

# Rosebery Primary School



## Education NT Strategy – Annual School Priority

Select one Education NT Strategy annual school priority that the school will focus its efforts on in 2020.

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

## Focus for Improvement in 2020

What whole school information was used to identify the improvement priorities\* and actions of your school in 2020. Consideration could be given to: student performance and engagement data, recent school review recommendations; the priorities in the School Strategic Improvement Plan; school survey results; and previous school priorities, strategies and actions. Include relevant data/graphs/tables in Attachment A.

We have been identified as a **recharge school in 2019** and need to put a focus on lifting our gain in learning across the board. This focus has been derived from engaging with our NAPLAN data, even though we know we have had a good growth this year, we know we still need to focus on vocabulary, spelling and paragraphing as a whole school. Our PAT data at the school level in vocabulary, spelling and punctuation also indicates we require further work to see improvement. We have had a strong student number growth in our school and 2019 is the first year we have dropped in student number. This swift drop in numbers is due to many people moving back south and overseas as well as the new Zuccoli school opening in 2020.

The two Signature Strategies selected; **Whole School Data Plan** and **Professional Learning** Communities will allow learning and growth throughout the year. Three selected leaders in the school will accompany the principal in 2020 to continue the work in **Leading Learning and Innovation** which started term 4 with a 2 day workshop on activating and supporting the change required as part of our ASIP.

\* This section may also describe an accompanying priority, in addition to the chosen annual school priority, that the school will focus on in 2020

# 2020 Annual School Improvement Plan

## 1. Signature Strategy and Actions

Outline the actions, timelines, professional learning strategies, roles, responsibilities and resources that the school will adopt to implement the signature strategy.

<b>1. Signature Strategy</b>		E4 - Whole school data plan			
<b>Goals</b> <i>What are the changes you expect to observe in practice and student outcomes if the strategy has been successfully implemented?</i>		<p>Teachers will collect and analyse data and evidence of learning to inform their teaching and learning program. This will result in targeted explicit teaching and differentiated classroom learning.</p> <p>This will be developed through:</p> <ul style="list-style-type: none"> <li>• Creating a data plan including                             <ul style="list-style-type: none"> <li>○ a schedule for collection of data throughout the school year</li> <li>○ what data are to be collected</li> <li>○ when the collection takes place</li> <li>○ the purpose of the data collection</li> <li>○ responsibility for collection</li> <li>○ responsibility for analysis</li> <li>○ who the data is communicated to and how</li> </ul> </li> <li>• Professional development opportunities in analysing, interpreting and using data</li> <li>• Teachers analyse data to understand where their students are at and identify gaps and adjust teaching</li> <li>• Leaders analyse data to inform decision making about school improvement</li> <li>• Teachers and leaders ensure that assessments are administered with fidelity</li> </ul>			
<b>Actions</b>	<b>When</b>	<b>Professional learning strategies</b>	<b>Who</b>		<b>Resources</b>
<i>Outline what the school will do to support the signature strategy.</i>	<i>Outline the start and end date for implementing the action.</i>	<i>What strategies will the school use to facilitate the professional learning?</i>	<i>Where will the expertise to lead this action be found?</i>	<i>Who is your contact that will assist in delivery of the action?</i>	<i>Outline the resources (facilities, staffing and budget) that will be allocated to the action.</i>
Create and implement: <ol style="list-style-type: none"> <li>1. a data plan</li> <li>2. QAAC</li> <li>3. assessment schedule</li> </ol>	<ol style="list-style-type: none"> <li>1. Term 1</li> <li>2. Term 2</li> <li>3. Term 1</li> </ol>	Case management approach	School leadership team	Tania	PCS Principals PCS QAAC Network
		Collaborative assessment of student work	Network / partner school	Tash	

