

# Rosebery Primary School

## School Priority

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



## Focus for Improvement in 2021

*This section outlines the information that informed the improvement priorities and strategies of the school for 2020 and provides a rationale for change.*

In 2020, Rosebery Primary School planned for a focus on the Signature Strategies of Professional Learning Communities (PLCs) and Triangulation of Data. The work of PLCs began quickly and has become an established and successful professional learning process across the school. The work to triangulate data began and through an audit, a decision was made to change the focus to creating a Whole School Data Plan. To create the whole School Data Plan, further work was required in clarifying the Whole School Curriculum Map and Assessment Plan. In 2020, draft versions of Curriculum Maps were created ready for trialling in 2021.

Late in 2020, we had a School Review which confirmed the success of the school's foundation on the Big 4: Co-teaching, Kagan Cooperative Learning, Restorative Practices and Evidence-based Practices. The 2021-2024 Explicit Improvement Agenda now guides us on our focus for improvement. The school data confirms that our goal will remain to be on improving outcomes in Writing and the implementation of Inquiry Learning.

In 2021 Rosebery Primary School will continue to develop and implement the Whole School Curriculum Map and Assessment Plan in preparation for a Whole School Data Plan work in 2022. The focus will be to clarify and embed a Whole School Instructional Model and maintain a focus on Readiness to Learn, in particular re-energising Restorative Practices and developing Inclusive Practices.

An inquiry cycle of improvement will be explicit for teachers and based on data: collection and analysis of data leading to targeted teaching and learning, through PLCs and teacher inquiry teams. We will maintain and strengthen existing programs through ongoing professional learning, regular coaching and mentoring, walkthroughs and observations, and a culture of feedback.



### 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.

<p><b>1. Signature Strategy</b></p>	<p>E3 - Whole school curriculum and assessment plan</p>
<p><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>	<ol style="list-style-type: none"> <li>1. By the end of 2021, teachers use the whole school curriculum and assessment plan so that they have a sequenced and coherent plan for curriculum delivery which makes clear what teachers should teach and students should learn and how it should be assessed and reported.</li> <li>2. By the end of 2021, teachers design assessments tasks which reflect content and skills taught so that teachers can effectively monitor student progress.</li> <li>3. By the end of 2022, students articulate where they are at and their next step in learning in writing so that students' outcomes in writing are improved.</li> </ol> <p>Targets:</p> <p>All teachers are following our whole school curriculum and assessment plan and can articulate what they are teaching and what students are learning and how it is assessed and reported.</p> <p>Teachers are designing and implementing assessment tasks reflecting learning and this is evident in all programs.</p> <p>Improve data from students identifying where they are at and their next step in term 1 then again at the end of term 4</p>

## 2021 Annual School Improvement Plan

Actions	When	Strategies	Who			Resources
<i>Outline what the school will do to implement 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 and implementation? Refer to the Guide for explanatory notes.</i>	<i>Where will the expertise be found? Refer to the Guide for explanatory notes.</i>	<i>Any further details? i.e. Department of Education team or name of consultant to be engaged.</i>	<i>Who is the contact in your school leading this action?</i>	<i>Outline the resources (facilities, FTE and budget) that will be allocated to the action.</i>
<b>Goal 1</b> Clarify, consult and distribute the assessment collection schedule and communicate expectations with teachers	22 Jan-29 Jan	Specialist expertise support	Internal - DoE, office based	Leadership team	Rachel	21S-WS Data Plan 21S-Writing  Scheduled PL ERT required
		Focussed professional learning at staff meetings	Internal - DoE, school based			

## 2021 Annual School Improvement Plan

Clarify and monitor test administrations protocols for standardized tests and commercially produced diagnostic tools	Term 1 staff meeting	Collaborative inquiry / action research	Internal - DoE, office based	Leadership team	Rachel	GradeXpert database eLearn
Collect writing data and assess with the NAPLAN marking guide	Term 1 and term 4			Teacher marking panel	Rachel	
Plan and implement PL in data literacy eg PAT analysis, NAPLAN analysis, eDash	PL in staff meetings/ Term 3 PD day			Jaylene Kellam-Stock (Assessment team)	Danielle	
Audit the GradeXpert data collection usage	By end of Sem 1			Leadership team	Danielle	
Seek feedback on draft curriculum documents	By end of term 1			Leadership team	Danielle	
Monitor classroom and system assessment tasks reflect content taught through clarifying and confirming, program checks and data conversations	By end of term 2 then ongoing			Leadership team	Rachel	
Create a plan on page summary for whole school curriculum and assessment plan expectations	By end of term 1			Leadership team	Tania	

