Roseberry

PRIMARY SCHOOL
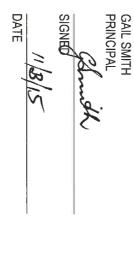
Roseberry Primary School
Annual Operational Plan 2015
Based on the directions of the
Strategic Improvement Plan for 2013-2016

GAIL SMITH
PRINCIPAL

SIGNED

DATE 11/3/15

LEONIE HASTIE-GORGE
SCHOOL COUNCIL CHAIRPERSON

SIGNED

DATE 11/3/2015

TREVOR WATTS
DIRECTOR OF SCHOOL PERFORMANCE

SIGNED

DATE

ROSEBERY PRIMARY SCHOOL ANNUAL OPERATIONAL PLAN 2015

Main Focus Areas 2015

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	Behaviour management policy	**A Culture That Promotes Learning**	An attractive learning environment
High expectations	Whole school approaches	Understanding of a pedagogical framework	Data is used in building a culture	Leaders work with teams	Continuous professional improvement	Student / staff wellbeing	Promote intellectual rigour	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	Professional development of staff	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**	School leadership shared responsibility for student learning	Alignment of curriculum, pedagogy, assessment and reporting	**Systematic Curriculum Delivery**	Alignment of assessment and reporting
Transparent process with broader community	Use of physical environment	Flexible curriculum delivery	Formal processes for managing unsatisfactory performance	Recruitment of highly able teachers	Mentoring and coaching	Assessment processes supports teachers to construct learning experiences	Curriculum delivery is shared with the community	Evidence based teaching practices
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 roles in establishing researched based teaching practices	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**	Cooperate & 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: 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

LEADERSHIP

LEADERSHIP		GOAL	IMPROVEMENT TARGET (SIP 2013-2016)	ACTIONS 2015	FUNDING SOURCES	OUTCOMES
Evidenced base research	Measurable student outcomes	Provide leadership opportunities for students and staff to develop and grow through setting targets across the school in Maths and English. Documented assessment schedule with identified targets ensuring improvement across the whole school.	A Whole School Approach to setting targets across the school in Maths and English.	1. Professional Learning in Visible Learning for all staff.	NTG	All students being able to answer the questions Where am I now? Where am I going? How do I get there?
An Explicit Improvement Agenda	Explicit school wide targets			2. Inquiry into practice for numeracy using a Coaching model.	Centre for School Leadership	All staff engages in a coaching/mentoring model to improve practice in numeracy.
Monitoring and evaluation of programs	A sharp focus on shared school vision			3. Set School Wide Targets in English and Maths.	NTG	NAPLAN score analysis 2013-2016 Years 3 and 5
High expectations	Whole school approaches			4. Goal setting in each classroom	NTG	Students will be able to articulate what they are learning and what they need to do to reach their goals.
	Understanding of a pedagogical framework			5. Whole School approaches used by all staff.	NTG	Everyone will be using the same accumulative approaches for the teaching of Literacy and Numeracy.
				6. Explicit use of Learning Intentions and Success Criteria visible and evident in all classrooms.	NTG	Students Assessment capable learners.
				7. Principal to mentor and coach a new or up-coming Principal/AP	CCLD	Mentoring and coaching at all levels lead by example from the Principal.

WELLBEING

Strategy		GOAL	IMPROVEMENT TARGET (SIP 2013-2016)
A focus on positive relationships	A strong collegial culture	Staff and students will feel safe in an environment that challenges and supports individual and personal growth. Students attending school and challenging themselves to be the best learners they can be.	School values, Restorative Practices and KidsMatter Practices being implemented by 100% of staff.
	A safe learning environment		
A Culture That Promotes Learning	Promote intellectual rigour		
An attractive learning environment	Student / staff wellbeing		
	Mutually respectful partnerships		
Behaviour management policy			

	ACTIONS 2015	FUNDING SOURCES	OUTCOMES
1.	Student Leadership Council to take key role in leadership across the school supported by the Senior Teacher UP	NTG	Year 6 students really standing out as leaders in our school.
2.	PLCs to run according to the Dylan Wiliam model of Professional Learning Communities	NTG	PLCs will have common and workable structure for conducting business.
3.	Provide PL for staff in Component 1 and 2 of KidsMatter.	NTG	KidsMatter will become embedded into practice across the school throughout 2015.
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.	Restorative Practices sessions offered each term through a variety of methods.	NTG	Restorative Practices built into everyday practice and visible in all areas of the school.
6.	Continue Partnership with Real Schools for building a sustainable Restorative Practices culture at RPS.	NTG	Restorative Practices one of our Big 4 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

		ACTIONS	FUNDING	OUTCOMES
				needed.
		9. Pre-T transition program	NTG	Pre-schoolers 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.	NTG	Continued service level agreement with CCNT.
		12. Attendance strategy followed and process transparent to lift attendance	NTG	All students attending school regularly.
		13. Talented Arts Program	NTG	Selected students to be the TAP group to design and create the Whole School musical Sem 1. Semester 2 the focus will be Lego Technic with an innovative ICT focus.

