Rosebery Primary School
Annual School Improvement Plan
2019

engage
grow
achieve

NORTHERN TERRITORY GOVERNMENT

Education NT Strategy 2019-2022 - *A strong public education system that gives every child the opportunity to engage, grow and achieve*

Our Priorities for 2019

(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 school more than 80 per cent (applies to preschool to Year 12)

- Grow: Improve students' two year gain in NAPLAN writing in Years 5, 7 and 9 (applies to Transition to Year 9)

- Achieve: Alignment between Play-based Investigations with Inquiry Learning from P - 6

- Grow: our Wellbeing and Engagement programs through expanding our Enrichment Hub and through our Performing Arts programs

- Grow: Leadership Capacity

ENDORSED/NOT ENDORSED

APPROVED/NOT APPROVED

SCHOOL COUNCIL CHAIR

SENIOR DIRECTOR SCHOOL IMPROVEMENT AND LEADERSHIP

....
Jody Hayes

....
Paul Nhyius

/   /2018

/   /2018

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Achieving Our Priorities

Priority Areas (Select two priority areas and delete priority areas that are not applicable. Up to two additional priority areas can be added.)	Deliverables	Evidence of Achievement (How school will monitor progress)	School Baseline 2018	School Target 2019	Actions (How school will achieve deliverables)	Person Responsible	Resources	Timeframe (When actions will be completed))
1. Engage: Increase the number of students attending school more than 80 per cent (applies to preschool to Year 12)	Attendance to be on average at 93% for whole school. Indigenous attendance to be 90% or above.	Enrolment and Attendance Officer to call as follow up to un-notified absences. Checking sheet maintained and followed up each fortnight for late comers. Documented in SAMS, correspondence home and information on tracking sheets show improvements.	See attached evidence of 2018 baseline data.	Number of students below 80% to be halved.	Daily contact with parents of Un-notified students Promote with parents how important attendance is via newsletter and social media. Late comers followed up with a letter to parents if pattern to lateness. Notify class teacher if a letter goes home. Phone call by Principal and follow up if required when notified reason unacceptable. Forward onto Engagement and Compliance any inappropriate non attendances. Teachers to acknowledge and work with students on improved attendance. Teacher make students aware of change for class rewards for full attendance. Class rewards for 100% attendance each fortnight.	Enrolment and Attendance Officer Principal Principal Engagement and Compliance Teachers Teachers Leadership Team	Checking sheets Letters to parents Information sheets Classroom charts Prizes	All actions completed at the end of each term.

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2. Grow: Improve students' two year gain in NAPLAN writing in Years 5, 7 and 9 (applies to Transition to Year 9)	Continued major focus on Writing across the school. 10% increase in students Above and At in NAPLAN writing.	Focus areas explicitly on Vocabulary, spelling and writing as a whole. School wide data through PAT, WTW, FELA, Jolly and NAPLAN Teacher survey on the confidence level of explicit teaching of spelling and vocabulary. Pre and post levels of confidence.	A-E BIC reports GradeXpert data; WTW, First Steps, PAT etc	5% growth of students above NMS.	Writing focus across the school focusing on Sentence structure, (complexity & Variety), paragraphing, vocabulary and spelling. Writing focus during play-based investigations in EY All EY teachers have training and be using Jolly Phonics Interrogate system and school based data Run the QAAC cycle including intra-school Confirming sessions. ESL sessions with staff to understand the levels, Link to AC EALD Phases Writing data walls displayed in each classroom. Sheena Cameron Lighthouse classrooms for sharing to continue Publish student writing for a variety of audiences eg newsletter, Seesaw, Facebook Whole Staff PL Day: Lyn Stone, Linguist, Professional Learning in sentence structure, paragraphing, vocabulary and spelling.	Strategic Improvement Team EY Senior Teacher EY Senior Teacher Leadership team Assistant Principal Assistant Principal & DoE's ESL specialist Carmel Lawrence Trained teachers All staff Principal	First Steps continuums Jolly Phonics Carmel Lawrence ESL specialist Spelling for Life Words their Way Sheena Cameron books Lyn Stone 'Spelling for Life' author. PL for all staff on Vocab and spelling focusing on sentence structures.	All year with Action Plans for major activities with timelines embedded.