## 2021 Annual School Improvement Plan

Actions	When	Strategies	Who			Resources
<i>Outline what the school will do to implement 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 and implementation? Refer to the Guide for explanatory notes.</i>	<i>Where will the expertise be found? Refer to the Guide for explanatory notes.</i>	<i>Any further details? i.e. Department of Education team or name of consultant to be engaged.</i>	<i>Who is the contact in your school leading this action?</i>	<i>Outline the resources (facilities, FTE and budget) that will be allocated to the action.</i>
<b>Goal 2</b> Collect data: 2020 student writing sample-Year T/1-6 NAPLAN process / Pre-T	Nov 2020	Focussed professional learning at staff meetings	Internal - DoE, school based		Rachel	21S-WS Data Plan 21S-Writing 21S-PLC
		Collaborative inquiry / action research	Internal - DoE, office based			ERT required

## 2021 Annual School Improvement Plan

<p>Preschool curriculum or First Steps and a T4 2020 writing sample</p> <p>Implement the clarifying and confirming process for Inquiry</p> <p>Set A-E targets for each year level in writing</p> <p>Conduct professional learning on quality assessment tasks</p> <p>Give feedback on assessment tasks within teacher program using principles of assessment</p> <p>Analyse evidence of learning, A-E data, student voice data in PLCs, determining students next steps, identify strategies and communicate plans to move learners forward</p>	<p>T1/T2/T3 staff meeting</p> <p>29 Jan</p> <p>T1/ T2</p> <p>Ongoing</p> <p>PLCs Ongoing</p>	<p>Leadership development</p>	<p>Internal - DoE, school base</p>	<p>PLC Guiding coalition PLC teacher leaders</p> <p>Leadership</p> <p>Leadership to PG team</p>	<p>Rachel</p> <p>Tania</p> <p>Rachel</p> <p>Tania</p> <p>Tania</p>	<p>Scheduled PL</p>
<p><b>Goal 3</b> Collect and record student voice data collection – by</p>		<p>Student &amp; community engagement &amp; consultation</p>	<p>Internal - DoE, school based</p>	<p>AP/STs</p>	<p>Danielle</p>	<p>21S-WS Data Plan 21S-Writing</p>

## 2021 Annual School Improvement Plan

Actions	When	Strategies	Who			Resources
<i>Outline what the school will do to implement 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 and implementation? Refer to the Guide for explanatory notes.</i>	<i>Where will the expertise be found? Refer to the Guide for explanatory notes.</i>	<i>Any further details? i.e. Department of Education team or name of consultant to be engaged.</i>	<i>Who is the contact in your school leading this action?</i>	<i>Outline the resources (facilities, FTE and budget) that will be allocated to the action.</i>
<p>asking 5 learning questions about Writing</p> <p>Create and implement a data coaching conversation process with a focus on Writing based on Lyn Sharratt's case management</p> <p>Teachers create artefacts or processes to support giving students feedback: eg bump it up wall, teacher conferencing</p>	<p>AP/ST1 collect data every term</p> <p>Begin in term 2</p> <p>Ongoing PLC &amp; staff meetings</p>	<p>Focussed professional learning at staff meetings</p> <p>Case management approach</p>	<p>Internal - DoE, school based</p> <p>Internal - DoE, office based</p>	<p>APs with STs</p> <p>Teachers</p>	<p>Rachel</p> <p>Danielle</p>	<p>21S-PLC</p> <p>Scheduled PLCs</p> <p>Pocket books</p> <p>Dylan Wiliam</p> <p>Lyn Sharratt's Clarity</p> <p>ALIA</p>



**Signature Strategy and Actions (where applicable)**

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

<b>2. Signature Strategy</b>	E5 - A whole school instruction model
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<p><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>	<ol style="list-style-type: none"> <li>By the end of 2021, teachers utilize the identified whole school pedagogical approaches including co-teaching, Kagan, Inquiry learning and play-based learning so that there is a consistent approach to explicit teaching.</li> <li>By the end of 2021, teachers have built shared understandings about the explicit teaching of writing so that teachers increase confidence in the teaching of writing and there is a shared common language for data coaching conversations and PLCs</li> <li>By the end of 2021, students understand the inquiry cycle and apply the learning assets so that they are becoming critical and creative thinkers.</li> </ol> <p>Targets:                  All teachers are Kagan trained and using structures in their practice                  All teacher planning includes the phases of the instructional model and classroom lessons reflect the planned sequence of learning.                  Collect baseline data from students to gather student understanding about Inquiry learning and learning assets.</p>
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Actions	When	Strategies	Who			Resources
<i>Outline what the school will do to implement 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 and implementation? Refer to the Guide for explanatory notes.</i>	<i>Where will the expertise be found? Refer to the Guide for explanatory notes.</i>	<i>Any further details? i.e. Department of Education team or name of consultant to be engaged.</i>	<i>Who is the contact in your school leading this action?</i>	<i>Outline the resources (facilities, FTE and budget) that will be allocated to the action.</i>
<b>Goal 1</b> Construct an instructional model and communicate	By the end of term 2	Focussed professional learning at staff meetings	External consultant		Danielle	21S-WSInstructionbalFrameWk