LEADERSHIP AND TEACHING AND LEARNING

			(SIP 2013-2016)	2015	SOURCES	
School wide analysis	Systematic data collection	Analysis and interpretation of data	To develop the ability of all teachers to analyse using triangulation of data to inform practice including their teaching and learning programs	100% of teachers using triangulation of data to inform practice including English and Maths to inform teaching practices.	1. Whole school data collection process	NTG	Assessment database fully functional and used by teachers in the process of planning.
	Analysis and Discussion of Data	A school wide assessment schedule			2. Number data wall display in staffroom		Data walls regularly updated and growth celebrated.
Data is used to drive school-level decisions	Leaders work with teams	Professional development of staff			3. PL provided for all staff on how to collect, store and analysis data to improve teaching and learning		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
Data is used in building a culture					4. Team Management Index wheel completed and available for all staff to better form strategic groups.		Groups planned and more effective based on data of how people work together best.

TEACHING AND LEARNING

GOAL	IMPROVEMENT TARGET (SIP 2013-2016)	ACTIONS 2015	FUNDING SOURCES	OUTCOMES

TEACHING AND LEARNING

GOAL		IMPROVEMENT TARGET (SIP 2013-2016)	ACTIONS 2015	FUNDING SOURCES	OUTCOMES
Building professional teams	School-wide shared responsibility for student learning	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.	1. Use of the Teacher Feedback framework (programs & walkthroughs)	NTG	Teachers know how to improve their practice by linking PL to their Performance Review process.
	Continuous professional improvement		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
Professional learning plans and associated budget	Expert Teaching Team	All staff members maintain a work/life balance with coaching/mentoring available to all staff if needed.	3. DSTA engages with classroom activities & provides support programs, including a resilience program.	Commonwealth Govt.	DSTA supports all classes and runs sessions for parents
	Mentoring and coaching		4. Library hubs to become the focus of each area.	NTG	Library hubs are inviting and welcoming places for students
	School leadership team leads and models professional learning		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.
	Recruitment of highly able teachers		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 and mentoring of a new Prin.
Formal processes for managing unsatisfactory performance			7. Kagan in the moment coaching to be undertaken weekly across the school	NTG	Danielle will coach each co-teaching pair in Kagan.
			8. PLCs run strictly using an evidence based design model. Follow the Dylan Wiliam PLC model.	NTG	
			9. Co-teaching focus through Framework & mentoring support. Co-teaching continues to be a major focus in teaching.	NTG	

Coherent, sequenced plan for curriculum delivery	
Consistent teaching practices	Clear process for monitoring learning across the year levels
Alignment of curriculum, pedagogy, assessment and reporting	Evidence based teaching practices
	Alignment of assessment and reporting
Assessment processes supports teachers to construct learning experiences	Curriculum delivery is shared with the community

Systematic Curriculum Delivery

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.

#	Action		Outcome
1.	Adoption of Envision Maths across the school 2-6. Count Me In Too for T-2.	NTG	A whole school approach to Numeracy.
2.	RPS Teaching and Learning Handbook to guide Teachers alignment of Curriculum, Pedagogy and Assessment.	NTG	All teachers have a clear understanding of expectations, resources and ways of working at Rosebery Primary School. Students will be assessment capable learners at RPS.
3.	Adopt GradeXpert Assessment Database to house student assessment results.	NTG	T-6 to use the GradeXpert database for assessments. This will be linked to 3 way interviews.
4.	Australian Curriculum implementation across the school meeting implementation guidelines	NTG	AC taught and documented in programs in all year levels. AC General Capabilities included in Statement of Intent in Investigations.
5.	Assessment database completed for all students supported by a qualitative Learning Assessment Folio for each class.	NTG	A visible snapshot of assessment for all children available electronically.
6.	EYLF strategic Action Team and Implementation for Preschool to Transition	NTG	EYLF seamlessly used across both preschool and transition.
7.	Whole school alignment in Jolly Phonics & Grammar and Spelling moving into Spelling For Life and Grammar For Life.	NTG	All teachers using the resources aligned to RPS Literacy and Numeracy Resource plan.

