

Rosebery Primary School

Annual Performance Report to the School Community

2019



School Overview

Our School

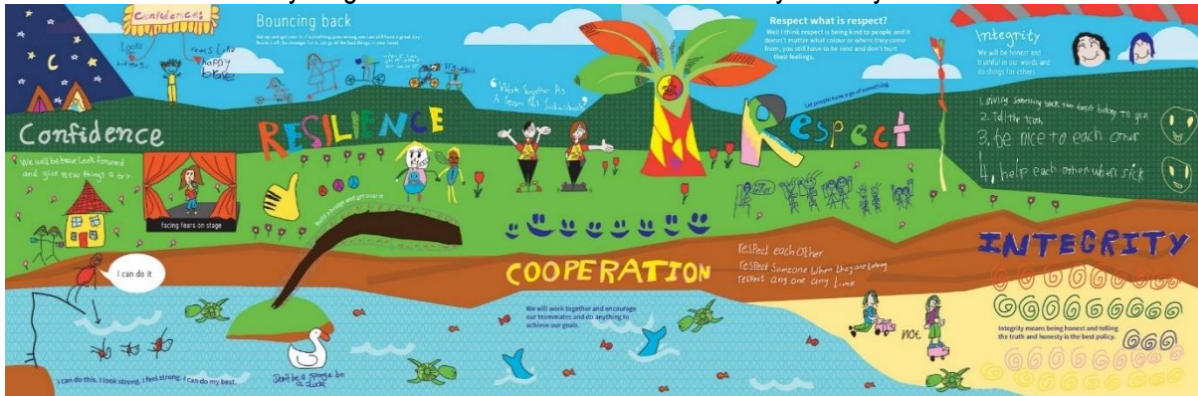
Our school **Mission:** Respectfully and cooperatively striving for excellence with confidence, integrity and resilience.

Accompanied by our **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)

Forms the basis for everything we do and how we do it at Rosebery Primary School.



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 we achieve success. This connects strongly with our metaphor of the long-necked turtle which is our school emblem for this very reason.

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.

At Rosebery Primary School we pride ourselves on working across our school to ensure everyone works collaboratively through learning structures. Our co-teaching model reflects the collegial and collaborative learning that takes place in each of our classrooms between teachers and between students as well. We have a major focus on Restorative Practices to ensure students are able to see the harm that may have been done and repair those relationships so we have a harmonious school. Parents are also given the opportunity to be involved with this to ensure they have a deeper understanding of the process we use at school so it can be replicated at home.

Our Staff

In 2019 Rosebery Primary staff included administration, operational, teaching, support staff and maintenance staff. One long term Principal who has been at the school since 2012, two Assistant Principals who are also long term staff, two Senior Teachers, 1 Special Ed teacher, a Special Education Support Assistant, 8 Classroom Support Officers, 1 long term Business Manager, 3 Administration Officers in the front office with one being our Attendance and Enrolment Officer, a canteen co-ordinator, a maintenance officer, 2 Transition Support Aides, 2 Preschool Assistants and 25 classroom teachers, 3 specialist teachers, a resource teacher and an Indonesian Teacher who attends one days per week. We have very motivated, passionate and professional staff who work at the standard expected within the range of the Public Services Management Act and the Australian Teaching Standards. The preschool staff all have qualifications that meet the requirements of the National Quality Standards for Preschools.

As a school that lives up to the Educational Brief as having a Performing Arts focus, we have three of our staff who work in the area of the Performing Arts across our school conducting lessons in music including singing, dance and drama with another specialist teacher teaching Physical Education.

The staff attendance is within expected normal levels for a school this size. At Rosebery Primary School we have highly qualified Support Staff and Specialist Staff who continually seek out further learning to remain upskilled. Most of our teaching staff hold Bachelors of Education with some staff being qualified in dance, music and Special Education. Three of our staff have a Masters of Education and we have one senior teacher who is also a Highly Accomplished Lead Teacher (HALT). All of our teaching staff in Early Years have qualifications to teach in Early Years which makes for a highly aligned and pedagogically sound teaching cohort. Our preschool teachers all hold the appropriate qualifications as do our Preschool Assistants.

Rosebery Primary School

					2018		2019	
					No	FTE	No	FTE
Preschool	Preschool - Teacher Aide/Assistant	NON TEACHING	Full Time	2	2	2	2	
	Preschool - Teacher General	TEACHING	Full Time	2	2	2	2	
	Preschool - Teacher General	TEACHING	Part Time			1	0.6	
Preschool Total:				4	4	5	4.6	
Primary	Primary - Admin & Clerical	NON TEACHING	Full Time	5	5	5	5	
	Primary - Admin & Clerical	NON TEACHING	Part Time	1	0.8			
	Primary - Assistant Principal	TEACHING	Full Time	2	2	2	2	
	Primary - Building & Maintenance	NON TEACHING	Full Time	1	1	1	1	
	Primary - Computer/IT Support	NON TEACHING	Part Time	1	0.8			
	Primary - Principal	TEACHING	Full Time	1	1	1	1	
	Primary - Teacher Aide/Assistant	NON TEACHING	Full Time	3	3	2	2	
	Primary - Teacher Aide/Assistant Special Education	NON TEACHING	Full Time	1	1	2	2	
	Primary - Teacher General	TEACHING	Full Time	25	25	24	24	
	Primary - Teacher General	TEACHING	Part Time	6	3.7	2	1.4	
	Primary - Teacher Senior / Head	TEACHING	Full Time			2	2	
	Primary - Teacher Special Education	TEACHING	Full Time	2	2	1	1	
	Primary - Teacher Special Education	TEACHING	Part Time	1	0.4			
Primary Total:				49	45.7	42	41.4	
School Total				53	49.7	47	46	

Our Students

In 2019 we had approximately 548 enrolled students.

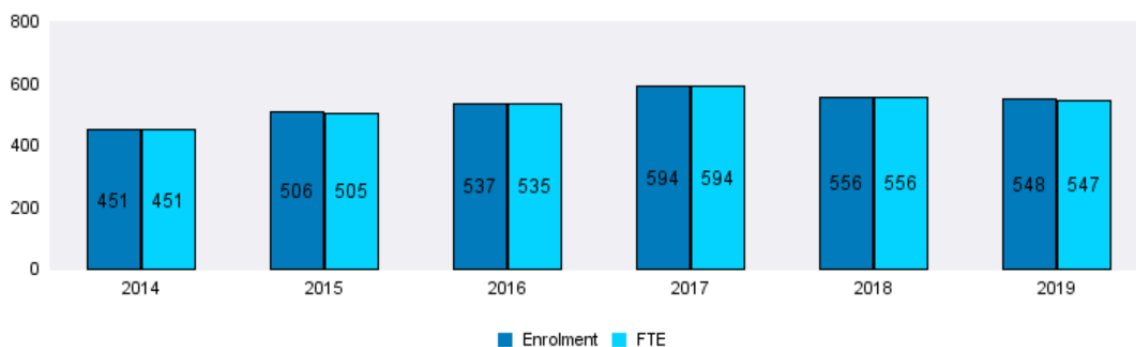
We have 20 mainstream classes of students from Transition to Year 6 in our school. We also have four Pre-School classes offering a two full-day and one half day program.

Approximately 16% of our students are Indigenous. 20% of our students speak English as a Second Language. Further, approximately 24% of our families have a parent/carer in a full-time employment with the Australian Defence Forces. These students come with their own emotional needs, but also with a rich life experience and view of the world which we value and incorporate as part of our ethos.