## 2021 Annual School Improvement Plan

Actions	When	Strategies	Who			Resources
Outline what the school will do to implement the Signature Strategy.	Outline the start and end date for implementing the action.	What strategies will the school use to facilitate the professional learning and implementation? Refer to the Guide for explanatory notes.	Where will the expertise be found?  Refer to the Guide for explanatory notes.	Any further details? i.e. Department of Education team or name of consultant to be engaged.	Who is the contact in your school leading this action?	Outline the resources (facilities, FTE and budget) that will be allocated to the action.
<p>the expectations so that it becomes sustained practice</p> <p>Construct a professional learning plan which reflects the needs of the whole school instructional model</p> <p>Give teachers verbal and written feedback through</p>	By week 1 term 1	Observation & feedback	Internal - DoE, school based	<p>Kath Murdoch- Inquiry</p> <p>Danielle Banicek- Kagan</p> <p>Co-teaching – Karen Jeffery</p> <p>Play based learning</p>	Tania	Scheduled PL Inquiry resources

## 2021 Annual School Improvement Plan

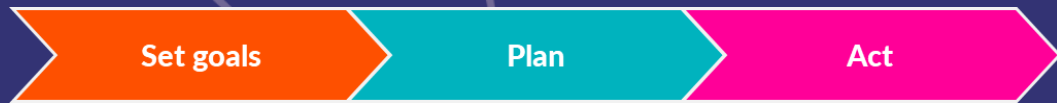
<p>walkthroughs/ observations linked to the Instructional Framework</p> <p>Create, consult and implement protocols and a system to support teachers to create targeted teaching and learning programs aligned with the curriculum maps, instructional model and identifying differentiation for SwAN</p> <p>Feedback for Programs- teacher use of Curriculum and Assessment Plan/ Inquiry plans / Differentiated programs</p> <p>Walkthroughs to monitor implementation of curriculum plans, instructional model and data plans</p>	<p>Written feedback once per term</p> <p>By mid Term 1</p> <p>T1- program conversation with ST1</p> <p>T2- program sharing</p> <p>T3- program conversation with ST1</p> <p>Walkthroughs follow program conversation</p>	<p>Mentoring &amp; coaching</p>	<p>Internal - DoE, school based</p>	<p>APs</p> <p>ST/SET</p> <p>SET meetings with teachers</p> <p>ST program conversations</p>	<p>Tania</p> <p>Karen</p> <p>Karen</p>	
<p><b>Goal 2</b></p> <p>Conduct observation visits to other school to gather information about the explicit teaching of</p>	<p>Term 2</p>	<p>Collaborative inquiry / action research</p> <p>Observation &amp; feedback</p>	<p>External consultant</p> <p>Internal - DoE, school based</p>	<p>Lead writing teachers</p>	<p>Rachel</p>	<p>21S-WSInstructionalFrameWk</p> <p>21S-INQLearning</p>

## 2021 Annual School Improvement Plan

Actions	When	Strategies	Who			Resources
<i>Outline what the school will do to implement 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 and implementation? Refer to the Guide for explanatory notes.</i>	<i>Where will the expertise be found?  Refer to the Guide for explanatory notes.</i>	<i>Any further details? i.e. Department of Education team or name of consultant to be engaged.</i>	<i>Who is the contact in your school leading this action?</i>	<i>Outline the resources (facilities, FTE and budget) that will be allocated to the action.</i>
writing and whole school approaches to writing  Develop sharing protocols to reflect on key findings from school visit observations  Explore and participate in available PL around the developmental continuum of writing	Term 1/2          Ongoing	Modelling effective practices	Internal - DoE, school based		Rachel       Rachel	Inquiry resources First Steps ALIA
<b>Goal 3</b> Create, communicate and sustain a consistent, shared language around learning assets in inquiry	By end of term 1	Collaborative inquiry / action research  Focused professional learning at staff meetings	Internal - DoE, school based  Internal - DoE, school based	Teachers	Chantel	21S-WSInstructionalFrameWk 21S-INQLearning 21S-PLC

