Our **School Mission**

Respectfully and cooperatively striving for excellence with confidence, integrity and resilience

Our **School Context**

Rosebery Primary School is a large urban school situated in Palmerston. Rosebery opened in 2011 and over its 5 years has grown to be the second largest primary school in Palmerston with approximately 520 students from Preschool to Year 6. Rosebery Primary is situated close to Rosebery Middle School and share the proud tradition of being innovative in design and both being Performing Arts Schools. The school has signature programs which are underpinned by evidence-based practices which stand us apart from other primary schools. Our 'Big 4' signature programs are:

- *Kagan Co-operative Learning*
- *Visible Learning*
- *Co-Teaching*
- *Restorative Practices*

Rosebery Primary School employs 25 Teachers, of which 2 are Senior Teachers plus 2 Assistant Principals. One Special Education Teacher and one Special Education Assistant with 10 support staff including 2 preschool Assistants. There are 2 Reception staff, one Business Manager, one ICT Support Staff member and one canteen manager who keep the school running.

The cultural profile of the community is mainly families from defence and services including gas plant workers with a small number of local families. We have very few Aboriginal and Torres Strait Islander families yet quite a number of families who speak English as a second language.
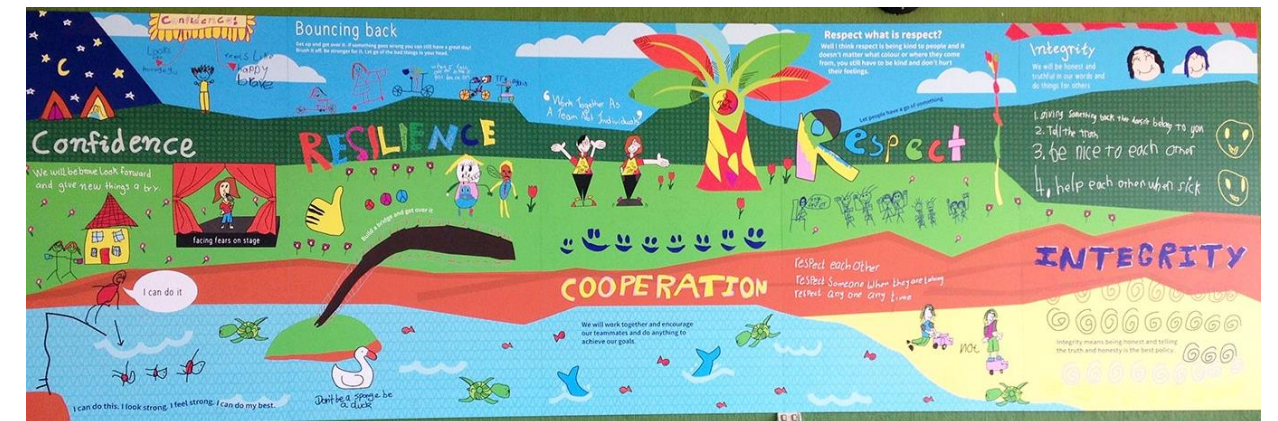
Our **School Vision**

At Rosebery Primary School, we will:

- develop resilient learners with a strong focus on respect through Restorative Practices
- be innovative in teaching and learning to academically engage and challenge our students
- provide collaborative and cooperative learning opportunities for all
- activate a sense of creativity in our students through a major focus on the Performing Arts and the use of Information Communication Technology (ICT)

This will be achieved by developing resilience in students through maintaining a caring, nurturing and safe learning environment where students feel comfortable being themselves, taking risks, making mistakes, learning from them and growing as a learner. This connects strongly with our metaphor of the long-necked turtle which is our school emblem for this very reason.

Our **School Values**

- **Respect:** we will act with kindness, compassion, and courtesy towards others and their property.

- **Cooperation:** we will work together as a team to achieve our goals.

- **Confidence:** we will trust in ourselves and give new things a try.

- **Integrity:** we will be truthful in our words and actions and will honour our agreements.

- **Resilience:** we will develop the strength to tackle problems and learn and grow positively from the obstacles we face.

Our **Outcomes**

Alignment	Coherence	Systemness	Connectivity	Excellence

DoE Strategic Improvement Plan 2016-2019

DEPARTMENT OF **EDUCATION** DRAFT

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Our **Purpose**

We deliver education services to children and young people to maximize their educational outcomes, safety and wellbeing. We work with key stakeholders to achieve the best possible educational outcomes for children and young people in the Territory

Our **Vision**

We will work with schools, families, communities and other key stakeholders to deliver quality educational services for young people across the Territory. We will ensure that our services reflect current and future social and economic needs of the Territory, and that our services and systems are responsive to the needs of our communities and schools. Through our commitment to providing higher quality education services, we will assist young people to become confident and capable global citizens

Our **Strategic Principles**

Education is a vehicle that will drive social and economic advancement in the Territory.	Resourcing decisions are based on effective, evidence-based practices and ensure high expectations are maintained and student outcomes are improved.	Service quality and efficiency is enhanced through contemporary, flexible and innovative delivery models.	Decisions are best made and resources have most impact closest to the point of service delivery in schools.	Autonomy is balanced by consistent and system-wide effort and accountability.

Our **Values**

Professionalism	Respect	Innovation	Diversity	Excellence
We are an organisation with a strong performance agenda that expects the highest of standards of ethical practice and transparency. Staff work with integrity and accountability to deliver high quality services and advice.	We value respect as an essential foundation for working collaboratively with others. Out day to day interactions with students, colleagues, parents and stakeholders are conducted honestly and respectfully.	We are adaptive, proactive and innovative to achieve the best results for young Territorians. We work together in our schools and workplaces to find new approaches to meeting challenges in an ever-changing environment.	We provide culturally inclusive and responsive services to meet the needs of the Northern Territory's diverse population. We create inclusive work and learning environments where people are valued for their cultures, experiences, skills, knowledge and capabilities	We have high expectations of our people, children and students to strive to achieve their best. Staff work efficiently and effectively to achieve high standards and support students to achieve their learning goals.