## 2020 Annual School Improvement Plan

Actions	When	Professional learning strategies	Who		Resources
<i>Outline what the school will do to support the signature strategy.</i>	<i>Outline the start and end date for implementing the action.</i>	<i>What strategies will the school use to facilitate the professional learning?</i>	<i>Where will the expertise to lead this action be found?</i>	<i>Who is your contact that will assist in delivery of the action?</i>	<i>Outline the resources (facilities, staffing and budget) that will be allocated to the action.</i>
		Information session	School leadership team	Rachel	
Co-create and utilise writing bump it up walls	Staff meetings in term 2	Focused professional learning at staff meetings	Instructional leaders	Rachel	Learning Walks at other schools where Bump it up walls are successfully being used. Lyn Sharratt Clarity
		Learning walks	Network / partner school	Tania	
Analyse data and evidence of learning in PLCs- collect data to guide the inquiry into a whole school approach to writing	Semester 1 2020	CIP - Leading innovation and change	Instructional leaders	Tania, Rachel, Karen and Laura	
		Instructional coaching	School leadership team		
		Other? Please detail	Other? Please detail		
Commence tracking Inquiry and AAP learning	Term 2 2020	Shared and guided practice (scaffolding)	School leadership team	Karen and Chantel	

## 2. Signature Strategy and Actions

<b>2. Signature Strategy</b>	R6 - Professional learning communities				
<b>Goals</b> <i>What are the changes you expect to observe in practice and student outcomes if the strategy has been successfully implemented?</i>	Staff will demonstrate a strong professional culture characterised by shared norms and values, a focus on student learning, collaborative approaches to work, reflective inquiry into teaching practices and deprivatisation of practice. Student outcomes will improve when we foster and honour collaborative learning within a high functioning professional learning community through; <ul style="list-style-type: none"> <li>• Shared mission (purpose), vision, values (collective commitments), and goals (indicators, timelines and targets) which are all focused on student outcomes</li> <li>• A collaborative culture with a focus on learning</li> <li>• Collective inquiry into best practice and current reality</li> <li>• Action orientation - 'Learning by Doing'</li> <li>• A commitment to continuous improvement</li> <li>• A results orientation- agreed, clear and transparent intended outcomes in place</li> </ul>				
<b>Actions</b>	<b>When</b>	<b>Professional learning strategies</b>	<b>Who</b>		<b>Resources</b>
<i>Outline what the school will do to support the signature strategy.</i>	<i>Outline the start and end date for implementing the action.</i>	<i>How is the professional learning going to be delivered?</i>	<i>Where will the expertise to lead this action be found?</i>	<i>Who is your contact that will assist in delivery of the action?</i>	<i>Outline the resources (facilities, staffing and budget) that will be allocated to the action.</i>
Building a collaborative culture: 1. professional growth cycle 2. build shared understandings of a PLC and the school's shared M,V,V, G, 3. establish protocols including consensus 4. determine structures and leaders for PLCS	Week 1 Day 1 2020  Professional Learning at Staff meetings throughout Semester 1- every second Tuesday	CIP - Leading innovation and change  Focused professional learning at staff meetings  Meetings to support PLC leaders	Instructional leaders  School leadership team  CIP team	Tania, Rachel, Karen and Laura  Tania and Rachel  Tania and Rachel	AITSL videos about professional growth Du Fours' Learning By Doing Lyn Sharratt Clarity Videos and readings about PLCs

## 2020 Annual School Improvement Plan

Actions	When	Professional learning strategies	Who		Resources
<i>Outline what the school will do to support the signature strategy.</i>	<i>Outline the start and end date for implementing the action.</i>	<i>How is the professional learning going to be delivered?</i>	<i>Where will the expertise to lead this action be found?</i>	<i>Who is your contact that will assist in delivery of the action?</i>	<i>Outline the resources (facilities, staffing and budget) that will be allocated to the action.</i>
5. experience a focus on learning using Lyn Sharratt's professional learning protocol for collaborative assessment of student work 6. create structures to support and develop PLC leaders 7. implement PLCs 8. review, reflect and adjust					ERT days for CIT team to attend workshops (16 days) ERT days to support PLC leaders (12 days)
Collective inquiry into best practice and current reality- Whole School Approach to Writing	Professional Learning at Staff meetings throughout Semester 2- every second Tuesday Teacher observations	Collaborative inquiry/action research team Collaborative co-teaching cycle	Instructional leaders	Tania, Rachel, Karen and Laura	ERT days for school visits (4)
			School leadership team	Karen and Chantel	

## 2020 Annual School Improvement Plan

### Review and Adjust (to be completed at the end of each semester)

Are you on track? Are the changes in practice and student outcomes you expected to observe occurring? How do you know? What will you do differently if this is not what you expect to see?