## 2021 Annual School Improvement Plan

Actions	When	Strategies	Who			Resources
<p><i>Outline what the school will do to implement the Signature Strategy.</i></p>	<p><i>Outline the start and end date for implementing the action.</i></p>	<p><i>What strategies will the school use to facilitate the professional learning and implementation? Refer to the Guide for explanatory notes.</i></p>	<p><i>Where will the expertise be found?  Refer to the Guide for explanatory notes.</i></p>	<p><i>Any further details? i.e. Department of Education team or name of consultant to be engaged.</i></p>	<p><i>Who is the contact in your school leading this action?</i></p>	<p><i>Outline the resources (facilities, FTE and budget) that will be allocated to the action.</i></p>
<p>Explicit teaching of learning assets and clearly visible environmental print to support</p> <p>Implement Inquiry learning as per curriculum map and use of Inquiry programming template</p> <p>Conduct PLCs &amp; teacher inquiry – teachers work in PLCs to develop the big ideas across similar year levels. Teachers share evidence of learning of the tuning in/ finding out and collaborative to explore next steps in learning</p>	<p>Ongoing</p> <p>By week 4 of every term</p> <p>Ongoing PLC meetings</p>	<p>Collaborative inquiry / action research</p>	<p>Internal - DoE, office based</p>	<p>PLC guiding coalition/ PLC teacher leaders</p> <p>Chantel</p>	<p>Chantel</p> <p>Tania</p>	<p>Scheduled PLCs</p> <p>Inquiry Resources</p>



**Other Strategy, Focus Area and Actions** (where applicable)

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

<b>3. Other Strategy/Focus Area</b>	A1- Readiness to Learn
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<p><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>	<ol style="list-style-type: none"> <li>By the end of 2021, leaders have developed and refined policies around wellbeing so that the policies can be understood and enacted by the school community.</li> <li>By the end of 2022, the school community implements Restorative Practices so that students feel safe and have someone they can go to if they have questions or need additional support</li> <li>By the end of 2022, teachers are well-equipped to provide tailored support to students both academically and non-academically so that students are engaged and achieve their potential</li> </ol> <p>Targets All policies updated and distributed. A communication plan is developed for policies.</p>
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Actions	When	Strategy	Who			Resources
<i>Outline what the school will do to support the strategy/focus area.</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 and implementation? Refer to the Guide for explanatory notes.</i>	<i>Where will the expertise be found? Refer to the Guide for explanatory notes.</i>	<i>Any further details? i.e. Department of Education team or name of consultant to be engaged.</i>	<i>Who is the contact in your school leading this action?</i>	<i>Outline the resources (facilities, FTE and budget) that will be allocated to the action.</i>
Goal 1 Identify all wellbeing policies, audit, update/	By end of term 1	Leadership development	Internal - DoE, office based	Leadership team	Tania	21S-ReToLearn 21S-Wellbeing
		Student & community engagement & consultation	Internal - DoE, school based	SWI		ERT required

## 2021 Annual School Improvement Plan

Actions	When	Strategy	Who			Resources
Outline what the school will do to support the strategy/focus area.	Outline the start and end date for implementing the action.	What strategies will the school use to facilitate the professional learning and implementation? Refer to the Guide for explanatory notes.	Where will the expertise be found? Refer to the Guide for explanatory notes.	Any further details? i.e. Department of Education team or name of consultant to be engaged.	Who is the contact in your school leading this action?	Outline the resources (facilities, FTE and budget) that will be allocated to the action.
<p>refine and communicate expectations</p> <p>Create a communication systems for goals and expectations through: School signage, Newsletter, Handbooks, Updates, Professional Growth Plans, Observations/ feedback, Communications via email and in person</p> <p>Create and communicate clear guidelines for HUB</p>	<p>By end of term 2</p> <p>By end of term 3</p>	Collaborative inquiry / action research	Internal - DoE, school based	<p>Leadership and admin team</p> <p>Prin and SET</p>	<p>Danielle</p> <p>Jess</p>	
<p><b>Goal 2</b></p> <p>Audit Restorative Practice staff skills</p>	By end of term 1	<p>Leadership development</p> <p>Focussed professional learning at staff meetings</p>	<p>External consultant</p> <p>Internal - DoE, school based</p>	APs	Rachel	<p>21S-ReToLearn</p> <p>21S-Wellbeing</p> <p>21S-SL/SV</p>

