



Roseworthy Primary School

Together we learn, together we grow.

Our Vision: *Life-long learners who are positively driven to influence our community in a global context*

Our Mission: *Developing flexible, high quality programmes to maximise students' learning potential*

2017 Site Improvement Plan

Guiding Principles:

- Child Centred
- Evidence Based
- Growth Mindset
- Explicit Teaching
- High Expectations
- Professional Growth

2017 School Priorities:

- English - Reading
- Mathematics - Natural Maths
- Student Wellbeing - Growth Mindset

Respect – Excellence – Responsibility – Honesty



| Key Strategies | Actions | Targets |
|---|--|--|
| <p>English Reading</p> <p>A focus on establishing the point that students have reached in their Literacy learning, setting personal goals for further learning and monitoring the progress that individuals make over time.</p> <p>Continue implementation of Roseworthy Primary School R-7 Reading Framework.</p> | <p>Professional Learning</p> <ul style="list-style-type: none"> All staff to be engaged in ongoing internal professional learning of explicit teaching strategies in Literary Appreciation and Comprehension, with a focus on vocabulary, through scheduled training and development sessions for all staff throughout the year. To support the professional learning in targeted areas the Literacy Coordinator will work with teachers to plan, implement and assess Literary Appreciation and Comprehension strategies in classrooms. This will be supported by Professional Learning Communities (PLC). <p>Specific Programmes</p> <ul style="list-style-type: none"> Reception students are to participate in a minimum of 3-4 PreLit sessions per week. Specific SSO time scheduled to support identified students in Year 1 using the MiniLit programme. Specific SSO time scheduled to support identified students in Year 2 - 5 using the MaqLit programme. Teachers to use trained SSOs to support identified students in Year 2-5 using the MultiLit programme and Year 5-7 using Word Attack Extension programme All classes to use the Five Mental Actions as outlined by the Roseworthy Primary School R-7 Reading Framework. Year 3-7 classes to use the Cars and Stars Plus comprehension programme as outlined by the Roseworthy Primary School R-7 Reading Framework. All classes to engage families in home school links to Literacy. Partners in Print family evening to be held with a targeted focus to enhance the skills/knowledge of parents. <p>Assessment</p> <ul style="list-style-type: none"> Teachers to assess reading as per guidelines in the Roseworthy Primary School Performance Indicators. Students in the MiniLit, MaqLit, MultiLit Reading Intervention Programme to show growth from the beginning to the end of the programme. | <p>Achieving the equivalent or surpassing the results of Category 6 (Index of Disadvantage) schools in Reading.</p> <p>Achieve equal or surpass the Reading growth expectations of all students participating in NAPLAN Reading Tests: Year 3 – students will equal, or surpass, the number of students in the high bands compared to Index of Disadvantage. Year 5 – the percentage of students retained in high bands is maintained or improved against the historical performance range (prepared by the RPS Business Intelligence Unit for RPS.) Year 7 – the percentage of students retained in high bands is maintained or improved against the historical performance range (prepared by the RPS Business Intelligence Unit for RPS.)</p> <p>Increased percentage of student cohorts achieving DECD Standard of Educational Achievement (SEA) in comparison to 2016 in: Running Record Levels by the end of Year 2 and ACER PAT R (3-7).</p> |
| <p>Mathematics Natural Maths</p> <p>A focus on establishing the point that students have reached in their Numeracy learning, setting personal goals for further learning and monitoring the progress that individuals make over time.</p> <p>Continue implementation of Roseworthy Primary School R-7 Numeracy Agreement.</p> | <p>Professional Learning</p> <ul style="list-style-type: none"> All staff to be engaged in ongoing internal professional learning of Natural Maths Strategies through scheduled training and development sessions for all staff throughout the year. To support the professional learning in targeted areas the Deputy Principal will work with teachers to plan, implement and assess Natural Maths strategies in classrooms. This will be supported by Professional Learning Communities (PLC). <p>Specific Programmes</p> <ul style="list-style-type: none"> All classes to use the Natural Maths Methodology (Mental Routines, Problematised Situations and Reflections) as outlined by the Roseworthy Primary School R-7 Numeracy Agreement. R – 2 classes to use PASMAP