Our school has many working families, and as such, Out Side School Care Service (OSCNT) our external provider is well attended including vacation care. Up to 11% of our students attend at some time during the school week and we are proud of the service provided through our partnership with OSCNT.

Rosebery Primary School

This report shows the enrolment and FTE reported for the last five years.



Collection Year	2014	2015	2016	2017	2018	2019
Enrolment	451	506	537	594	556	548
FTE	451	505	535	594	556	547

The table and graph above shows the total enrolment and the full-time equivalent (FTE) for Rosebery Primary School from 2014 to 2019. The enrolments in 2019 show a variation of -8 from 2018 and a variation of 97 from 2014.

Our Community

Our community is welcoming, friendly and supportive and we welcome parents at school anytime. Our Defence Support Mentor (DSM) supports our Defence families and runs programs throughout the year that helps address student needs when settling into a new school or just trying to make friends. Lunchtime craft sessions are conducted for students who want to bring along a friend and be together in a safe and supportive environment. The DSM takes on the role of organising ANZAC Day commemorative ceremonies as well as any liaison between Defence personnel and school.

Principal's Report

Rosebery Primary School has seen out its 9th year in 2019, successfully improving student outcomes using a unique co-teaching collaborative learning model. For the first time since the school opened, enrolments dropped slightly, with the figure still remaining in the high 500s. The additional classrooms added in the two previous years continue to allow the school to expand and run our range of programs without impacting learning.

There was a variety of programs conducted in 2019 to meet the learning or wellbeing needs of all students. Programs such as; Play Therapy, Functional Fitness groups, Elite Functional Fitness group, Early Years Choir, Girls Polynesian Dance, Boys Polynesian Dance, Year 3 dance and the Rosebery Dance Troupe to name a few. Our Enrichment Hub Functional Learning class also saw a number of students benefit from having 1-1 support. The Engine rooms also had regular use by a number of students who required that type of support. Students who were identified as requiring some further support then had access to what was required for their learning needs.

Co-teaching has continued to be a key focus again this year as our architectural design demands a different model of teaching and learning. Once again we opened our school to a number of visiting schools to see how the co-teaching model looks in action. An online podcast later in the year gained further interest in our model Australia-wide and consequently we have partnered with a Primary School in Victoria as co-teaching schools to share our knowledge and expertise.

This year saw the introduction of 'A Day of Play' which was a huge success. This flipped the learning day to be outside interacting with a variety of structured and unstructured activities. The focus was on play and all the benefits of play and how it supports learning development. Both recess and lunch periods were spent in class resting and cooling off then back outside for the next session. Everyone had a wonderful time and it really showcased the importance we as a school, place on the role play has in learning and development.

The wider school community is quite active and engages with the school through our range of events that occur throughout the year. The introduction of Three-Way Conferences, coupled with Student-led conferences later in the year were very successful and well attended. In both models the student plays a major role, sharing with their parents their planned learning and setting goals then later in the year reflecting on their learning and planning their next steps. Our biennial end of year major Production, 'Guess Who?' was again a huge success with all students being involved in the event. In 2020 our 'Back to School Festival' will celebrate our School's 10th year Anniversary, which should draw a large crowd as well.

As the outgoing Principal I feel truly blessed to have been the leader of Rosebery Primary School for the past 8 years. The achievements over the years have been very rewarding. Staff and students should be very proud to have spent time at Rosebery Primary School. I wish everyone the best for 2020 and beyond.

Yours in Education

Gail Smith
Principal

School Council Report

Reflecting on 2019- it was the year we got things done!

We welcomed some significant changes to our fundraising activities which saw the School holding Mother's Day and Father's Day breakfasts instead of our usual Mother's Day and Father's Day stalls. Our traditional Sports Day meat raffles were also scaled back and instead the School Council held a BBQ all day with the coffee van attending in the morning which was welcomed by parents and teachers! We also held our first Colour Fun Run and this was a massive success. There was lots of hard work behind the scenes and a massive thank-you must go out to Alison Heffernan and Kelly Bourke again on their efforts in making this day so much fun. Of course none of this would have happened without the support of 1 CSSB – the defence brigade which assisted on the day. I'm looking forward to fine tuning this event this year and making it bigger and better! Our Quiz Night at Cazalys again proved to be a big hit with both parents and teachers letting their hair down and raising funds for our school whilst enjoying the night together.

Our fundraising efforts in 2019 saw us raise \$24,504.18. The School Council successfully reached our goal of installing the electronic sign down in the bottom carpark which will assist in another method of communication between the school and its parents. The shade structure in the assembly area was also installed and the most important change the school saw last year was the introduction of the speed monitoring cameras on Belyuen Road. Whilst we were unsuccessful working with the Palmerston City council to change the school crossing, having the speed monitoring cameras installed has made cars slow down and safety of our kids paramount. Our Dance Troupe and School Choir performed alongside Miss Primero at the BEAT 40th Anniversary at the Entertainment Centre and our Dance Troupe performed on numerous occasions throughout the year. We saw 88 of our grade 6's graduate at the Mindil Beach Casino and our School Principal Gail Smith resign to enjoy her retirement. 2020 will be an exciting year ahead as we plan to celebrate Rosebery Primary's 10th Birthday celebrations. It will be a fun and memorable year.

I'd like to take this opportunity to welcome Tania Kolomitsev formally to our school as our new principal. The panel was impressed with Tania's professionalism, her eagerness to learn more about our Kagan & Co-operative teaching methods and her willingness to help our school grow on the journey we are already on. Tania is fitting in well in her new role and on behalf of the School Council, welcome to Rosebery Primary School!

The teaching staff we have here is of a very high standard. They are extraordinary people who are willing to commit to new ideas, innovative ways of teaching and most of all provide that day to day support to ensure our children receive a quality education. The teachers are assisted by many other support staff within our community and for this I would like to acknowledge the strong contribution you all make to the team.

Thank-you to my fellow committee members for your time and input throughout the year. It is a rewarding opportunity to be involved and contribute to our children's education and I look forward to making 2020 our best year yet!

Jody Hayes
(School Council Chairperson)

Engage: Increase the number of students attending school more than 80 per cent

Develop a clear pathway and plan for Play Based Investigations moving to Inquiry Learning for P-6 Age Appropriate Pedagogies

Throughout 2019 Rosebery Primary School continued to implement play based learning in their Early Years classes. AAP (Age Appropriate Pedagogies) was introduced throughout the Early Years, with a focus on the Transition teachers and then slowly working throughout the unit. Age Appropriate Pedagogies (AAP) is a pedagogy used that allows teachers to implement a range of teaching approaches and characteristics aimed at the age and developmental needs of the children they are teaching.

This has led to the pedagogies being used throughout the Early Years unit, resulting in Early Years programs becoming more child focused. Teachers are now developing provocations to allow children to explore, play, learn, inquire, problem solve, create and develop a range of skills.

The senior teachers presented at the 2019 startup day to demonstrate the smooth pathway from Investigations in Early Years to Inquiry in the Upper Primary. This was introduced to dispel the myth that "Early Years play all day". Staff discovered that the language and questions used in both approaches were similar and they realised that play can be rigorous and challenging.

We have plans for further professional development, working with the AAP Team and networking with other schools using AAP to share ideas and resources in 2020.

Clear Pathway from Preschool-Transition

As part of developing a clear pathway we changed the way our preschool students were introduced to Transition. We established a routine that involved one Transition class swapping places with one of the preschool classes after our Early Years Assembly. The classes changed each week allowing each group to experience Investigations in Transition. Then in Term 4 the preschool students visited to explore a Jolly Phonics lesson, Casey Caterpillar lesson and a Maths lesson. The purpose of these visits were for the Preschool students to get to know the Transition teachers and for Transition children to be involved with the Preschool classes.

