Targets/Milestone	<p>In accordance with teacher surveys conducted in Semester One, to specifically improve in two key areas:</p> <ul style="list-style-type: none"> • Question 15 – “I believe I can implement co-operative learning successfully.”. Current response of participants who “Strongly Agree” is 18.2%. School target is 45%. • Question 19 – “Rate the extent to which you structure your co-operative learning activities to ensure that all group members actively work together”. Current response of participants who selected “Entirely” or “Largely” is 45.5%. School target is 80%.
Action	<ul style="list-style-type: none"> • To fully implement all outlined actions of the Rosebery PS 2011 Action Plan for Kagan Co-Operative Learning included as Appendix D. • Discussion and Learning Opportunities are to be provided throughout 2011 with consideration given to prior learning, current competencies and ongoing feedback to comply with Kagan requirements for a monthly meeting focussed on new co-operative learning structures. • Provision of regular communication (class term letters, newsletters, website, etc) and information (parent information evenings, Open Night, etc) to ensure full community awareness of RPS commitments to Kagan Co-Operative Learning. • Establishment of classrooms with strong Kagan Co-Operative Learning features such as appropriate seating plans and gambit/copycat/praiser use. • Establishment of Kagan Co-Operative Learning principles in learning programs including specific references in Classroom Management Plans and Personal Teaching Philosophies. • Provision of two whole staff pupil free days dedicated to Kagan Co-Operative Learning with a practical focus on the up skilling of teachers to implement Co-Operative Learning successfully. • Conducting of classroom walkthroughs to determine that Kagan Structures are being embedded in programs for a variety of purposes and for multiple content requirements. • Provide support to Danielle Banicek and Shona Henderson to gain district training qualification in Kagan Co-Operative Learning that will, in turn, provide RPS access to all official Kagan training materials.

Who	When	Funding	Funding Source
<p>Shona Henderson and Danielle Banicek to provide ongoing Professional Training and support.</p> <p>Leadership team to ensure embedding of Kagan structures and principles in teacher programs.</p>	<p>One full day PD prior to school opening. One full day PD at the commencement of Term 2. Ongoing "Structure A Month" meetings each month.</p> <p>Each term.</p>	<p>Commitment of \$500 from "Big 4" budget for Teacher Professional Readings and resources.</p> <p>Commitment of:</p> <ul style="list-style-type: none"> • \$2,000 allocated for Teacher Resources • \$40,000 allocated for Professional Development to ensure current commitments and future accreditation expenses. 	<p>Equity funding</p> <p>Establishment funding</p>