to enhance Mathematics learning in the classroom based on PASA results. Deputy Principal to support training of staff and assessment. Deputy Principal to release JP teachers across the year for PASA assessment (14 days across the Early Years). Specific SSO time scheduled to support identified students in Year 4-7 using the Quick Smart Maths Intervention Programme. All Year 4 - 7 students to be engaged in explicit learning in the use of calculators in line with AC. All classes to engage families in home school links to Numeracy. Numeracy Evenings to be held with a Natural Maths focus to enhance the skills/knowledge of parents/carers. <p>Assessment</p> <ul style="list-style-type: none"> Teachers to assess Numeracy as per guidelines in the Roseworthy Primary School Performance Indicators. PASA will be administered R – 2 as appropriate and reviewed to monitor progress of identified students. Students in the Quick Smart Maths Intervention Programme to show growth from the beginning to the end of the programme. | <p>Achieving the equivalent or surpassing the results of Category 6 (Index of Disadvantage) schools in Numeracy.</p> <p>Achieve equal or surpass the growth expectations of all students participating in NAPLAN Numeracy Test: Year 3 – students will equal, or surpass, the number of students in the high bands compared to Index of Disadvantage. Year 5 – the percentage of students retained in high bands is maintained or improved against the historical performance range (prepared by the RPS Business Intelligence Unit for RPS.) Year 7 – the percentage of students retained in high bands is maintained or improved against the historical performance range (prepared by the RPS Business Intelligence Unit for RPS.)</p> <p>Increased percentage of student cohorts achieving DECD Standard of Educational Achievement (SEA) in comparison to 2016 in: ACER PAT Math (3-7).</p> |
| <p>Student Wellbeing Powerful Learners 'Students As Evaluators'</p> <p>A focus on activating student voice to accelerate student learning. Students will develop the skills necessary to set learning goals and see themselves as evaluators of learning. They will see the progress they are making, appreciate how the quality of their work has improved, and succeed on challenging tasks that they believed were once beyond them.</p> <p>Anti-Harassment Programme</p> <p>Attendance</p> | <p>Professional Learning</p> <p><i>Growth Mindset – Goal Setting</i></p> <ul style="list-style-type: none"> All staff to be engaged in ongoing professional learning based on goal setting and three way interviews through scheduled training and development sessions throughout the year. To support this, site leaders will work with teachers. Individual goal setting for all learners outlining targeted strategies for students to see their progress, appreciate their improvement and celebrate successes amongst their peers and with their families. Three way interviews held in Term 1 are to place students at the centre of their learning. Interviews will include a discussion based around student goals and the agreed actions. <p><i>Growth Mindset – Activate Student Voice to Accelerate Learning Improvement</i></p> <ul style="list-style-type: none"> All staff to be engaged in ongoing professional learning based on <i>students as evaluators of self, peers and staff</i>. This will occur through scheduled training and development sessions throughout the year. To support the focus of <i>Activating Student Voice to Accelerate Learning Improvement</i> a Powerful Learner Coordinator to be employed for 2017. To support the professional learning, the Powerful Learner Coordinator will work with teachers to focus on: How do students view themselves as learners? How do students know they are learning? Using 'Plickers' for seeking feedback from students, peers and staff Resourcing of electronic devices for all learning spaces. <p><i>Anti-Harassment Programme</i></p> <ul style="list-style-type: none"> All staff to be engaged in delivering Anti-Harassment lessons from R-7 in partnership with the Deputy Principal. <p><i>Attendance</i></p> <ul style="list-style-type: none"> Continue implementation of Roseworthy Primary School Attendance Policy. | <p>Growth Mindset</p> <p>Improved student motivation and self-confidence as students reach their personal goals and reset new ones gaining a growth mindset.</p> <p>Term by term whole school feedback to be collected through the use of 'Plickers'. Responses to show increased improvement in student feedback regarding learning experiences.</p> <p>Anti-Harassment Programme</p> <p>Improved student understanding of how to respond to harassment and bullying if it occurs.</p> <p>Attendance</p> <p>In line with DECD Attendance Target.</p> |