Through observations teachers reported that most students were happy to participate in the visits and it made it easier for the students who were continuing their education at Rosebery to adjust as they had formed relationships with staff and students.

Due to the success of the lessons the Preschool and Transition classes will continue with the routine in 2020, starting in Term 2.

National Day of Play

The school participated in the annual nationwide "Day of Play" on the 5th March 2019. This involved the teachers creating opportunities for students to play. Classes were held outside and students were able to move around the school playing, exploring and problem solving. The day was very successful and everyone had a great time. We intend to continue the event in future years.

Pop up Playgrounds

Pop up Playgrounds consist of everyday items that allow the students to use their imagination to create their own play environments. The students are involved in problem solving, risk taking and negotiating skills as they build and create their own play areas. Teachers are encouraged to take a step back and let the play progress without teacher intervention (unless for safety reasons). In 2019 we developed a Pop up Playground was created in the Upper Primary playground to assist those children transitioning from Early Years to Upper Primary.

The Pop up Playgrounds will continue to be part of the playground throughout 2020. There is a team of teachers willing to keep the playgrounds fresh and interesting, by rotating the items and setting up provocations within the playgrounds.

Early Years Assembly

Early Years assembly continued each Wednesday morning helping to develop relationships between the parent community and Early Years staff. During this time parents and teachers celebrated academic success, sang songs, celebrated birthdays and participated in dance activities.

Enrichment Hub

The Enrichment Hub is a intervention program providing an alternate educational program for students in a mainstream primary educational setting who present high behavioural disengagement, ASD, Intellectual Impairment or undiagnosed disabilities, which significantly influence their learning.

The Enrichment Hub focuses on three key learning areas with specific goals relevant to the individual:

1. Attend to and participate in non-preferred activities. (with the use of a working towards as a self motivator)
2. Social Interaction skills
3. Self-regulation and social emotional development (5 point scale)

The Enrichment Hub focuses on two key components:

- Skill development of the student and transference of these skills into their mainstream classroom.
- Support and upskill the classroom teacher to facilitate successful transition for the student back into the mainstream class.

5 point Behaviour Scale

- Students are introduced to the 5 point scale. The 1-5 scale system is applicable for a variety of behaviours and responses to behaviours, including feelings of anxiety, obsessions, concepts of personal space and feelings of anger.
- Each 5 point scale is tailored for students and developed with students. The scale is referred to and imbedded in classroom practice

	Looks Like	Feels Like	Things I Can Do
5			
4			
3			
2			
1			

Regulation – Engine Rooms

Regulation spaces are readily available throughout the day for students to access with SESA supervision for movement or regulation breaks. Engine Rooms are designed for heavy work to regulate the central nervous system and provide better sensory integration to allow students to return to class regulated and ready to learn.



Emotional regulation – Sensory Room

Sensory rooms can be a safe space for children to regulate, calm their emotions and prevent sensory/emotional meltdowns.



MiniLit

MiniLit is a special teaching program designed to improve student reading. Each lesson has three main components: - Sounds and Words Activities, Text Reading and Story Book Reading.



Performing Arts

2019 Whole School Production

2019 saw our fifth whole school production. "Guess Who" was held at the Darwin Entertainment Centre and was written and directed by Assistant Principal Mrs Danielle Banicek. 'Guess Who' took to the stage with over 530 of our students. Rosebery Primary School teachers all turned their hands at choreography and together produced a show that in turn created some fabulous entertainment and memories for our student and their families.



2019 Rosebery Primary School Dance Troupe



Throughout 2019 our vision remained the same, using dance as the vehicle to support student's well-being and to provide an extended wrap around service for many students who may not always find success academically and or socially within a classroom setting.

2019 was definitely a **year that was** with students reaching new heights in their ability to conquer quite difficult technical aspects of choreography that were often beyond their years and or dance experience. As students' confidence and resilience grew so did their yearning for new dance routines which made way for some very moving performances.



The Nightcliff Seabreeze Festival gave us the opportunity to showcase our Troupe over two nights, and included a chance to speak to the public about the implementation and positive outcomes of dance programs within primary school settings. We were once again honoured to be selected for two routines at the 2019 Beat Festival one being the opening number "Sound of Silence".



Some of our other performance highlights were demonstration dancing at Bachelor Area School, Arafura games and Student Voice Positive Choice Markets. Two Dance Camps were held over the year and played an integral part for students to further develop fundamental dance skills and continue to grow as a solid performance group. This was further enhanced by creating two school overnights in Terms 2 and 4.



Further into the year our dancers were fortunate enough to work with Bryn Wackett, a very well-known NT dancer and choreographer. During Term 4 we worked with Evelyn O'Brien, the president of the Northern Territory Ballroom Association who led our students in a variety of progressive and Waltz dances. It was with all these skills in their hands that our dance students created an opportunity to up skill our other Year 6's in preparation for their graduation night.

We wrapped up the year with a showcase evening for all our dance parents. It concluded with dance students then leading the way to include their parents and carers in a variety of progressive dances. An enjoyable night was had by all and a proved a fabulous way of really bringing our schools dance community together.



The Dance Troupe will continue into 2020 as the vehicle to support student's well-being and to provide an extended wrap around service for students who may not always find success academically and or socially within a classroom setting.

Parent Feedback

"My son was finding it hard to control his temper and "find his place" amongst his peers as he moved into upper primary and grade 5 - after being accepted into the dance group the change in his character and behaviour was almost instant. He developed a strong sense of respect and loyalty for his peers, looked forward to going to school and began to take responsibility for his actions. The dance troupe is a tight knit group of friends from all walks of life who have each other's backs and will stay that way for years to come. I can't recommend it enough, it certainly changed his outlook on life for the better."
2019 Dance Parent

"The confidence I have seen grow in my kids throughout the years is amazing. My daughter can struggle academically and the dance troupe gave her something else to focus on which in turn helped in the class room with her work. The friendships and relationships between the other kids and the dance troupe teachers is amazing. They all have a special bond which no doubt they will hold on to. Thank you for having my children in your Rosebery dance troupe for the last two years. And fingers crossed for next year as well. Because well I love being a dance mum also."
2019 Dance Parent

"After posting in to RPS from interstate it was fantastic to see my son scooped up into this amazing wellbeing program. His resilience grew and a real sense of pride, respect and confidence was evident. It was also an amazing opportunity for our whole family to be involved in a new activity and we all certainly have benefited from the wonderful connections we have made with the teachers and families involved. Now a middle schooler, I was recently blown away with a letter from my son's new school telling me what an amazing caring group of friends he associates with. It was immediately apparent who these kids were- the kids have a connection that is beyond their years, and Rosebery Dance Troupe is the reason."
2019 Dance Parent

"I can only express how positive the impact was, by Nate being part of the dance program. It has provided him with a positive experience where he has learnt and demonstrated respect for the troupe members and a great opportunity for interaction with both boys and girls from different ages and backgrounds, not to mention a fun way to get fit for footy. (without getting cooties!)"
2019 Dance Parent

Student Feedback

"This group has helped me grow as a person."

"Thanks for making my dad cry during 'Sound of Silence'."

"The dance group has made me feel good about myself."

"You have helped me grow into an amazing star."