Our **Goals**

1. A great start for children	2. Every student a successful learner	3. Quality leaders, quality educators, quality learning	4. Coherent and capable organisation	5. Productive partnerships
We are committed to working with families so children have the best possible start in life and begin school ready to learn.	We are committed to creating opportunities and the environment for successful learning for every student in every school.	We are committed to fostering a strong and collaborative learning culture for our people and schools.	We are committed to being responsive, efficient and effective by providing frameworks and timely services to drive operations and inform decision making across the organisation.	We are committed to developing and embedding education partnerships and collaborations locally, regionally and internationally that contribute to economic and social development of the Territory.

Our **Key Deliverables 2016**

Promote evidence based delivery of the Early Years Curriculum which is enhanced through the development of lead schools and teachers to mentor colleagues in best practice. **G1: S2; KA 3, KA 4.**	Develop the capacity of all schools in the region to use NT ESL levels to plan, assess and monitor all ESL students. **G2: S1; KA 1**	Support targeted programs including FELA, Visible Learning in all schools, relationships based learning and Mandated Literacy and Numeracy T-6 in remote schools. **G3: S2; KA 1, KA 2.**	Implement the DoE Strategic Workforce Strategy and Indigenous Workforce Plan to recruit and retain capable staff and build the capacity of workforce and leadership across the region. **G4: S1&S2; KA 1**	Market and promote the PaRR schools in the urban and rural areas to maximize student enrolments in the public school sector. **G5: S1; KA 1,KA 2**
Expand the delivery of FaFT and preschool in remote sites in PaRR. **G1: S2; KA 3, KA 4.**	Continue to support targeted programs including Direct Instruction and to support secondary students to increase NTCET completion and participation in employment pathways programs. **G2: S1; KA 3**	Support the implementation and structured participation in Quality Assurance Assessment Cycle (QAAC) activities in all schools; moderation, clarifying and confirming of student work. **G3: S1&S2; KA 5**	Effectively and efficiently use data to monitor performance and inform decision making. **G4: S4; KA 4**	RD to work across agencies and service providers to increase community partnerships and establish teacher exchange and sister school relationships. **G5:S1; KA 2**
	Work with families and relevant agencies to monitor and support the learning needs of vulnerable and at-risk students. **G2: S2&S4, KA 5**		Implement the Accountability and Performance framework for all staff across the region. **G4: S3; KA 2**	The PaRR Attendance Team will lead the implementation of an attendance strategy that works across government and non-government agencies to build positive community partnerships in order to increase student attendance and achievement. **G5: S1&S2; KA 1, KA 4**
			A strategic and targeted plan in place to support schools and staff to develop financial administrative skills and work towards meeting school autonomy. **G4: S3&S5; KA 3, KA 6**	

Our **Outcomes**

Alignment → Coherence → Systemness → Connectivity → Excellence

DoE Strategic Improvement Plan 2016-2019

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A great start for children
We are committed to working with families so children have the best possible start in life and begin school ready to learn.

Every student a successful learner
We are committed to creating opportunities and the environment for successful learning for every student in every school.

Quality leaders, quality educators, quality learning
We are committed to fostering a strong and collaborative learning culture for our people and schools.

Coherent and capable organisation
We are committed to providing accessible, timely services and systems to support effective operations and inform decision making.

Productive partnerships
We are committed to developing and embedding education partnerships and collaborations locally, regionally and internationally that contribute to economic and social development of the Territory.

Our **Strategies**

A great start for children
- Provide high quality early childhood education and care services, including preschool, for all children across the Territory.
- Support and deliver quality early learning programs for children from birth to eight years of age that foster positive relationships with children and their families so that they are connected to learning.
- Work together to provide integrated approaches to service delivery that prioritise the needs of families and children.

KEY ACTIONS FOR 2016
- Develop principles of learning for 0-8 year olds that provide guidance and an evidence base to support delivery of the early years.
- Implement a preschool curriculum that explicitly describes literacy and numeracy outcomes.
- Expand the delivery of FAFT to 24-26 sites.
- Explore options for programs in urban and non-FAFT sites to support all children's learning and transition to school.
- Strengthen capability of education leaders and regional support services in early childhood education.
- Raise standards of achievement and benchmark with other jurisdictions to create a universal early childhood system.
-

Connection to DoE Strategies and Key Actions

2016 2017 2018

Highlight appropriate colour and copy to the appropriate Annual Plan Page where there is a connection to a Key Deliverable

Every student a successful learner
- Deliver quality teaching and contemporary learning that is meaningful and differentiated to enable students to be successful learners through quality evidence based literacy and numeracy programs.
- Create safe, positive and healthy learning environments that meet the needs of students and are connected to and informed by the expectations of families and the local community.
- Support schools to develop positive relationships between students and staff, providing a school culture of inclusiveness, high expectations and knowing of students and staff.
- Work with families and relevant agencies to identify, monitor and support the learning needs of vulnerable and Indigenous students.