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					Re-establish Strategic Literacy Focus groups			
					Review and refine as needed implementation of WTW and Spelling for Life for consistency of outcomes			
					Staff to complete needs/skills analysis reflection to inform staff PL needs for 2019. To be done early T1.			
					Explicit Pl using First Steps strategies embedded into planning and programming			

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3. Achieve: Alignment between Play-based Investigations with Inquiry Learning from P - 6	All EY teachers using Play-based Investigations daily. Transition teachers using Age Appropriate Pedagogies.	Play-based investigations embedded in programs and classrooms as per expectations.	Play-based learning coaching and mentoring to support teachers.	EY teachers all confidently using Play Based Investigations.	Transition teachers to be involved with the Age Appropriate Pedagogies Project. All EY doing Investigations in the morning sessions of the day. 2 EY teachers to attend 2 day Kathy Walker Workshop at Anula. Maintain pop up playground to support creative/critical thinking Inaugural Day of Play Term 1 Plan for participation in Global Day of Play 2020	Leadership Team and all teachers Senior Teacher and Assistant Principal for EY	Popup playground equipment. Kathy Walker workshop resources	All year with Action Plans for major activities with timelines embedded.
	All Primary teachers involved with Inquiry based learning weekly.	STEM and Inquiry Learning embedded in programs and classrooms as per expectations.	STEM session for coaching and mentoring to continue.	All PY teachers confident and teaching through an Inquiry approach to learning.	STEM sessions with Courtney for all teachers across the school. Robotics groups to enter into Robo cup. Inquiry units through MAPPEN and Primary Connections used across the school. Attendance at Kath Murdoch's Inquiry Learning session for 4 staff.	Senior Teacher and Assistant Principal for EY	STEM resources Robotics MAPPEN Units Primary Connections units	
	Outdoor play spaces and equipment and Storage for equipment.		More storage required as we grow our Play based equipment		Fundraising and dollars put aside through the global school budget for this purpose.		Play equipment	Deliverable is for 2021.

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4. Grow: our Wellbeing and Engagement programs through expanding our Enrichment Hub and through our Performing Arts programs.	Strong Wellbeing focus across the school	Wellbeing in everyone's programs and goals set for each child. Involvement growth each term in our Wellbeing programs. # of students using Buddy Benches. Engagement in SVPC more broadly across the community of Palmerston in general. Student Voice Positive Choice summit.	Student leadership for lunchtime games ceased in Term 4.	Student Voice Positive Choice a major focus for Student Leadership Council members. Student Leadership games at lunchtime. Buddy Benches utilised. Full attendance at lunchtime activities. All choir, Polynesian dance groups (boys and girls), Dance Troupe and Robotics groups all full.	Student Leaders elections and presentations at Assembly. Student Leadership Council formed with members including School Captains to be heavily involved with SVPC both inside and outside the school. Video featuring the message of no 'Sounds of Silence' when passing on the message of student voice positive choices Enrichment Hub activities at lunchtimes – Kids Konnect recommenced. Social Groups conducted by the Enrichment Hub. Lunchtime sporting activities organised by Student Leadership members.eg Basketball, football, chess, table tennis, 4 square, gardening club Functional Fitness session across the school. Craft groups with the Defence Mentor at lunchtimes. Popup Playgrounds for social interactions up to Year 2. Buddy Classes	Hub team, Senior Teachers, Student Leadership Council members SVPC coordinator and student leader teacher	Michael Grose Student Leadership Program	Al year

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5. Grow: Leadership Capacity	All leadership to have coaching and mentoring	Leadership Team lives the definition of Reflective Leadership.	Leadership Team changes for 2019	Leadership Team to use common language and actions around Reflective Leadership	Consultant working with Leadership to define Reflective Leadership at Rosebery Primary School Identifying areas of growth through a self-reflective questionnaire Companioning sessions with consultant for each Leadership Team member Understanding each other's TMI	Principal	Leading for Impact Learn, Lead Succeed.	All year as an ongoing Action Research Cycle