2019 Rosebery Primary School Performing Arts Program – with Mrs Primero

Once again our choir auditions attracted over 40 of our keen Years 5 and 6 students. 2019 in particular saw the Beat Foundation celebrate their 40th birthday, and we were honoured to have our music teacher Mrs Primero acknowledged for her contributions over those 40 years.

Our Northern Territory Music School Instrumental program continued to be a popular choice across our Years 4-6 with over 60 students being involved in learning range of instruments guitar, trombone, flute, clarinet and saxophone.

Other programs offered in 2019 were Bucket Drumming, Xylophone and Boys and Girls Polynesian Dance groups.



Student Leadership

After the 2018 launch of Student Voice Positive Choice (SVPC), our 2019 Student leadership cohort continued to work collectively to promote and project the initiative across a number of Palmerston Primary Schools. Our students were involved in a variety of workshops with varied outcomes such as selecting community fundraising for one local and one global initiative and the development and implementation of "Choice Shots" sessions which promoted positive voice and choice across our school community.

Student Summits provided many opportunities to network, collaborate and consolidate ideas while developing key leadership skills and the identification of key values to support the initiatives ongoing impact on our local community. Two Students Leaders also performed with Sara Storer and Tom Curtain on stage to sing 'Speak Up' – the song Tom Curtain wrote in honour of Dolly Everett Dolly's Dream.



Further into the year our students had the opportunity to have input into the Department of Education Reporting to Parents guidelines review and attended the Enterprising and Media/Marketing Skill Development (EMSD) Course which enabled them to organise and run a market stall.

It has been a very successful year for Leadership cohort and we look forward to our continued involvement in the SVPC in 2020.

Grow: Improve students' two year gain in NAPLAN writing in Years 5, 7 and 9

Several steps and opportunities were taken and created to support the two year growth in NAPLAN scores and generally writing achievement across the curriculum.

The key investment of 2019 was a full day workshop with Lyn Stone. Whilst the focus was on writing overall analysing our data and growth in the areas of vocabulary, paragraphing and sentence structure led to dynamic learning and deepening professional knowledge.

Lyn shared key resources which many staff individually sought for purchase to enhance their practice. One area which many staff implemented almost immediately was the use of daily dictation. Improvements in the building of sentence construction and phonemic awareness was apparent in a short time frame. Staff actively sought to share successes and resources to support other teachers. The whole school professional learning day was a meaningful approach to contribute to overall gains. The overview of the day is attached for reference.

Cross school confirming occurred in Semester 2. Feedback from staff across all sites was positive citing productive, engaging conversations leading to greater accuracy in judgements. The intention is to continue cross school confirming.

NAPLAN results across literacy areas are mixed. Overall there is an upward trend. Individual strands show improvement but not necessarily transferred between strands. One such area was spelling. There were a number of students who scored in the higher bands within the spelling test but poorly within the spelling strand of the writing sample. There is limited evidence or obvious explanation for this trend.

The literacy strategic team had a small cluster of quick gain and long range improvements. One quick change to increase engagement with literacy and literature was to move book character day from Literacy week to Book Council week. One aspect of this was to create a book afternoon sharing rich literature of the shortlisted Book Council awards. Students enjoyed the opportunity to visit other rooms and staff had deliberate time to immerse in books.

'Bump it up walls' as a component of feedback and assessment was explored amongst the team. Members of the team took advantage of cross school confirming to do initial investigating of how other schools physically present their bump it up walls and deliver the feedback to students and target teaching. The strategic team is committed to exploring this further in 2020 with the possibility of doing 'learning walks' in a number of schools in Palmerston.

Coupled with this was multiple discussions regarding the need for systematic curriculum delivery. Critical work for early 2020 will be inquiry into a whole school approach to writing.

Overall RPS remains on track to maintain growth reflecting a year's growth for a year's learning.

Professional learning





Professional learning for 2019 targeted:





- the maintenance of our signature approaches; Kagan, Co-Teaching and Restorative Practices and;
- the nurturing of new learning across; Inquiry, Age Appropriate Pedagogies and new aspects of Inclusive Practices

Whole of school professional learning to maintain signature approaches was often embedded within staff meetings and PLCs. This allowed for a sharp and narrow focus to professional growth in manageable sessions.

New staff undertook a full day introduction work to Kagan. There was ongoing learning shared to unpack and revisit the co-teaching framework and SHARE document. These conversations are crucial to the success of teaching and learning.

Early staff meetings sought feedback from staff to direct required learning.

QAAC	The What? 	Little bit but not confident to explain to someone else 	Cruising 	Confident and happy to share knowledge 
Planning e.g. • Effective teaching sequence • Using data to inform where to				
Clarifying e.g. • Designing assessment tasks and sharing with others				
Confirming e.g. • Collaboratively looking at student work to confirm teacher judgements				

ESL components	The What? 	Little bit but not confident to explain to someone else 	Cruising 	Confident and happy to share knowledge 
NTCF ESL Levels				
AC EAL/D Phases				
Link between monitoring & reporting				
Making judgments of student writing				
I would appreciate support/explicit professional learning in the area of:				

Inclusive Practices:

This was an area of significant work and professional learning in 2019. Staff were supported in a number of sessions including a moderation session to deepen understandings and accuracy of the provision maps and NCCD requirements.

Staff had access to sessions on the use and purpose of regulation spaces such as engine rooms and the sensory rooms. This resulted in increased success for students and reduced time away from learning for all students.

RPS as a part of Palmerston City Schools (PCS) was successful in gaining a grant on Productive Partnerships and Inclusive Practices. The Principal, Gail Smith, and one of the Assistant Principals, Rachel Turton, were part of a PCS delegation to the critical agendas conference in Melbourne which included a two day workshop and one day of school visits. This provided some core learning and understanding around implementation of the Berry Street model and the work of Dr Loretta Giorcelli with other schools. This helped to lay the foundation of further work in 2020 as an individual staff but also scheduled whole cluster learning.

Inquiry including play based learning:

Four staff attended the age appropriate pedagogies workshops across 2 sessions. The intention to be they offer a "lighthouse" classroom to others in their hub. This was followed up with school visits from Belinda Hoult from DoE. This provided valuable insights to the ongoing needs of staff in the areas of planning and reflections. This is timetabled, supported growth in 2020.

Staff continued to deepen their understandings of Inquiry in the Primary team working with the ST1 as a mentor and model and then implementing practices in with their individual rooms. The strategic team had dedicated time to collaboratively plan a line of inquiry to trial in their respective year levels. This was resourced with the purchasing of Kath Murdoch's Spiral of Inquiry Book. This will be work followed up in a pupil free day in Semester 1, 2020.

Whole day professional learning:

Term 3 start-up day was dedicated to our signature programs and inclusive practices. Please see snapshot of the day's agenda.

09.00 – 10.30	<p>Session 4 – Co-teaching Learning Intention</p> <ul style="list-style-type: none"> • Know and understand the various types of co-teaching • Develop deeper working relationship with co-teacher <p>Success Criteria</p> <ul style="list-style-type: none"> • Describe the co-teaching types and know when to use them • Set goals based on evaluation tool. • Envelope of information •
10.30 – 11.00	Morning Tea (provided)
11.00 – 12.30	<p>Session 3 – Inclusive Practices Learning Intention</p> <ul style="list-style-type: none"> • To engage with the Inclusive Practices Framework • Learn what is required for Tier 1 interventions – classroom differentiation • Understand the Palmerston City Schools Model 'Building Inclusive Learning Environments for Palmerston students.' <p>Success Criteria</p> <ul style="list-style-type: none"> • Know what the Inclusive Practices Framework is and how it impacts your teaching. • Be aware of the Palmerston City Schools Model for 'Building Inclusive Learning Environments for Palmerston students'.