KEY ACTIONS FOR 2016
- Continue to implement the Australian curriculum in all schools in a way that is **contextually relevant and meets the needs of all students.**
- Commence implementation of a mandated curriculum for T-6 in very remote schools.
- Work with schools to focus the learning of all students to achieve above expected results.
- Develop literacy and numeracy teaching materials that support student learning in the middle years.
- Strengthen the delivery of education services in the middle and senior years to better prepare students to complete NTCET.
- Provide access to high quality programs across the science, technology, engineering and mathematics learning areas for all stages of schooling.
- Deliver targeted support for students with special needs and learning difficulties. (e.g. access to early assessments, psychologists)
- Consolidate programs for disengaged youth to participate in learning (e.g. use of engagement centres/classrooms/programs).
- Deliver priority Asian languages and cultural studies in schools, with continuity across the stages of schooling.
- Support students transitioning between the stages of schooling.

Quality leaders, quality educators, quality learning
- Enhance the capability of educational leadership across our schools to maximise student outcomes.
- Build cultures of evidence based practice and continuous improvement in our schools.
- Provide flexible and innovative options for service delivery to ensure all children have access to quality education and training programs.
- Enhance the capability of educators and other school staff to provide the highest quality teaching, learning and training programs.
- Strengthen the support for students, and their families, to transition between the stages of schooling, including those attending boarding schools, with clear learning pathways.

KEY ACTIONS FOR 2016
- Deliver training to support better use of data to inform teacher practice and achieve improved student learning (including data from PAT testing).
- Develop a strong workforce by providing relevant training (e.g. international engagement and cultural understanding) leadership, coaching and mentorship programs for leaders and educators in schools, with particular focus on our Indigenous workforce (e.g. assistant teachers and emerging leaders).
- Implement processes to ensure consistent teacher assessment of student learning (i.e. A-E moderation)
- Continue to support the implementation of Visible Learning and Direct Instruction.
- Training and support for teaching English as an Additional Language or Dialect (EAL/D) learners.
- Establish a Transitions team that will support students, and their families to transition between the stages of schooling.
- Targeted support for small schools and teaching principals.

Coherent and capable organisation
- Recruit and retain high quality staff and provide safe and healthy work environments.
- Enhance the capability of our workforce and leadership across all areas of the agency, with a particular focus on developing Indigenous staff.
- Align and strengthen strategic and operational planning, monitoring, review and reporting processes to effectively and efficiently manage our resources and deliver quality services.
- Effectively and efficiently use available data to monitor performance and inform practice for improvement.
- Deliver quality services and advice to meet the growing needs of schools.

KEY ACTIONS FOR 2016
- In line with the Business Intelligence Capability project, establish a data system which supports school effectiveness.
- Simplify HR recruitment and performance management processes.
- Address identified skill gaps and professional development of staff (e.g. Asian language specialists and administration managers in schools).
- Provide leadership, coaching and mentorship programs for leaders in corporate areas.
- Refining and monitoring global school budgets.
- Develop and implement clear governance and accountability frameworks for schools and corporate areas.
- Implement the new Education Act.
- Continue to support the role out implementation of up to twenty Independent Public Schools.

Productive partnerships
- Engage with families, communities and stakeholders to inform local decision making on education services delivery.
- Build productive partnerships and collaborations with:
  - education and training providers, and industry to create structured pathways to employment, training and higher education for students; and
  - the non-government school sector, the Australian Government and other Northern Territory government agencies.
- Strengthen and formalise collaborative partnerships between schools to share resources and best practice learning to improve our education system and student outcomes.
- Support existing and grow new international education and training partnerships between the NT and the Asian region, building long-term relationships between educational institutions, teachers, students and researchers.
- Work in partnership with communities to build Indigenous cultural and language understandings to support local economic development.

KEY ACTIONS FOR 2016
- Work across government to develop a NTG Attendance Strategy to better target resources and services to address barriers to schooling.
- Establish partnerships with industry and other organisations, including for the coordination early childhood services.
- Support schools to better engage with other government agencies and organisations to support student wellbeing, attendance and learning outcomes.
- Clarify the role of regions and partnerships within the department and ensure alignment between system delivery and regional support services.
- Continue to implement the 10-year Northern Territory International Education and Training Strategy.
- Establish teacher exchange and sister school relationships in the Asian region, an English Language Centre in Timor Leste and continue to expand the delivery of international education and training services.
- Continue to effectively engage with the Australian Government to achieve sustainable long term funding arrangements that maximise achievement of NT priorities.
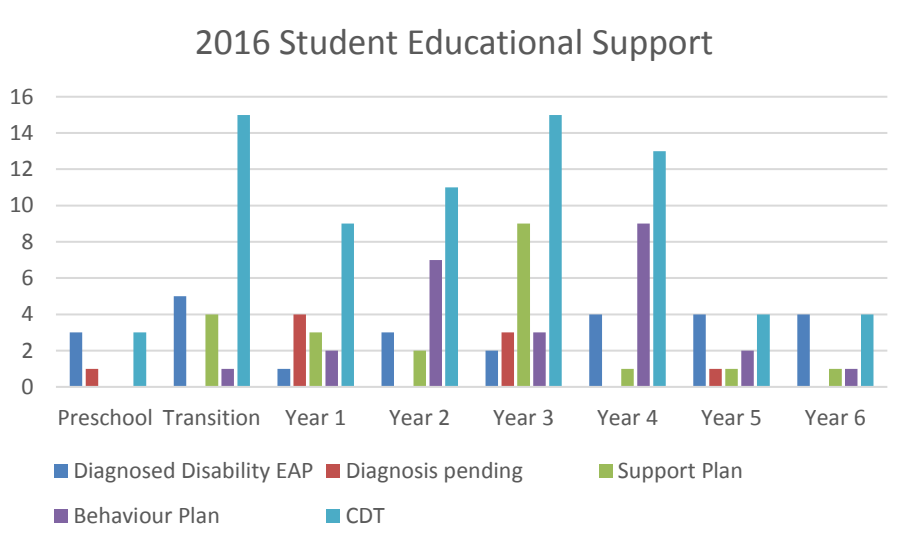

