

Education NT - A strong public education system gives every child an opportunity to engage, grow and achieve.

Our School Vision and Mission

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 Context

Rosebery Primary School is a large urban school situated in Palmerston. Rosebery

Primary School is now in its 8th year has grown to be the second largest primary school in Palmerston with approximately 600 students from Preschool to Year 6.

Rosebery Primary is innovatively designed and has a major focus on being a Performing Arts School. The school has signature programs underpinned by an evidence-base 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 30 classroom teachers, of which 4 are Senior

Teachers plus 2 Assistant Principals. One Senior Teacher oversees our Enrichment

Hub with a Teacher and one Special Education Assistant and 7 Support staff including 2 preschool Assistants and 2 Transition Support Aids. There are 2

Reception staff, 1 Enrolment and Attendance Officer, 1 Business Manager, 1 ICT

Support Staff member, a Maintenance Officer and a canteen manager.

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 approximately 30 different languages spoken where they have English as a second language.

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.



Education NT - A strong public education system gives every child an opportunity to engage, grow and achieve

Our Priorities for 2018

(insert two of the department's school priorities and up to two additional priorities as relevant to your context if required)

- (Engage) Increase the number of students attending more than 80% (applies to preschool, Transition to Year 12)
- (Grow) Improve student's two year gain in NAPLAN writing in Years 5, 7 and 9 (applies to Transition – Year 9)
- Align Play based Investigations with Inquiry from P - 6
- Increase the number of Student Leadership and Wellbeing activity and spaces across the school

ENDORSED/~~NOT ENDORSED~~

APPROVED/NOT APPROVED

SCHOOL COUNCIL CHAIR

REGIONAL DIRECTOR

.....

.....
Jody Hayes

.....

.....
Bryan Hughes

8 / 3 /2018

/ /2018

Education NT - A strong public education system gives every child an opportunity to engage, grow and achieve

Achieving Our Priorities

Priorities	Deliverables	Evidence of Achievement <i>(How we will monitor progress)</i>	School Baseline 2018	School Target 2019	Actions <i>(How we will achieve deliverables)</i>	Person Responsible	Resources	Timeframe <i>(When we will complete actions)</i>
Increase the number of students attending more than 80% (applies to preschool, Transition to Year 12)	Attendance to be maintained above 93% School attendance in each class to be above 93% each week.	Daily calls checking on Un-notified students or unacceptable reasons for non-attendance. Checking sheet maintained fortnightly for late comers. Documented in SAMS and on tracking sheets.	12 students from across the school attending below 80% in 2017.	Number of students attending below 80% to be halved.	Daily contact with parents of Un-notified students. Late comers followed up by a letter to parents if pattern to Lateness is noticed or regular late arrival. Phone call by Principal and follow up if required if notified reason unacceptable. Forward onto Truancy Team to follow up and develop an attendance plan.	Enrolment and Attendance Officer. Principal Truancy Team	Checking sheets Letters to parents Information sheets for Truancy.	All actions completed at the end of each Term.
Improve student's two year gain in NAPLAN writing in Years 5, 7 and 9 (applies to Transition to Year 9)	Major focus on Writing across the school. Continued growth in NAPLAN writing from year to year. Increase number of Above and At by 10% Establishment of Hub Writing Data Wall	Hone in on the areas of weakness in the NAPLAN test from previous year. Initial teacher interviews regarding the teaching of writing and feelings of competence and confidence. Enhancement of teacher confidence in teacher writing	A-E BIC summary reports	Number of students above NMS increased by 5%	Writing project across the school focusing on sentence structure, paragraphing and Vocabulary Embedded ESL student's needs focus across the school Continue to implement intra-school Confirming sessions.	Rachel Turton and Literacy Team	BIC reports SAMS data on ESL students	

Education NT - A strong public education system gives every child an opportunity to engage, grow and achieve

Priorities	Deliverables	Evidence of Achievement <i>(How we will monitor progress)</i>	School Baseline 2018	School Target 2019	Actions <i>(How we will achieve deliverables)</i>	Person Responsible	Resources	Timeframe <i>(When we will complete actions)</i>
Develop a clear pathway and plan for Play-based Investigations moving to Inquiry Learning from P - 6	All Early Years using a play-based approach to enhance learning All Primary teachers to embrace Inquiry based Learning to engage learners.	Play-based Investigations embraced and incorporated into programs as per school expectations. STEM and inquiry Learning introduced into all year levels from 3 - 6	All new EY teachers to the school require mentoring and support to incorporate play-based investigation	All EY teachers have attended a Kathy Walker study tour	Send 4 new staff who have not been play-based trained to Kathy Walker study tour.	Karen Jeffery and Laura Ayres both Senior Teachers in EY	Kathy Walker Study Tour RPS play-based expectations RPS Play Policy	By end of 2018.
Increase the number of Student Leadership and Wellbeing activities and spaces across the school	SLC and House leaders being the student voice behind school initiatives at lunchtime and for fundraising purposes. Strategies/activity in place for assistance in the playground and for student wellbeing Student Leadership Days	Lunch time activities run by SLC or House leaders at least 3 times a week. # of students using Buddy Benches Attendance at Student Voice, Positive Choice workshop Full day Student Leadership Course	Student incidents at lunchtime due to lack of activities Nowhere obvious to go if feeling sad or alone. Student Leadership Program well received and student's feedback was to continue it.	Lunchtime activities selection are varied and plentiful each day. Buddy Benches used every day for positive choices. Student leadership program built into whole school calendar.	Install Buddy Benches Lunchtime activities conducted for all age groups. Some by invitation only: Chess Basketball Lego club Library sessions Minecraft Robotics Kids Connect Club Craft Groups Dance Days Popup Playgrounds Gardening Club	ST and AP working with SLC and House Captains	Michael Grose Student Leadership Program School resources	Term 1 through to Term 4