During Term 4 staff participated in a full day well-being day. This work reflected that of the DoE initiatives around teacher well-being. Staff had sessions with the BeYou team, personally selected well-being sessions/activities and self-care information.

1.00 – 2.00	<p>Session 5 – Wellbeing overview</p> <ul style="list-style-type: none"> • Introduction to the NT Wellbeing Framework • Complete 'My Wellness Goals' sheet in your journal and then the Current Health Info on the following page. • Discuss with your shoulder partner how you are going to break down your goals into the Headings of: <ul style="list-style-type: none"> ○ Food and Nutrition ○ Exercise and Fitness ○ Mindfulness and Gratitude ○ Self-Care and Happiness ○ Healthy habits to start <p>Complete the postcard address on the card provided and nothing more and hand to Gail before leaving.</p> <p>Your reflections on the day as feedback is required. Please place the dots where you prefer of the feedback sheet before you leave the room.</p>	<p>Think about when someone else did something kind or special for you today, yesterday, last week, this term, this semester, this year. Be prepared to share this with someone.</p> <ul style="list-style-type: none"> - Take time to read the 20 Good Ideas for Self-care then complete the Self Care Plan brainstorm for yourself. - Short video preparing for the rest of the day. Learn to shine bright- the importance of self-care for teachers. - https://www.youtube.com/watch?v=5O5QlqDxjg 	Gail
		<p>Session 2 Staff Self Care Workshop</p>	<p>Tash Roe from Be You (Headspace schools program) Education and Cultural Practice Consultant & Ellie Metcalf Clinical Consultant</p>

There were individual or pairs of staff who accessed other departmental learning and growth in the areas of HaLT and Pre-school curriculum work.

Staff had ongoing opportunities to access learning around SMART board technologies to enhance their use and outcomes in the classrooms.

A key piece of work in preparation for 2020 development was the selection of a team to attend and then facilitate the *signature strategies* work within the school. Karen Jeffery, Laura Ayres and Rachel Turton engaged in the first two day workshop designed to help set the scene of the journey and support planning for successful implementation. The expectation is that the new principal will join the team and contribute to the learning and

growth of the team and the staff. There was significant work undertaken in these workshops to inform the work necessary in early 2020.

In 2020, Rosebery Primary School will continue the goal:

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

To support the progress of the goal the school will focus on two key *signature strategies*:

Professional Learning Communities

(Enhance collective efficacy by harnessing collaborative expertise with a focus on improving student learning outcomes)

Student outcomes will improve when we foster and honour collaborative learning within a high functioning professional learning community through;

- Shared mission (purpose), vision, values (collective commitments), and goals (indicators, timelines and targets) which are all focused on student outcomes
- A collaborative culture with a focus on learning
- Collective inquiry into best practice and current reality
- Action orientation – 'Learning by Doing'
- A commitment to continuous improvement
- A results orientation- agreed, clear and transparent intended outcomes in place

Triangulation of Data

(Availability and comparison of multiple data sets to review improvement strategies in place and to evaluate impact and adjust as needed)

This will be developed through:

- Use a diverse range of qualitative and quantitative data and evidence to support judgements about the impact of teaching
- Leaders and teachers share responsibility for using multiple forms of data and evidence to find solutions and inform decisions for improving student outcomes
- Conversations about data occur in a culture of trust
- The collection of whole school data and assessment schedule
- Ensure student goals are responsive to their data

NAPLAN

NAPLAN - Achievement - Rosebery Primary School

- In 2011, students were required to complete a persuasive writing task. This is a change from previous years (2010 and prior) when students were required to write a narrative or story. Due to this change in rubric, post 2010 Writing results should not be compared to previous years.

2019		Below NMS		At NMS		Above NMS	
		No of Students	% of Students	No of Students	% of Students	No of Students	% of Students
Year 3	Reading	3	5	16	27	40	68
	Writing	2	3	9	15	50	82
	Spelling	9	15	9	15	41	69
	Grammar	2	3	11	19	46	78
	Numeracy	5	9	10	17	43	74
Year 5	Reading	6	11	5	9	42	79
	Writing	10	20	11	22	30	59
	Spelling	6	12	8	16	37	73
	Grammar	8	16	7	14	36	71
	Numeracy	4	8	9	18	38	75

NAPLAN - Summary - Rosebery Primary School

- In 2011, students were required to complete a persuasive writing task. This is a change from previous years (2010 and prior) when students were required to write a narrative or story. Due to this change in rubric, post 2010 Writing results should not be compared to previous years.

2019		Participating		Achieved NMS	
		No of Students	% of Students	No of Students	% of Students
Year 3	Reading	59	97%	56	95%
	Writing	61	100%	59	97%
	Spelling	59	97%	50	85%
	Grammar	59	97%	57	97%
	Numeracy	58	95%	53	91%
Year 5	Reading	53	96%	47	89%
	Writing	51	93%	41	80%
	Spelling	51	93%	45	88%
	Grammar	51	93%	43	84%
	Numeracy	51	93%	47	92%