Our **Outcomes**

Alignment → Coherence → Systemness → Connectivity → Excellence

The following data sets have been used to inform this Strategic Plan *(including the development of Mission, Vision, Values)*

Demographic Data	Perception Data	School Process Data	Student Learning Data
Enrolment and attendance data (Indigenous versus non-Indigenous), staff demographics, Current ESL proportion of student population	School Surveys (Staff, parent and student), Staff 'voice' during purposely planned 2015 Reflection/2016 Planning meetings (Day 1, Term 3, Week 1, Term 4)	Instructional; Organisational; Administrative; School Improvement Processes. *Visible Learning Evidence into Action Matrix, School Review Framework; NQF assessment*	Screening; Assessments for Learning; Progress Monitoring; Summative. *PAT M, PAT R, NAPLAN, PM Benchmark, A to E Australian Curriculum*

Summary of KEY Findings

1. Average attendance 2015

Term 2 (validated)		Overall Average	Term 4 (non-validated data)		Overall Average
Indigenous	**Non-Indig**		**Indigenous**	**Non-Indig**	
90.7%	91.8%	91.7%	88.6%	88.7%	88.7%

Average, overall attendance dropped by 3% in Semester 2, 2015
- Rosebery Primary School Attendance Strategy 2016 will address this issue.

2. Staff demographics

Indigenous Status	Teacher	Non-teacher	Support Staff
Non- Indigenous	27	9	8
Indigenous	0	0	1
Total	27	9	9

3. Current EALD proportion of student population is 16%

4. Special Needs students

2016 Student Educational Support

2016 focus area:
- ESL Methodology and differentiation for all EAL/D students.
- Enrichment Hub

Summary of KEY Messages

1. **Parent Perception Surveys:** Only 38 parents participated in the online surveys in 2015. This was publicised on our Facebook page and in the newsletter with poor uptake. A computer was made available at the school for parents to complete the survey as well.

In 2016 we will make the survey available at Student Led Conferences/Back to School Festival to increase participation.

2. **Staff Perception Surveys:**

100% of staff completed the survey. This was done at a staff meeting time so this is an indication of the 100% completion rate.

Staff input to the Annual Operational Plan for 2016.

A continued focus on Visible Learning with an emphasis on play-based investigation for EY. The focus on writing across the school will include spelling, grammar and punctuation.

2016 focus areas:
- Play-based investigations in Early Years including a focus on Cooperative learning
- Data analysis & Differentiated Learning through a Visible Learning lens.

The areas that will have the major focus here will be:
- ✓ Writing
- ✓ Spelling
- ✓ Grammar and Punctuation.

Summary of KEY Recommendations

Visible Learning Aspiration:
Rosebery Primary School are able to clearly articulate:
- What they are learning.
- How they know how they are going and when they are successful.
- What the next steps are in their learning journey.

2016 Key Focus Areas
- Shared understanding of the different levels of feedback.
- Professional practice in using Visible Learning data to improve practice.
- Student led conferences where student voice is clear

Summary of Gaps Analysis

1. NAPLAN
Average effect sizes compared (2012-2104 compared to 2013-2015)

Learning Area	Average Effect Size 2012 to 2014	Average Effect Size 2013 to 2015	Increase/ Decrease
Numeracy	1.54	2.40	+0.86
Reading	1.17	1.55	+ 0.38
Writing	1.47	0.49	- 0.98
Spelling	1.18	1.10	- 0.08
Grammar & Punctuation	1.26	1.24	- 0.02

Percentage of student sitting above the National Minimum Standard (2014 compared to 2015)

Learning Area	Year 3			Year 5		
	2014	2015	%Gained	2014	2015	%Gained
Numeracy	74%	71%	-3%	42%	64%	+ 22%
Reading	66%	55%	-11%	61%	75%	+ 14%
Writing	58%	58%	0	55%	69%	+14%
Spelling	61%	61%	0	66%	71%	+5%
Grammar & Punctuation	63%	68%	+ 5%	66%	62%	- 4%

2016 focus areas
- Working with and understanding data to inform practice
- Assessment for Learning and impact on student learning
- GradeXpert training for competent use of data storage and systems

Our **Outcomes**

Alignment → Coherence → Systemness → Connectivity → Excellence

Rosebery Primary School Annual Operational Plan

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Other Data Sets that we need to look at during the next cycle of planning:			
Enrolment and attendance data (Indigenous versus non-Indigenous), staff demographics, Current EALD proportion of student population	School Surveys (student, community and staff voice)	Instructional; Organisational; Administrative; School Improvement Processes. *Visible Learning Evidence into Action Matrix, School Review Framework; NQF assessment*	Screening; Assessments for Learning; Progress Monitoring; Summative. *PAT M, PAT R, NAPLAN, PM Benchmark, A to E Australian Curriculum*

Priority areas from the data analysis, including intersecting data quadrants:

2016	2017	2018
Play Based Investigation (P-2)	*Play-based Investigation (P-2)*	*Play-based Investigation (P-2)*
Visible Learning	*Visible Learning*	*Visible Learning*
Cooperative Learning	*Cooperative Learning*	*Cooperative Learning*
Writing including spelling, grammar and punctuation.	*Writing including spelling, grammar and punctuation.*	*Writing including spelling, grammar and punctuation.*

Our **Outcomes**

Alignment	Coherence	Systemness	Connectivity	Excellence

Goal 1: A great start for children – We are committed to working with families to support the early development of children to provide them with the best possible start in life to they begin school ready to learn.