## 2021 Annual School Improvement Plan

Actions	When	Strategy	Who			Resources
<i>Outline what the school will do to support the strategy/focus area.</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 and implementation? Refer to the Guide for explanatory notes.</i>	<i>Where will the expertise be found?  Refer to the Guide for explanatory notes.</i>	<i>Any further details? i.e. Department of Education team or name of consultant to be engaged.</i>	<i>Who is the contact in your school leading this action?</i>	<i>Outline the resources (facilities, FTE and budget) that will be allocated to the action.</i>
<p>Conduct PL in Restorative Practices</p> <p>Build a shared and sustained approach to Restorative Practices</p> <p>Engage students in collection of student voice</p>	<p>By term 3</p> <p>By mid 2022</p> <p>By end of 2020</p>	<p>Student &amp; community engagement &amp; consultation</p>	<p>Internal - DoE, school based</p>	<p>REAL Schools</p> <p>SLC teacher leaders Jarred Rees</p>	<p>Rachel</p> <p>Danielle</p>	<p>REAL Schools PD ERT required</p>
<p><b>Goal 3</b></p> <p>Create a professional learning plan which focuses on building capacity (including MAPA, Restorative Practices, Inclusive Practices)</p> <p>Implement an intervention strategy in numeracy based on data and aimed</p>	<p>Implemented by week 3 and sustained throughout the year</p> <p>Implemented by week 3 and sustained</p>	<p>Focussed professional learning at staff meetings</p> <p>Modelling effective practices</p>	<p>Internal - DoE, school based</p> <p>Internal - DoE, school based</p>	<p>PLT PCS Inclusive Practices ST1 Greg Robson SWI EALD at Woodroffe IEU Forrest Parade</p>	<p>Tania</p>	<p>21S-ReToLearn 21S-Wellbeing 21S-EnrHub MAPA training CMIT resources CT .2 to provide SESA support</p> <p>Minilit and Toe by Toe program</p>

## 2021 Annual School Improvement Plan

Actions	When	Strategy	Who			Resources
<p>Outline what the school will do to support the strategy/focus area.</p>	<p>Outline the start and end date for implementing the action.</p>	<p>What strategies will the school use to facilitate the professional learning and implementation? Refer to the Guide for explanatory notes.</p>	<p>Where will the expertise be found?  Refer to the Guide for explanatory notes.</p>	<p>Any further details? i.e. Department of Education team or name of consultant to be engaged.</p>	<p>Who is the contact in your school leading this action?</p>	<p>Outline the resources (facilities, FTE and budget) that will be allocated to the action.</p>
<p>at Year 1/2 students is implemented by support assistants under direction of SET, Numeracy Coach and CTs</p> <p>Implement an intervention program in literacy (Toe by Toe/ Minilit), student selection is based on data and aimed at Year 1/2/3 students is implemented by SESA under direction of SET</p> <p>A Tier 3 intervention for students with special needs in Reading is implemented by the SET and SESO</p>	<p>throughout the year</p> <p>Implemented by week 3 and sustained throughout the year</p> <p>Ongoing</p>	<p>Case management approach</p>	<p>Internal - DoE, office based</p>	<p>SET/ Sally Woods</p> <p>SET/ SESA- Lisa</p> <p>SET/SESO</p>	<p>Tania</p> <p>Jess</p> <p>Jess</p>	<p>SESA</p>



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



Ongoing Programs

	Six month review (end of Semester 1)		12 month review (end of Semester 2)	
Programs	Status	Comments/Evidence	Status	Comments/Evidence
Teacher Inquiry/Action Groups (TBD)- Spiral of Inquiry PD Optional blocks in term 3 1. Reporting to Parents Inquiry Team 2. ICT and Digital Technology Inquiry Team 3. Best practice in teaching Maths - Inquiry team 4. Best practice in teaching Reading - Inquiry team	Select from drop down list		Select from drop down list	
Performing Arts & 10 <sup>th</sup> Birthday celebrations	Select from drop down list		Select from drop down list	

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?