Student Enrolment, Attendance and Learning

Enrolment and Attendance Summary - Rosebery Primary School

Data source: Enrolment and Attendance

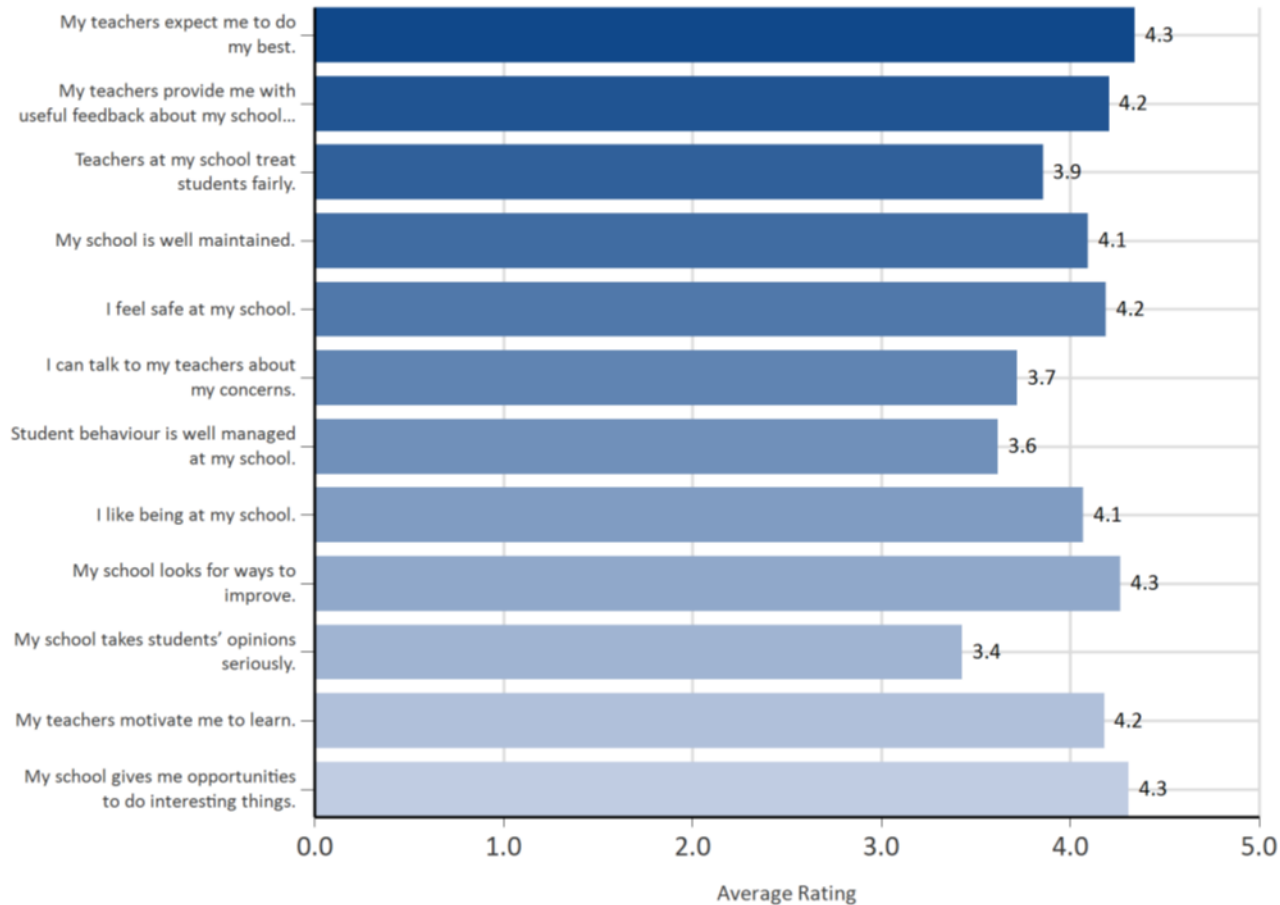
Notes

- Enrolment and attendance data is collected twice a term. The reporting period for this data covers weeks 1 to 4 and weeks 5 to 8 of each term. Data provided does not include Weeks 9, 10 or 11 (where applicable).
- The average enrolment number is the average number of enrolled students over the reporting period.
- The attendance rate is the proportion of time students attend compared to the time they are expected to attend during the reporting period.

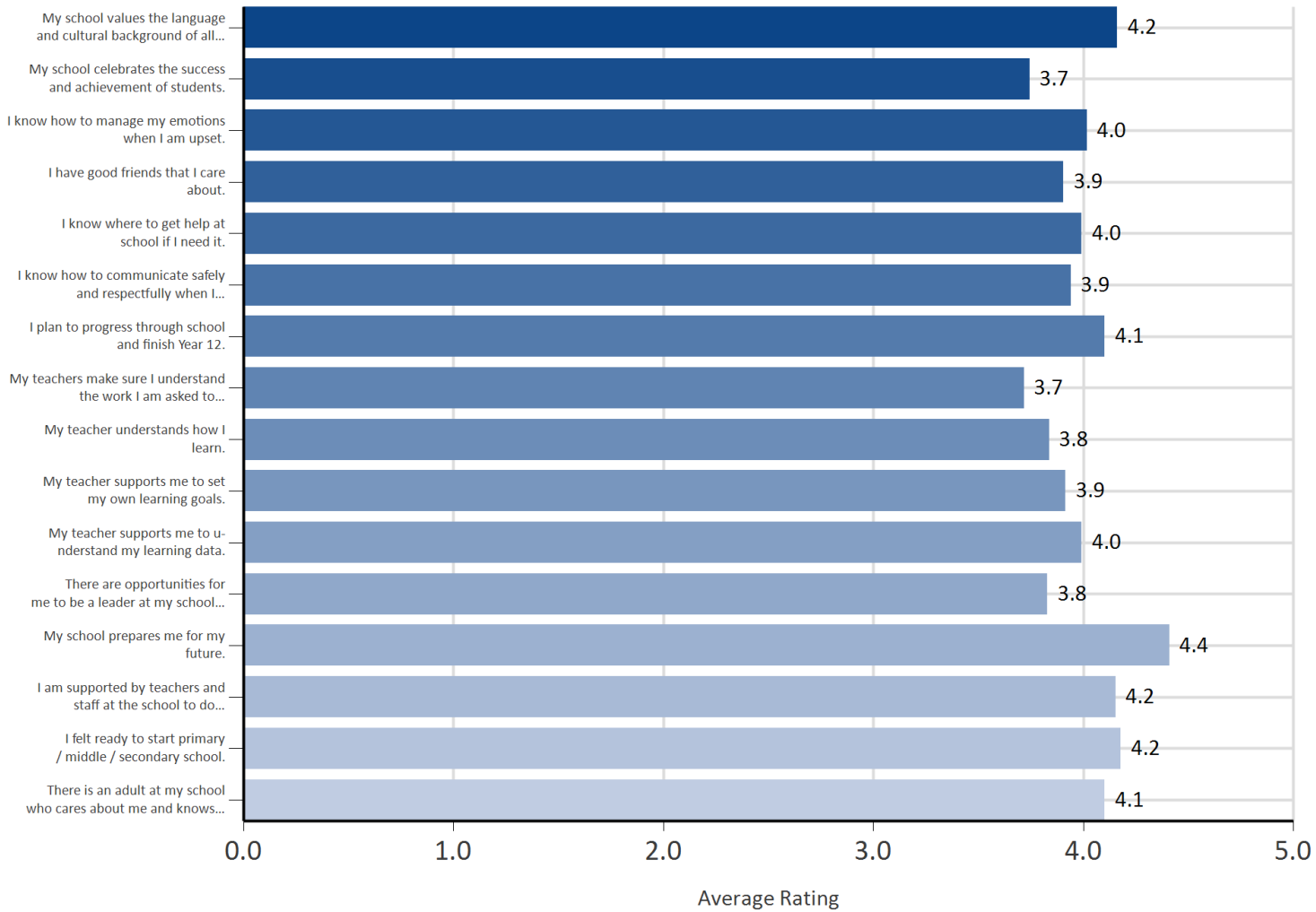
	2018				2019			
	Indigenous		All		Indigenous		All	
	Avg Enrolment	Attendance	Avg Enrolment	Attendance	Avg Enrolment	Attendance	Avg Enrolment	Attendance
Preschool	4	89.6%	87	89.6%	16	91.1%	88	89.8%
Transition	6	84.2%	69	89.7%	9	81.7%	71	89.7%
Year 1	9	90.1%	60	91.4%	6	91.4%	69	90.5%
Year 2	10	86.1%	71	89.6%	12	89.2%	57	91.1%
Year 3	11	87.3%	61	90.9%	11	90.2%	61	91.6%
Year 4	12	84.6%	63	91.3%	9	89.5%	60	90.7%
Year 5	18	89.3%	91	91.1%	8	89.0%	57	90.0%
Year 6	10	87.4%	67	90.6%	18	87.7%	88	90.1%
Rosebery Primary School	80	87.3%	569	90.6%	89	88.6%	550	90.4%