	Six month review (End of Semester 1)		12 month review (End of Semester 2)	
Goals (refer to Goals section)	Status	Comments/Evidence	Status	Comments/Evidence
Grow: Improve students' two year gain in NAPLAN writing in Years 5, 7 and 9 (applies to T to Year 9)	Select from drop down list		Select from drop down list	
Goal 1 Teachers will collect and analyse data and evidence of learning to inform their teaching and learning program. This will result in targeted explicit teaching and differentiated classroom learning.	Select from drop down list		Select from drop down list	
Goal 2 Staff will demonstrate a strong professional culture characterised by shared norms and values, a focus on student learning, collaborative approaches to work, reflective inquiry into teaching practices and deprivatisation of practice.	Select from drop down list		Select from drop down list	

## 2020 Annual School Improvement Plan

	Six month review (End of Semester 1)		12 month review (End of Semester 2)	
Goals (refer to Goals section)	Status	Comments/Evidence	Status	Comments/Evidence
Goal 3 To implement a whole school approach to Inquiry Learning	Select from drop down list		Select from drop down list	
Goal 4 To implement Age Appropriate Pedagogies for Year P-2	Select from drop down list		Select from drop down list	
Goal 5 To develop opportunities for student leadership and student voice	Select from drop down list		Select from drop down list	
Goal 6 To continue a whole school focus on attendance	Select from drop down list		Select from drop down list	
Goal 7 To continue a whole school focus on performing arts	Select from drop down list		Select from drop down list	
Goal 8 To investigate and explore interventions to support student learning through the enrichment hub	Select from drop down list		Select from drop down list	

Endorsement (can be completed by mid-Term 1 2020)

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Principal

Paul Nhyuis

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Senior Director School Improvement  
and Leadership

Jody Hayes

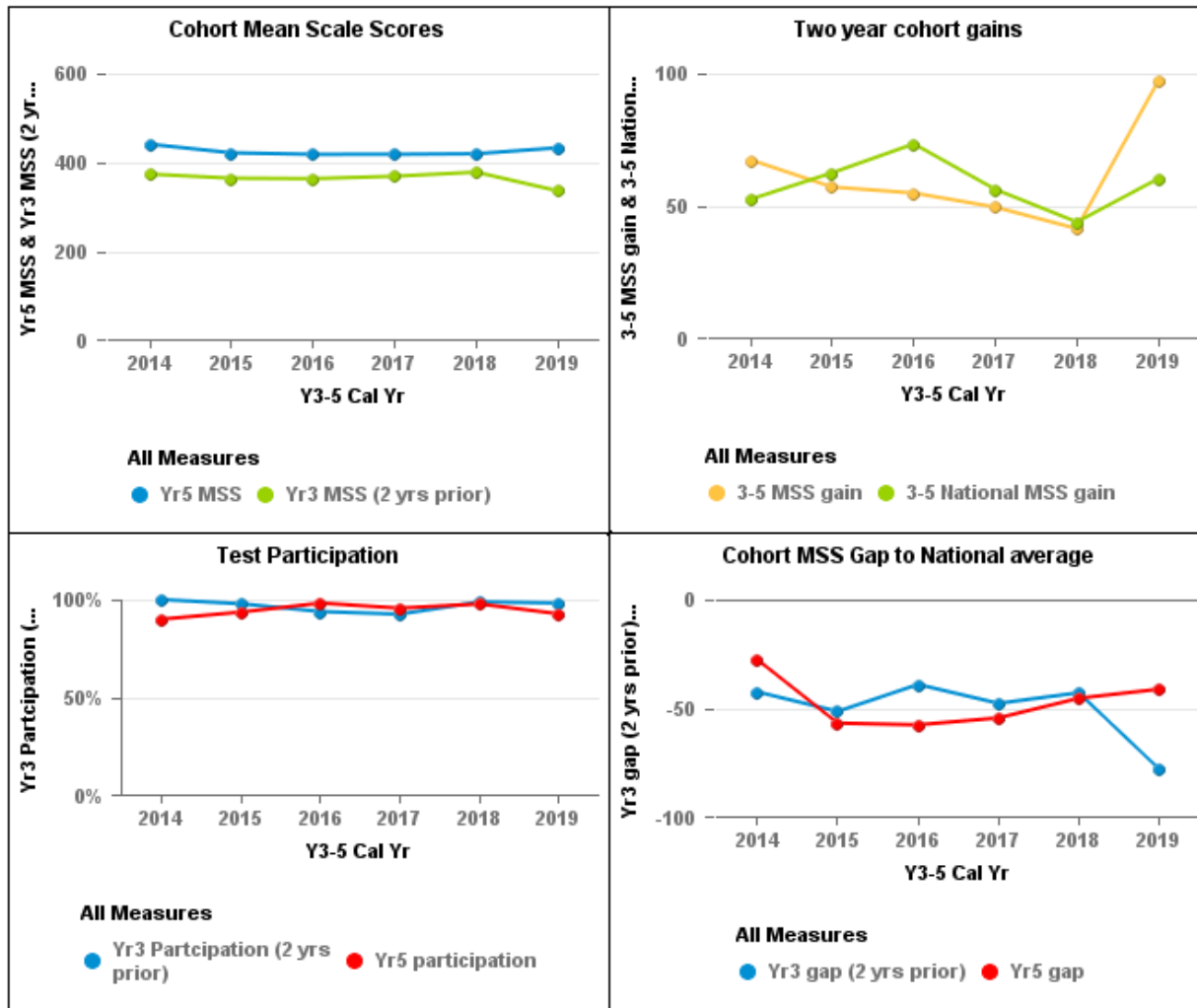
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Chair School Representative Body