## 2021 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
<p><b>Goal 1</b> Teachers use the whole school curriculum and assessment plan so that they have a sequenced and coherent plan for curriculum delivery which makes clear what teachers should teach and students should learn and how it should be assessed and reported</p>	On track	<p>Most teachers are following our whole school curriculum and assessment plan</p> <p>All teachers can articulate what they are teaching and what students are learning</p> <p>Some teachers align assessment with standards</p> <p>All teachers report aligned with curriculum map.</p> <p>Actions: clarify the links between the standards and our maps do the PPA Create Inquiry Map, PE, Arts maps</p>	Select from drop down list	
<p><b>Goal 2</b> Teachers design assessments tasks which reflect content and skills taught so that teachers can effectively monitor student progress</p>	On track	<p>Some teachers are designing and implementing assessment for learning tasks</p> <p>This is evident in few programs have evidence of assessment aligned to standards.</p> <p>Actions: Cont collaboration as on 11 June PD and the process for differentiated assessment with QLT</p>	Select from drop down list	

## 2021 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
<p>Goal 3</p> <p>Students articulate where they are at and their next step in learning in writing</p>	At risk	<p>Improve data from students identifying where they are at and their next step in term 1 then again at the end of term 4</p> <p>No data collected</p> <p>Actions;</p> <p>Move to 2022/2023</p>	Select from drop down list	
<p>Goal 4</p> <p>Teachers utilize the identified whole school pedagogical approaches including co-teaching, Kagan, Inquiry learning and play based learning</p>	On track	<p>All teachers are Kagan trained (as of Feb)</p> <p>Most teachers are Kagan trained (as of June)</p> <p>Most teachers are using structures in their practice some of the time</p> <p>Leadership have informal data on co-teaching and inquiry –</p> <p>All teachers are co-teaching – 60% are effective</p> <p>All teaching are planning using the Inquiry model</p> <p>Actions:</p> <p>Identify a target for Inquiry/ co-teaching</p> <p>Kagan updates- demonstration classes</p> <p>Work on traits of high performing teams</p>	Select from drop down list	

	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
<p>Goal 5</p> <p>Teachers have built shared understandings about the explicit teaching of writing</p>	At risk	<p>Some teacher planning includes the phases of the instructional model and classroom lessons reflect the planned sequence of learning.</p> <p>Some planning includes phases of instruction - mostly in Inquiry - no whole school approach to writing - need an explicit approach eg Lisa K or ???</p>	Select from drop down list	
<p>Goal 6</p> <p>Students understand the inquiry cycle and apply the learning assets so that they are becoming critical and creative thinkers.</p>	On track	<p>Collect baseline data from students to gather student understanding about Inquiry learning and learning assets.</p> <p>Baseline data collected Evident in classroom practice and displays</p>	Select from drop down list	
<p>Goal 7</p> <p>Leaders have developed and refined policies around wellbeing so that the policies can be understood and enacted by the school community.</p>	On track	<p>All policies are being considered and analysed through teacher, council and student consultation.</p> <p>A communication plan to be developed for policies.</p>	Select from drop down list	

## 2021 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
<p>Goal 8</p> <p>The school community implements Restorative Practices so that students feel safe and have someone they can go to if they have questions or need additional support</p>	On track	<p>Beginning to create PD Plan for Restorative Practices</p> <p>Purchased resources – teacher books</p>	Select from drop down list	
<p>Goal 9</p> <p>Teachers are well-equipped to provide tailored support to students both academically and non-academically so that students are engaged and achieve their potential</p>	Other	For 2023	Select from drop down list	

Endorsement (can be completed by mid-Term 1 2021)

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Principal

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Senior Director  
School Improvement and Leadership