School Key Deliverables for 2016:

❖ In the Early Years (P-2) learning through intentional play-based programs will expand from 80% to 100% which will result in quality learning and engagement across Early Childhood at Rosebery Primary School
(G1, S1.1; G2, S2.1, KA 2.1, S2.2 S2.3, G3, S3.4, KA 3.4, KA 3.5)

Our Key Actions	Person(s) Responsible	Performance Measures	Baseline	Performance Targets	Output (Resources)
Strengthen **play based** intentional teaching and learning within the Early Years. Develop a **transitional program** from Preschool to Transition for Semester 2. Preschool will engage with the new **preschool curriculum** **Visible Learning coaching** for preschool teachers	Leadership team, Senior teacher Early Years HALT teacher & Impact Coach EY HALT teacher Early Years Early Years Impact Coach	EY Senior Teacher to provide mentoring around the intentional teaching of play-based investigations. Transitional mentoring program LEAD teacher Continue to strengthen early connections between Preschool and Transition Impact Coach and preschool teachers.	Additional non-contact to be provided to LEAD teacher/Impact Coach 2015 Transitional programs in Term 4 only. Evidence of knowledge of the new preschool curriculum Visible Learning language being used by pre-schoolers.	100% of teachers incorporating play-based investigations into their programs. Draft transitional program to be in place and running from Week 2 Term 3. Both Preschool teachers trialling the new preschool curriculum in Semester 1 and included in their programs for Semester 2. Visible Learning language being used by teachers and students for assessment and reporting purposes.	$1,200 EY conference $3,000 Coaching $2,000 Visible Learning
Ensure all students engage in individually **setting their own learning goals** in reading (ongoing) and writing and work on strategies they will use to reach their goal: - This will be reflected as individual goals on display and easy to refer to for the student - Whole School Reading and Writing Targets displayed for each year level in the staff room.	Teachers and support staff Leadership team	Classroom walkthroughs focusing on wall displays and talking to students about writing goals Staff Room Data Wall for both Reading (ongoing) and Writing (and active participation in it) Teacher Programs	All teachers engaged in the analysis of data on the reading wall data for 2015.	All mainstream students can articulate their reading (ongoing) and writing goals and strategies they will engage with to reach their goal. Whole school reading and writing targets will be met by 80% of students by the end of term 4. (see table below)	$2,000 Visible Learning
Strengthen the **'Enrichment Hub'** - Programs across the Early Years with students with needs being supported within the classroom - withdrawal programs for students who require 1-1 - music therapy sessions.	Early Years teachers, Enrichment Centre Special Education Teacher (SET) and Special Education Support Assistants (SESA)	Support Plans and individual learning plans in place for all students requiring support. Learning experiences that are meeting each individual students' zone of proximal development will be delivered. Teachers will work with the SET to analyse the data to measure growth and improvement during EAP meetings.	2015 Support Plan and EAP goals with documented evidence.	All students with support plans or EAPs have reached their targets and moved towards the expected (end of year) First Steps Reading and PM Benchmark Levels and for First Steps targets for Writing. (see table below)	Classroom support $50,000

Table for "setting their own learning goals" row:

	Reading		Writing
Year Level	First Steps	PM level	First Steps
Transition	Experimental	8+	Experimental
Year 1	Early	15+	Early
Year 2	Early	28+	Early

Table for "Enrichment Hub" row:

	Reading		Writing
Year Level	First Steps	PM level	First Steps
Transition	Experimental	8+	Experimental
Year 1	Early	15+	Early
Year 2	Early	28+	Early

Our **Outcomes**

Alignment	Coherence	Systemness	Connectivity	Excellence

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Goal 2: Every student a successful learner – We are committed to creating opportunities and the environment for successful learning for every student.

School Key Deliverables for 2016: By the end of 2016:

❖ 100% of staff and 80% of students will be able to articulate what a Rosebery Primary School Assessment Capable Learner looks like when having a focus on writing (G2, S2.1, S2.2, S2.3, KA2.1 G3 KA3.1,S3.3)

❖ 100% of staff will be using Kagan as a pedagogical approach to collaborative learning with 80% of staff co-teaching in all core learning areas(G2, S2.1, S2.2, S2.3, KA2.1 G3, S3.3, KA3.3)