School Survey Results

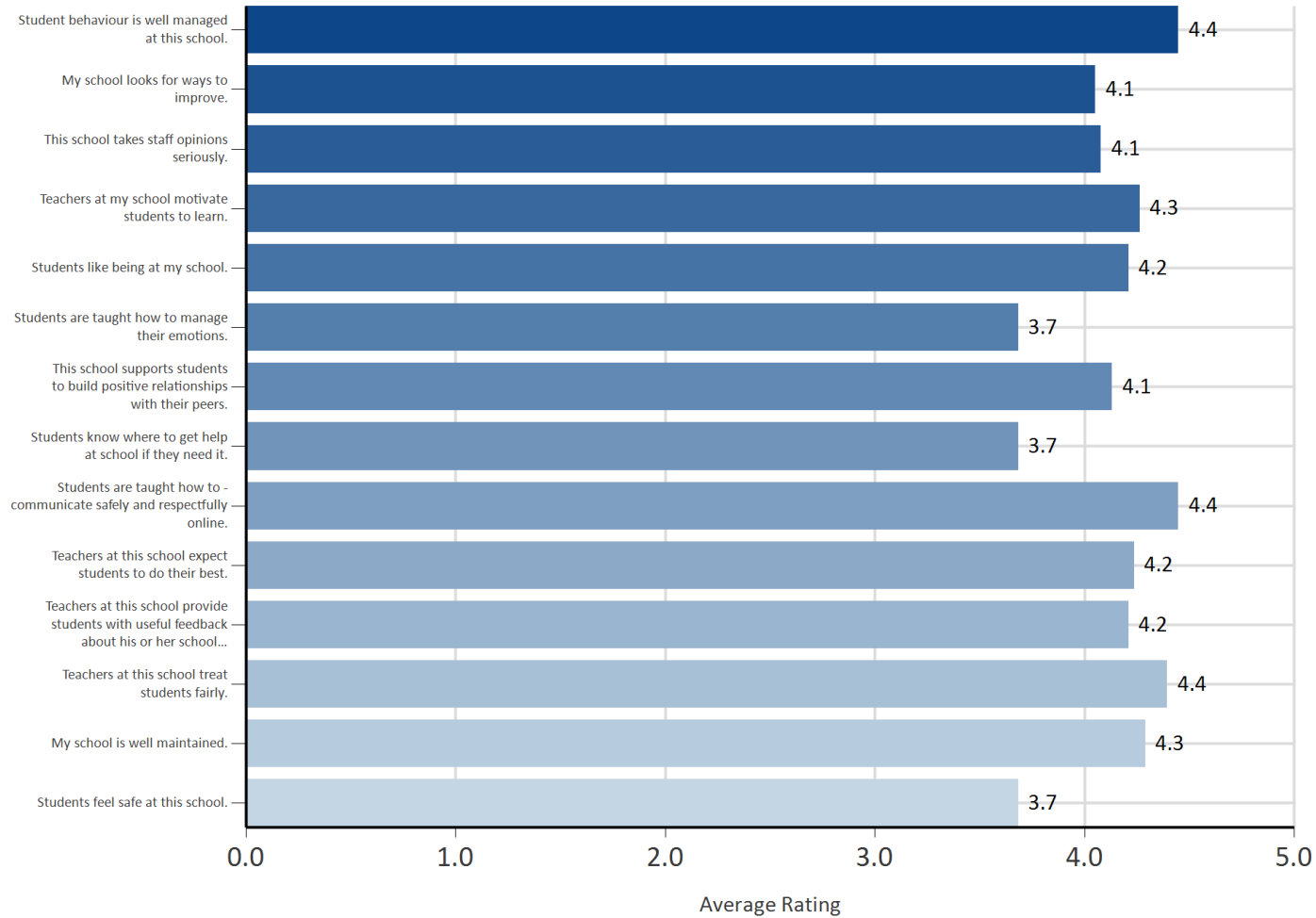
Student Survey (n=117)



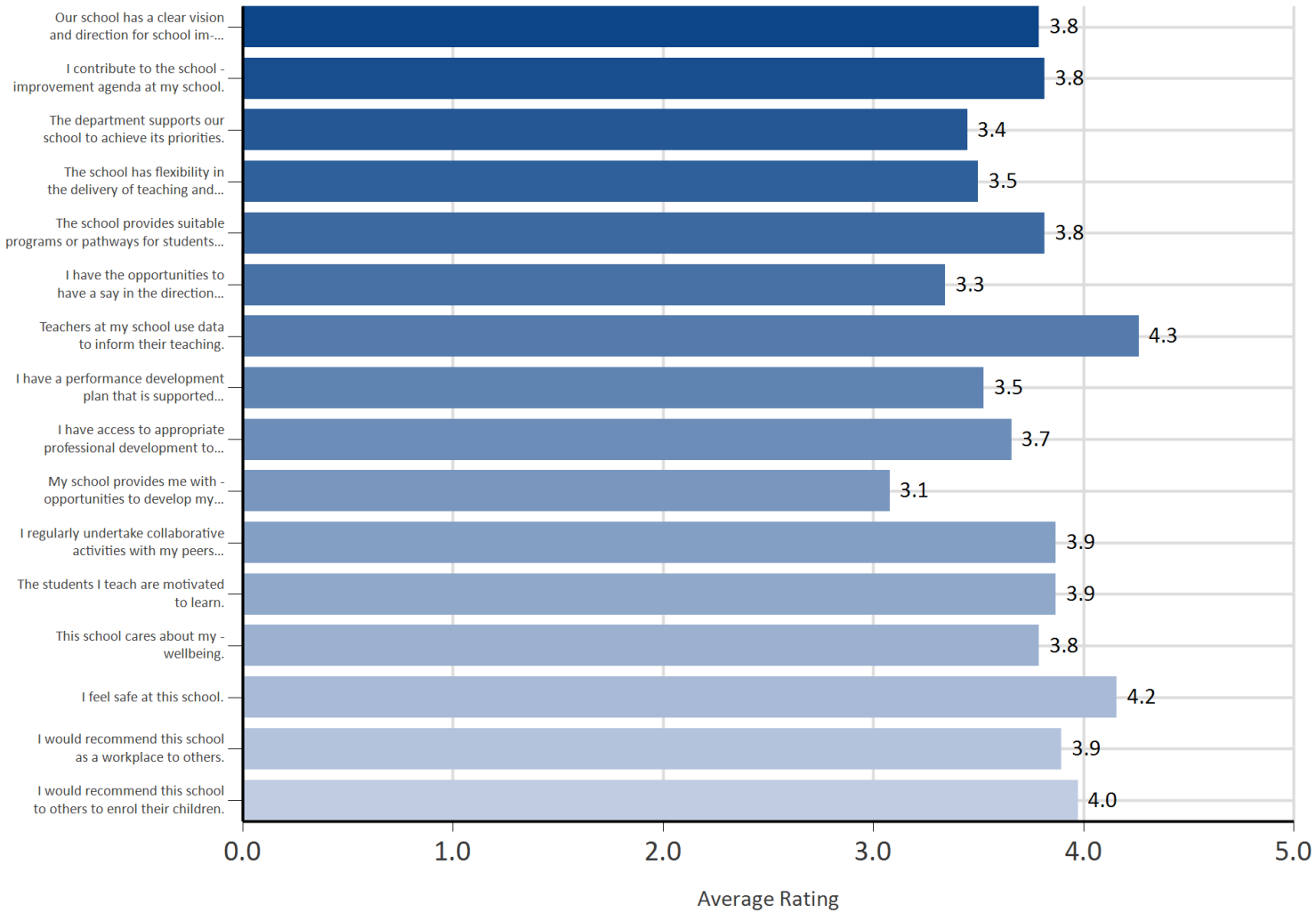
Rosebery Primary School
Annual Performance Report to the School Community
2019
Aligned to the Department of Education's 'Education NT Strategy 2019-22'



Staff survey (n=38)