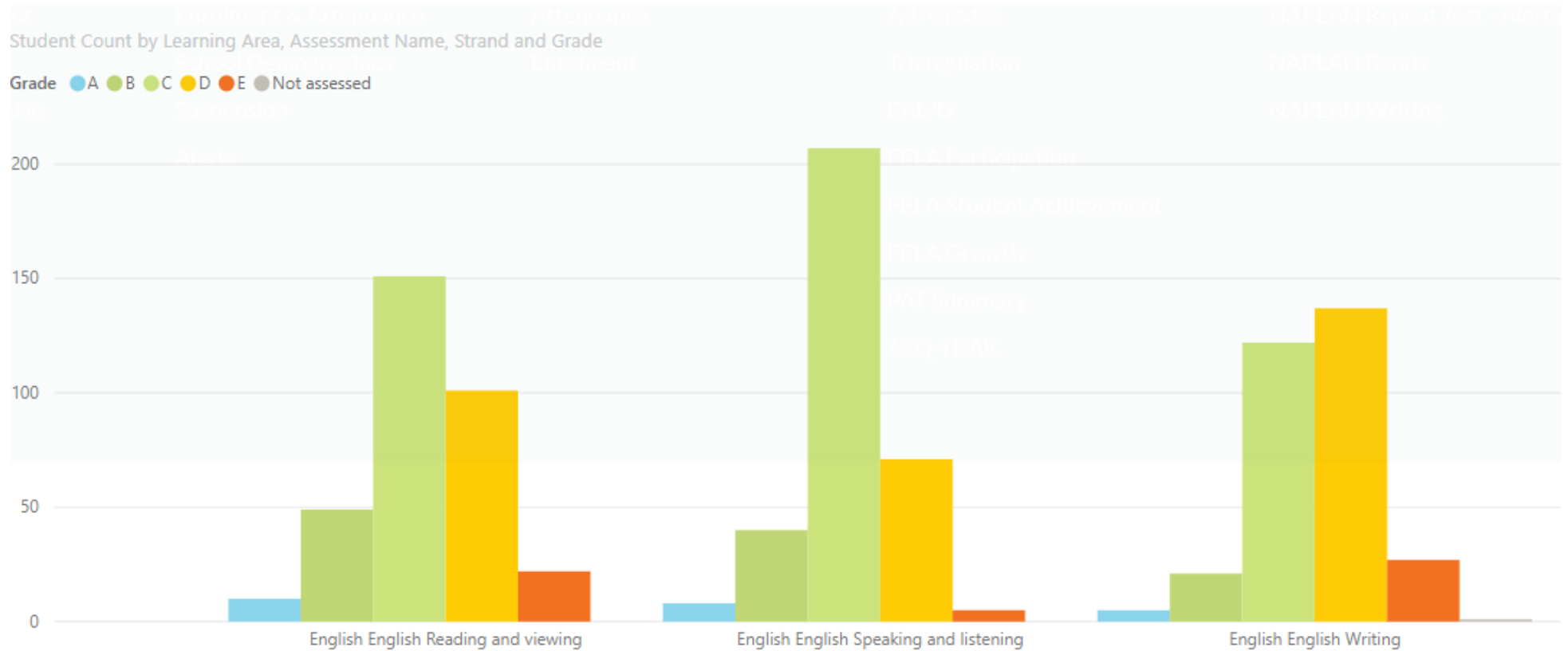
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Chair  
School Representative Body