Our Key Actions	Person(s) Responsible	Performance Measures	Baseline	Performance Targets	Output (Resources)
Continue implementation of **Visible Learning**: - Continue PLC meetings with VL focus using Dylan William 'Embedded Formative Assessment' Two year Professional Development program, Shirley Clarke and Growth Mindset resources. - Teachers Personal Action Plans in relation to Assessment for Learning shared at PLC meetings and evident in classroom practice. - Teachers provide regular and timely feedback for students. - Develop the understanding of the power in student voice	VL Impact Coaches, Leadership Team, all Teachers,	Sign off on attendance and on Action Plans each meeting Student surveys capture the use of feedback terminology eg Task, Process & Self-regulating. This terminology is used when talking about feedback with staff and students. Teachers Action Plans inform Performance Management conversations and Professional Learning Plans. Student voice and input is tangible across the school	Not all staff engaged in VL PLC All levels of Feedback not being used by teachers or students Personal Action Plans not evident in actions.	100% Attendance at VL PLCs for teaching staff 80% of students in any class can articulate the different levels of feedback 100% of Teacher's Personal Action Plans to be used as part of the Performance management conversation.	$8,000 Visible Learning
Differentiation template completed for English and Maths with **ESL** students clearly identified: - Kagan tables to be informed by the differentiation template - ESL methodologies addressed in the delivery of learning - Setting of goals for writing, reading and maths for each child - Success criteria to inform strategies for students to be working within own proximal zone of development	All teachers, leadership team	Differentiation table used in every conversation about students. Goal setting aligned with differentiation table zones ESL Methodologies evident in teacher programs ESL students monitored in SAIS	Differentiation table a compliance measure rather than a useful document.	100% of teachers using the differentiation table to inform Kagan Tables 100% of ESL identified students will be monitored in SAIS	$3,500 ESL
Continue the pedagogical approach of **Kagan** for collaborative learning and **co-teaching** as a preferred way of teaching: - Kagan training for all new staff - Kagan and Co-teaching are a normal and functional part of teaching and learning at Rosebery Primary School - Use of the co-teaching framework will be evident across the school	All staff	Kagan Coaching and Kagan Action Plan Classroom Walkthrough documentation around the 3 step process eg Pre Walkthrough conversation, During data documentation, Post Walkthrough Conversation. Co-teaching Reflection Tool and Co-teaching Action Plan	Evidence from Classroom Walkthroughs Number of teachers requesting Kagan/Co-teaching modelling/Coaching	100% of staff can articulate the Kagan PIES and explain the significance. All actions on the Kagan Action Plan complete. Classroom Walkthrough 3 step process followed by all teachers. All co-teaching partners complete the co-teaching framework each semester. All actions on the Co-teaching Action Plan complete.	$5,000 Kagan
Enrichment Hub 2016 - This is a coming together of our Special Education and Gifted and Talented students who are twice exceptional and require extra support in a variety of ways. - Special Education in class support - Special Education withdrawal programs - Talented Arts Program (TAP) - Music Therapy - Sing and Grow - Quicksmart - Drumbeat - Rock and Water	Special Education Teacher (SET) Special Education Assistant (SEA) Special Education Support Assistants (SESA) Assistant Principal Music Specialist PE Specialist	(see table below)		Students reaching goals.	$25,000 Programs, licenses, support staff, resources

	Pre	Trans	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Total
Diagnosed Disability EAP	3	5	1	3	2	4	4	4	**26**
Diagnosis pending	1		4		3		1		**9**
Support Plan		4	3	2	9	1	1	1	**21**
Behaviour Plan		1	2	7	3	9	2	1	**25**
CDT	3	15	9	11	15	13	4	4	**74**
								Grand total	**155**

Our **Outcomes**

Alignment   Coherence   Systemness   Connectivity   Excellence

Rosebery Primary School Annual Operational Plan 2016

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Goal 3: Quality leaders, quality educators, quality learning – We are committed to fostering a strong and collaborative learning culture for our people and school.

School Key Deliverables for 2016:

❖ By the beginning of Semester 2, 2016 all teaching staff will have completed the 5 day Foundation Day course for Kagan Co-operative Learning. (G2, S2.2, S2.3,G3, S3.3, KA 3.1, KA 3.3,KA 3.4)

❖ By the end of 2016 all teaching staff will be trained in First Steps Writing which includes spelling, grammar and punctuation.(G2, KA 2.1, S2.2, G3, KA 3.3, S3.3, KA 3.4, KA 3.5)

Our Key Actions	Person(s) Responsible	Performance Measures	Baseline	Performance Targets	Output (Resources)
Initiate and embed **Kagan** cooperative learning training: - Offer Day 1and 2 training in Term 1 of 2016 - Offer 5 Day Foundation course in mid-year break	AP responsible for Kagan, Leadership Team, all Teachers	Kagan coaching Classroom Walkthroughs Attendance at 'Structure of the Month' Kagan sessions.	Lots of new teachers starting in 2016. Only 17 of 2016 teaching staff of 32 staff have completed the 5 day training	100% of teachers completed the Day 1 training by end of Term 1. 100% of teachers completed the 5 day foundation course by the beginning of Term 3 100% of teachers using Kagan in their daily routines and explicit in teacher programs	$5,000 Kagan and classroom walkthroughs Assistant Principal
Conduct **First Steps Writing** training for all staff - Writing results require a systematic approach with a focus on the structure of the narrative genre - Whole school approach to the teaching of spelling - Grammar and Punctuation to be integral to the teaching of writing Conduct **Spelling For Life** - Founder and writer Lyn Stone to run sessions **Jolly Phonics** - Phonics and grammar sessions	Principal supported by Assistant Principals and teachers HALT teacher Senior Teacher	Writing data wall established and all students plotted by end of Semester 1 to inform Sem 2 planning. Spelling for Life a whole school approach for Yr 3-6 Jolly Phonics and Grammar a whole school approach EY <table><tr><th>By end of</th><th colspan="2">Reading</th><th>Writing</th></tr><tr><th>Year Level</th><th>First Steps</th><th>PM level</th><th>First Steps</th></tr><tr><td>Year 3</td><td>Early</td><td>28+</td><td>Experimental</td></tr><tr><td>Year 4</td><td>Transitional</td><td>30+</td><td>Transitional</td></tr><tr><td>Year 5</td><td>Transitional</td><td>30+</td><td>Proficient</td></tr><tr><td>Year 6</td><td>Proficient</td><td>30+</td><td>Conventional</td></tr></table>	Only a few staff trained in First Steps Writing Effect Size growth comparison for writing, grammar and punctuation and spelling has be negative (see data sets page)	100% of teaching staff trained in First Steps Writing by the end of 2016. 100% of teachers using First Steps strategies in their classrooms to support Learning Intentions and Success Criteria with a focus on writing. 100% of Primary teachers using Spelling For Life 100% of EY teachers using Jolly Phonics	Principal and Assistant Principal $500 Resources $4,000 Lyn Stone $1,000 Jolly Phonics
Moderation - Whole school moderation processes to continue - Regional cross school moderation to be reinvigorated - Writing to be the focus for Semester 1	Senior teachers and HALTs	Engagement in the moderation process Region and other schools getting back on board with the cross-school moderation process.	Lack of cross-school regional moderation. Our own process were shared at regional level. Some Principals wanted to change the process so handed over and it fell off the radar at regional level. We have continued with in-house moderation but see benefits in cross school moderation.	100% of staff involved in the whole school moderation process	Assistant Principal $500 Resources
Data driven decision making - GradeXpert to house all assessment data - Assessment data to be analysed and acted upon in teaching & learning - Reading, Writing and Number data walls in staffroom utilised and maintained by staff so they are meaningful to all	All teacher and driven by ST1s	Data walls are living stories of student learning	The need for greater sharing of successful student growth in Reading, Writing and Number	100% of all staff engage with the 'data walls' in the staffroom All teachers will undertake data analysis and this will inform teaching and learning and be evident in programs.	Leadership Team $5,000 Training, RT and Resources