TEACHING AND LEARNING

Differentiated Classroom Learning

		GOAL	IMPROVEMENT TARGET (SIP 2013-2016)	ACTIONS 2015	FUNDING SOURCES	OUTCOMES
Classroom teachers are supported to identify and address needs of individual students	Progress of individual students is monitored	Teachers working with students in the zone of proximal development to and to be a feature of teacher programs and explicitly visible in the classroom (ESL, Gifted and student with learning difficulties) who take responsibility for their own learning.	100% of classroom teachers differentiating by each teacher for each student in the following areas: Reading, Spelling and Number. This will inform Kagan seating for Maths and English.	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.
	Teachers are able to identify the starting points for teaching					
Differentiated Classroom Learning / *Teachers assisting students to monitor their own learning*	Students are engaged, challenged and extended			2. Kagan seating for English and Maths based on data.		Evidence of Kagan seating in teacher programs and in each classroom
	Teachers are monitoring students and adjusting their teaching			3. Intervention programs to meet student needs eg QuickSmart number, PAL, ELF, ALERT, TAP etc.		All areas of intervention up and running successfully by end of term 1.
Tailored, early and sustained interventions						
Using resources beyond the school						

TEACHING AND LEARNING

			GOAL	IMPROVEMENT TARGET (SIP 2013-2016)	ACTIONS 2015	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.		All teachers participate in Visible Learning PLC sessions
High expectations and ambitious targets	Ongoing feedback and modeling to teachers	Focus on priority areas			3. Reflective Classroom Walkthroughs/Lesson Observations		Each allocated Leadership team member will conduct classroom walkthroughs according to our Feedback Framework
					4. Kagan use across all classes visible on a daily basis with in the moment coaching being available.		Kagan structure of the month meetings offered for all staff. 100% taking place throughout each semester. Kagan Coaching taking place across the school.

Leadership and Partnership

Develop strategies and processes re discrimination	Engage with families			
Actively seek feedback from families	**Partnerships/ People Infrastructure & Financial Management**	Student learning experiences are linked to the community		
	Partnerships · Cooperate& work with different agencies			
· 'People Business · Developing people · Right people · Valuing people · People Data	**Infrastructure** · Physical space · Classroom furniture · Power & water use	**Financial Management** · Alignment of $ Policies & systems · Monitored		

Goal	Improvement Target (SIP 2013 – 2016)	Actions 2015	Funding Sources	Outcomes
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.	NTG	Develop and maintain a reading and mentoring program between RMS Year 7s and our Year 2s.
		2. Back to School Festival alternating with School Musical. 2014 Back 2 School Festival.		All classes to do a display of student work for the Back to School festival.
		3. Green Light discos Wk 5 each term in Semester 1.		School Council and Student Leadership Team organise the Green Light Disco Term 1
		4. Year 6 interschool Social Dance		Green Light Disco Term 1
		5. Social gathering each Friday morning after assembly. Speakers invited occasionally.	Commonwealth Govt	DSTA to organise for all Families the social interaction with others at the school.
		6. Annual BEAT involvement		Involvement in the BEAT through dance and singing.
		7. NTMS/RMS partnerships.		Semesterly meetings with RMS to build relationships and partnerships.
		8. NT Outside School Care to include morning care and vacation care with the view to include	Provider	Morning care continued and preschoolers to be included.

Preschool.		
9. KidsMatter Action Team inclusive of Parents and Community	NTG	Action group Formed and published in newsletter
10. KidsMatter survey to parents		80% of parents completed
11. School Council engagement with Fundraising and actively promoting, community engagement.		Kidsmatter Survey School council taking a larger role in promoting fundraising and -community engagement.
12. Partnership continued with School of Languages		Indonesian continued to be taught for Years 3-6
13. School Sport		Greater involvement in Interschool and PARR sports events
14. Palmerston City Schools and COPAL partnership through support for our gardening program.		COPAL grant applied for to support our gardening and wellbeing/ buddy program.
15. Exit Interviews for families and staff		School Council to create survey and send out through the School. Survey sent to all leaving families and staff to obtain feedback on RPS