Attachment A

Attachment A.1

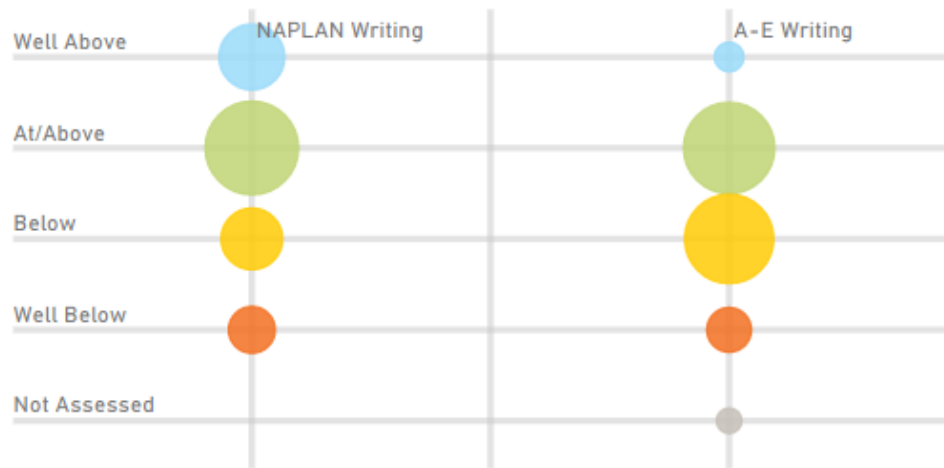
A-E data from eDash November 2020



## Attachment A.2

A-E writing data compared to NAPLAN writing from eDash November 2020

Student distribution by Pod for A-E Writing and NAPLAN Writing



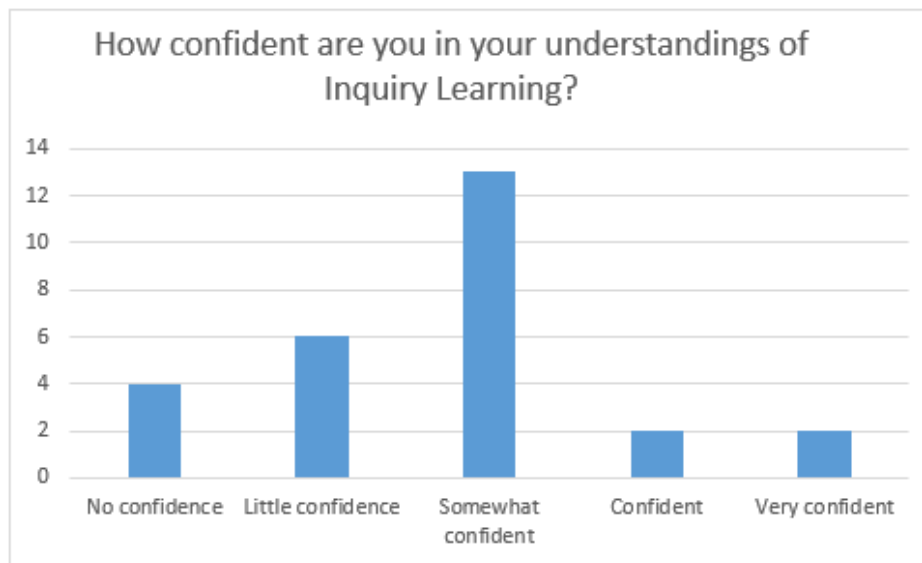


Attachment A.3

Teacher/staff Inquiry Learning confidence survey November 2020

A total of 37 staff were surveyed in November 2020. This includes Assistants, AO's, Leadership team and teachers.

Question 1: How confident are you in your understandings of Inquiry Learning?



# Rosebery Primary School

## 2019 School Improvement Journey



**Paul Nyhuis**

Senior Director, School Improvement and Leadership

Outer Regional  
Geolocation

Palmerston & Rural  
Region

**90%**  
student attendance  
rate 2019

**548**  
student enrolments  
as at August 2019  
census

**47**  
teaching and non-  
teaching staff as at  
August 2019 census

### Data reliability

**PAT-R**

**379**  
students tested

**97%**  
participation rate

**334**  
reliable test  
results

**PAT-M**

**381**  
students tested

**98%**  
participation rate

**350**  
reliable test  
results

**NAPLAN**

**336**  
test results

**96%**  
participation rate

### Reliability ratings

**High**

**High**

**High**

## Student Outcomes

### Summary

**PAT**  
Reading and  
Mathematics

**HIGH**  
performance ( $\geq 40\%$ )  
**42%**

average student percentile  
**+2.8ppt**

average yearly change in  
student percentile  
**Improving**  
variability

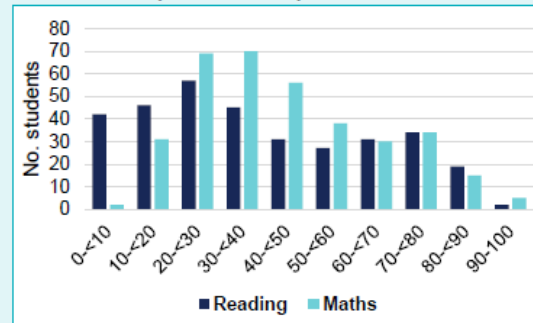
**NAPLAN**  
Reading, Writing  
and Numeracy

**LOW**  
performance ( $< 0.25$ )  
**0.18**

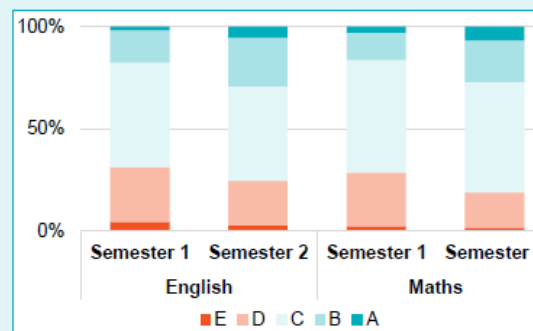
combined net score  
**+0.06**

change in combined net  
score  
**Improving**  
variability

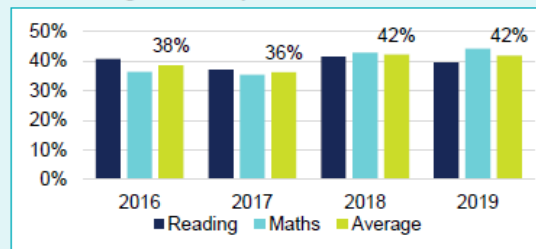
### PAT student performance percentiles - 2019



### A-E student grades - 2019



### PAT average student percentile



### NAPLAN net score

**2018 & 2019**

**0.28** - **0.10** = **0.18**  
 Proportion of student tests at/above national average (Nat Mean)    Proportion of student tests below National Minimum Standards (NMS)    **2018 & 2019 Net Score**

**Change in net score**

**0.12**    **0.18**    **+0.06**  
 2016 & 2017 Net Score    2018 & 2019 Net Score    Change in Net Score

### NAPLAN achievement - 2016/17 and 2018/19