Our **Outcomes**

Alignment	Coherence	Systemness	Connectivity	Excellence

Goal 4: Coherent and capable organisation – We are committed to being responsive, efficient and effective by providing frameworks and timely services to drive operations and inform decision making across the organisation.

School Key Deliverables for 2016:

❖ Ongoing maintaining focus (G4, S4.2, S4.4)

Our Key Actions	Person(s) Responsible	Performance Measures	Baseline	Performance Targets	Output (Resources)

Our **Outcomes**

Alignment	Coherence	Systemness	Connectivity	Excellence

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Goal 5: Productive Partnerships – We are committed to developing and embedding education partnerships and collaborations locally, regionally and internationally that contribute to economic and social development of the Territory.

School Key Deliverables for 2016:

❖ By connecting with families, local businesses and community organisations we will meet the identified needs for students which will result in improved learning partnerships by the end of 2016. (G5, S 5.3, KA 5.2, KA 5.3)

Our Key Actions	Person(s) Responsible	Performance Measures	Baseline	Performance Targets	Output (Resources)
School Council • Foster ongoing partnerships with the school community and associated organisations to engage key stakeholders with decision making processes and targeted outcomes: ▪ Attendance Strategy ▪ Fundraising Committee ▪ Community Engagement	School Leadership	School Council is comprised of key stakeholders, including staff, parents and community partnership representatives. Clear processes and protocols are documented in decision making, communication and mutually agreed upon outcomes.	School Council is currently only made up of parents and staff. Constitution states that an Invited Guests can be included. This would be a local community business in partnership.	School Council engagement is evident in decision making processes and documented through the School Annual Report, approval of Annual Operation Plan, Fundraising Calendar and overview of Events Calendar. Community partner is an invited member of the School Council throughout 2016.	School Council
Back to School Festival • Rosebery community engages with the Back to School Festival • Student population audited for multicultural diversity. • Identified cultures within the school are identified and alignment made with community organisations to participate in 'Back to School Festival'. • Identified organisations approached and asked to collaborate with and develop community partnership agreement to participate in and celebrate Rosebery Primary School diversity. • Community organisation participation in the 'Back to School Festival' through liaison with targeted multicultural representatives. • The festival represents and embraces the diversity of the Rosebery and local community.	Leadership Team School Council School Staff Specialist Teachers	Leadership team work in collaboration with the school community to engage parents and families with the Back to School Festival Multicultural community organisations participate in the Back to School Festival.	Current percentage of family, community attendance for whole school production and previous back to school festival 2014.	80% of students, families and stakeholders attend Back to School Festival. Family and multicultural organisations engaged with the school community and work in partnership to host 'Back to School Festival' 2016	Leadership Team
Defence Support Transition Aide • DSTA to work in collaboration with the Leadership team and the Defence Force Community to develop and record an annual overview of key military dates and commemorations. ○ Bombing of Darwin ○ ANZAC Day ○ Remembrance Day • DSTA to liaise and work with Defence Force Support Services to provide counselling services for transitional times, eg students within the middle and upper primary areas whose families are being posted. • DSTA conducts Resilience Programs across the school	DSTA	DSTA yearly overview is documented and Defence Force Community organisations are visible within the Rosebery School community to support the Defence Force student population and families through planned and targeted events. Students in Years 5-6 whose families involved with Defence postings have 100% participation in counselling program targeted at the needs and requirements of transient families Participation rates	DSTA plays an active role in engaging with students and families	DSTA documentation and records 100% participation in Counselling for families posted when students are in Years 5 and 6. Attendance	DSTA and RSM

Our **Outcomes**

Alignment	Coherence	Systemness	Connectivity	Excellence

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Community Fundraising
• Leadership Team, School Council and identified staff to develop a 12 month overview of community fundraising including:
 o Year Six Graduation
 o Palmerston Local Council Events
 o Whole school fundraisers
  - Disco
  - Casual Dress Day
  - Netflix
		School to participate in the Palmerston NetFlix fundraising event
		
		Attendance at Green Light Discos and money raised
				Netflix in 2016 demonstrates 50% improvement in total funds raised and community engagement.
				