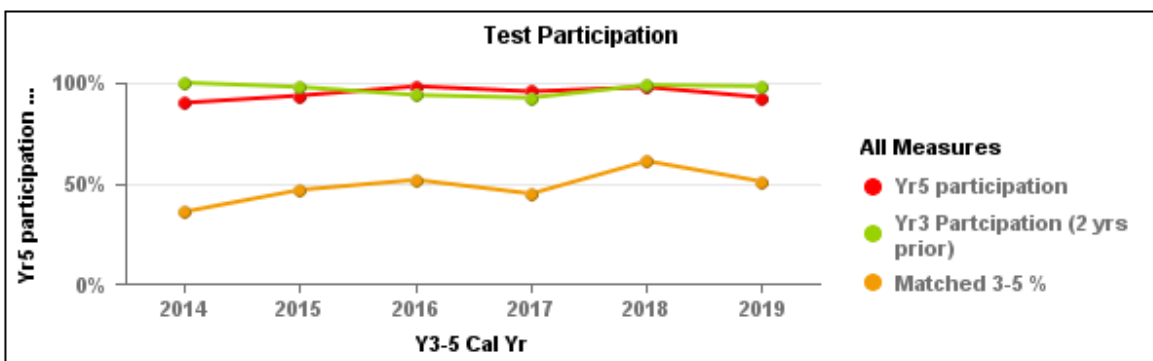
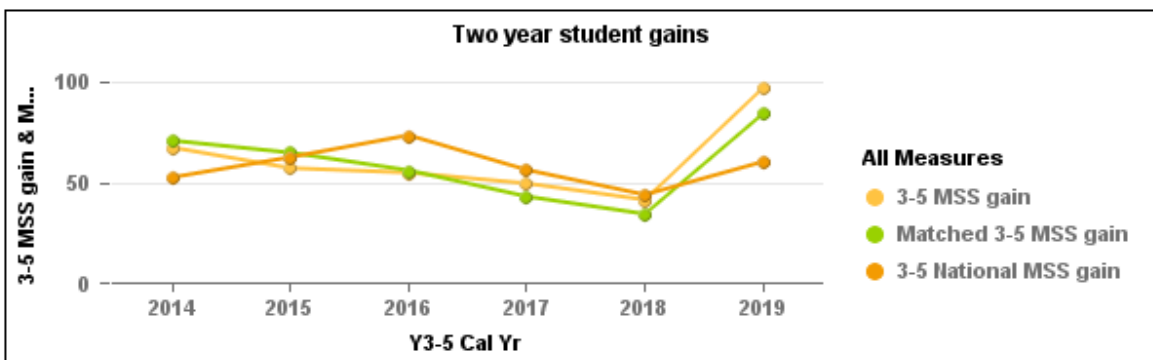
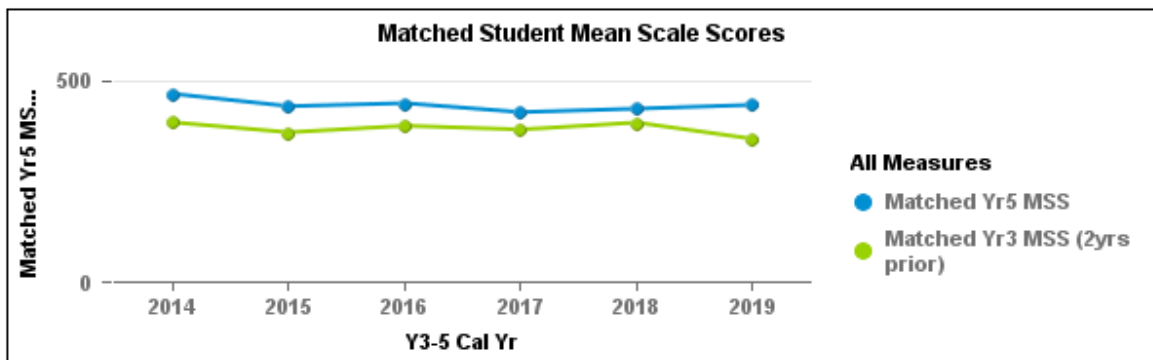