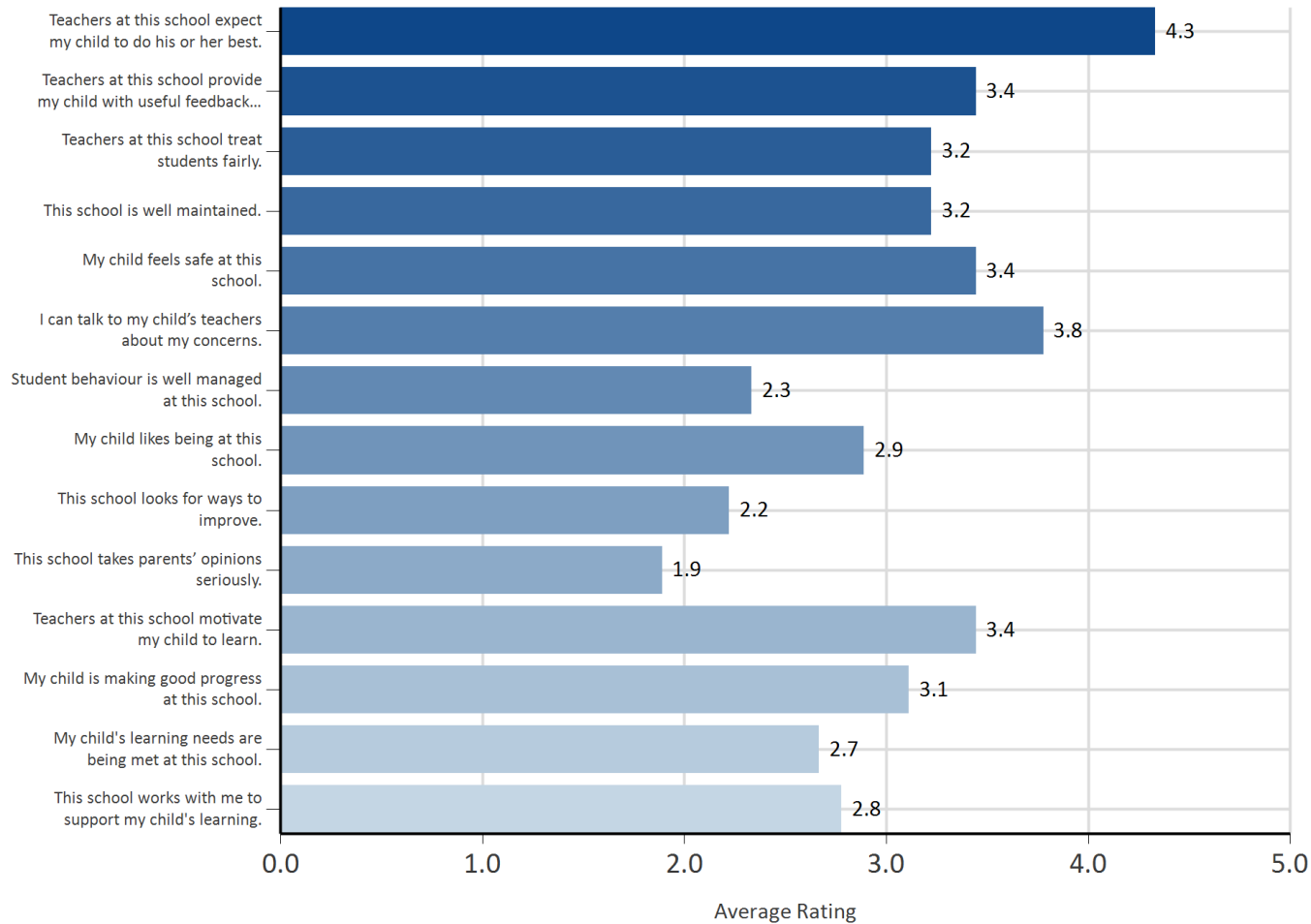


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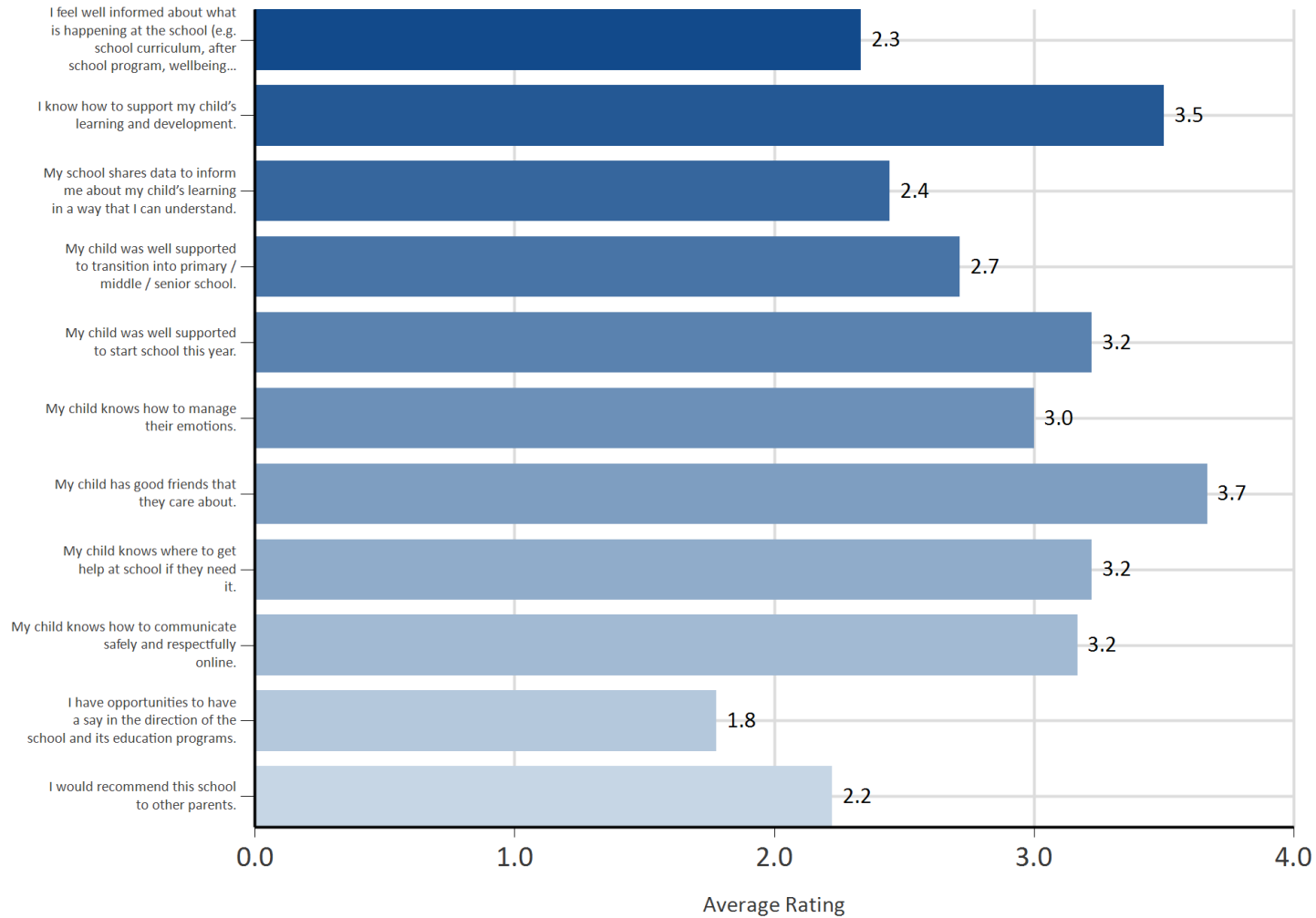


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Parent Survey (n=9)



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Aligned to the Department of Education's 'Education NT Strategy 2019-22'



Audited Financial Statements