				Attendance
				
				Fundraising equal to or greater than 2015 Green Light Discos

Local Businesses Partnerships and Agreements • Catering arrangement for Year 6 Graduation- ongoing • Nathan Barrett's MLA Member for Blain o Whole School Assembly attendance o Fundraising support- NetFlix o Nathan Barrett Leadership Award o Music Program support and engagement • Local private business with a vested interest in the school to contribute resources both human and financial to the school	Leadership Team	Documentation of the ongoing partnership between Nathan Barrett MLA Member for Blain and recognition of the mutual benefits of the arrangement specified. Rosebery Primary School visibly engaging with local events. Amount of engagement with local private businesses	Nathan Barrett currently attends and supports the school through: Whole School assemblies Ceremonial assemblies- ANZAC, End of Year Awards Music program ceremonies, for example Music Count Us In Nathan Barrett Leadership Award Fundraising resources and donations, eg spinning wheel and NetFlix donations.	Nathan Barrett and Rosebery Primary School community partnership formalised through the creation of the Nathan Barrett Perpetual Student Leadership Award being presented each year. Visible change in local business engagement with the school.
Community organisations: • Engagement with DoE grant applications and EOI for community based initiatives o Harmony Day Soiree • School Agreement with Catholic Care NT- ongoing • Partnership agreement with Real Schools- ongoing • Rosebery Dance Troupe-ongoing • BEAT choir and dance-ongoing • NT School of Music-ongoing • NT School of Languages- • COPAL- healthy lifestyle o Engagement with COPAL through the Student Leadership Council • Outside School Care NT- ongoing • PARR sporting connections and participation in: ongoing o Basketball o Rugby o AFL • Kids Teaching Kids 2016- ongoing o National Environmental Sustainability and Awareness Project o Henbury School Kids Teaching Kids culminating event		Harmony Day application for NT Government Soiree at the wharf. All classes will participate and engage in Harmony Day celebrations that are aligned to Civics and Citizenship curriculum and Harmony Day Visible Learning practice's during Term One. Harmony day is strategically planned and evidence of teaching and learning is documented, Harmony Day teaching and learning will be evident through class displays that align to Visible Learning practices that communicate global citizenship curriculum content. Harmony Day stalls and class displays evident throughout the day and within classrooms. Minimum of one child's parent from each class engaged and in attendance with the Harmony Day. School Council representatives in attendance	**Term 4 2015** Grant application for Harmony Day Soiree successful. 100% of classrooms displaying Visible Learning practices and evidence of learning for Harmony Day. Planned documentation of foci, key curriculum outcomes aligned to Civics and Citizenship. School Council stall to engage community members, representing the culture and heritage of our School Council members. The SLC engaged with the Life is Better Outdoors program. They applied for a grant and were successful. They facilitated an outdoor community event for classes from Years 3-6.	100% engagement and participation in whole school Harmony Day stall and foci activities. **Term 1:** Planning and communication for Rosebery Primary Community Harmony Day Soiree though the Kids Matter curriculum, Civics and Citizenship curriculum. School Council proposal for engagement with the day through the stall. Harmony Day celebrations. **Term 2:** NT Government Harmony Day Soiree

Our **Outcomes**

Alignment   Coherence   Systemness   Connectivity   Excellence

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• Tournament of the Minds o Gifted and Talented student engagement with ToMs • Happy Healthy Harold- ongoing • Ride Safe to School Week 2016- ongoing • Music Count Us In- ongoing • Transition and Pathways- Middle School- ongoing • Community Garden - ongoing • Camps for Years 3-6 o Year 3 Camp at Sleep over at school or overnight at Territory Wildlife Park o Year 4 Camp at Wildlife Park, Worrabinda Scout Camp or Knuckey Lagoon Reserve o Year 5 Camp at Batchelor o Year 6 Camp at Katherine		Engage Student Leadership Council with one COPAL initiative per annum. 100% of students will engage with a COPAL project within the Rosebery community.			$23,800 Resources, personnel, travel, bus fares, entry fees etc

Our **Outcomes**

Alignment	Coherence	Systemness	Connectivity	Excellence

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Palmerston & Rural Annual Operational Plan 2016	Total
Goal 1 - A Great Start for Children	$ 6,400
Goal 2 - Every Student a Successful Learner	$ 172,995
Goal 3 - Quality leaders, quality educators, quality learning	$ 24,100
Goal 4 - Coherent and Capable Organisation	$ 58,800
Goal 5 - Productive Partnerships	$ 23,800
Overall total:	$286,095

Ongoing Programs/Expenses			AOP Carried Forward Funds:	$
DoE Strategic Improvement Plan Goal	**Program**	**Resources / Expense Summary**	**Key Result Area (from APIF)**	**Budget Allocation $**
Goal 1 A great start for children	Play Based Investigations Count Me In Too	Training and resources, furniture		$6,400
Goal 2 Every student a successful learner	Values, Joffa's Toon School – 'Super Heroes' Back to School Festival Life Education Van Outdoor Education Program – Camps Year 3 – 6 Talented Arts Program (TAP) Corrugated Iron Enrichment Hub Coaching	Marketing, Lego technics, 3D printer/printing, Coach consultant, enhancements to Enrichment Hub, Curriculum Resources		$172,995
Goal 3 Quality leaders, quality educators, quality learning	Student Leadership Council – Michael Gross Rosebery Dancers Troupe Co-teaching Kagan training Visible Learning	SLC camp, visiting other schools, staff professional learning		$24,100
Goal 4 Coherent and capable organisation	Visible Learning data Whole school data collection IT Library - furniture	Web maintenance, subscriptions, licences, library, first aide, sister school in Indonesia, RMS transition program		$58,800
Goal 5 Productive partnerships	Restorative Practices Professional Learning Catholic Care NT Counselling partnership BEAT (choir and dancers) Music School Darwin Languages Centre Rosebery Middle School 123 Magic Indonesian			$23,800
Operational				
			Total Outgoing	
			Total of carried forward AOP +Ongoing Expenses	

Our Outcomes

Alignment Coherence Systemness Connectivity Excellence