Attachment A

2019-2020 for more detailed results and comments are correct.



16043 - Grow: NAPLAN Writing Gains



16043 - Grow: NAPLAN Writing Gains

## Enrolment and Attendance Summary - Rosebery Primary School

Data source: Enrolment and Attendance

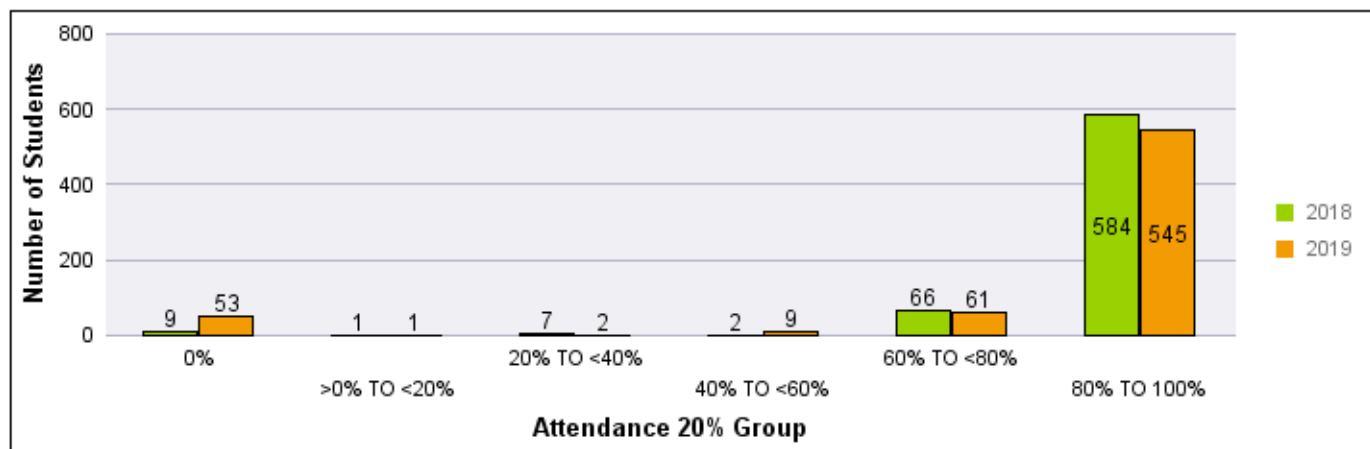
### Notes

- 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%
<b>Rosebery Primary School</b>	<b>80</b>	<b>87.3%</b>	<b>569</b>	<b>90.6%</b>	<b>89</b>	<b>88.6%</b>	<b>550</b>	<b>90.4%</b>

Number and Proportion of Students Attending by 20% decile

2018 to 2019



	2018		2019	
	Number of Students	Percentage of Students	Number of Students	Percentage of Students
0%	9	1%	53	8%
>0% TO <20%	1	0%	1	0%
20% TO <40%	7	1%	2	0%
40% TO <60%	2	0%	9	1%
60% TO <80%	66	10%	61	9%
80% TO 100%	584	87%	545	81%