



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*

2018 Site Improvement Plan

Guiding Principles:

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

2018 School Priorities:

- English
- Mathematics
- Powerful Learners

Respect – Excellence – Responsibility – Honesty

| Key Strategies | Actions | Targets |
|---|---|---|
| <p>English Vocabulary Explicitly building students' vocabulary knowledge through Spelling, Reading and Writing lessons in line with our whole school approach to teaching Literacy.</p> | <p>Professional Learning</p> <ul style="list-style-type: none"> All staff to be engaged in professional development in the Explicit Spelling Methodology targeting the area of Vocabulary through the spelling lesson. All staff to be engaged in ongoing internal professional learning of teaching strategies in vocabulary through Spelling, Reading and Writing lessons. To support the professional learning in targeted areas the Literacy Coordinator will work with teachers to plan, implement and assess Vocabulary, Reading, Writing and Spelling. This will be supported by Professional Learning Communities (PLC). <p>Specific Programmes</p> <ul style="list-style-type: none"> All classes to use the Roseworthy Primary School Reading Framework and the Roseworthy Primary Writing Framework. All classes to implement the Explicit Spelling Methodology. Intervention programmes: PreLit, MiniLit, MaqLit, MultiLit and MultiLit Word Attack Extension. Engage families in home school Literacy links. <p>Assessment</p> <ul style="list-style-type: none"> Teachers to assess Reading, Writing and Spelling as per guidelines in the Roseworthy Primary School Performance Indicators. Collaborative English moderation during the year to ensure consistency. Students in the MiniLit, MaqLit, MultiLit Reading Intervention Programme to show growth from the beginning to the end of the programme. | <p>NAPLAN – Reading Targets Achieving the equivalent or surpassing the results of Category 6 (Index of Disadvantage) schools in Reading. Year 5 and 7 students will maintain or improve expected NAPLAN Reading growth. When compared to RPS historical NAPLAN data (prepared by the DECD Business Intelligence Unit for RPS):</p> <ul style="list-style-type: none"> the percentage of Year 3 students in the high bands will be maintained or improved. the percentage of Year 5 students retained in high bands will be maintained or improved. the percentage of Year 7 students retained in high bands will be maintained or improved. <p>NAPLAN – Writing Targets Maintain or increase the percentage of students achieving a score of 3 or more in the vocabulary and spelling components of the NAPLAN Writing.</p> <p>ACER PAT – Reading and Running Records Targets Increased percentage of student cohorts achieving DECD Standard of Educational Achievement.</p> |
| <p>Mathematics Natural Maths Explicitly building students' Numeracy knowledge through Natural Maths Strategies and STEM Methodology in line with our Whole School 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. To support the professional learning in targeted areas the Deputy Principal will work with teachers to plan, implement, assess and moderate in classrooms. All staff to be engaged in collaborative planning and implementation of the STEM Methodology with a mathematics focus. Professional Learning to be supported by Professional Learning Communities (PLC). <p>Specific Programmes</p> <ul style="list-style-type: none"> Continue implementation of Roseworthy Primary School R-7 Numeracy Agreement. R-2 classes to use PASMAP to enhance Mathematics learning in the classroom. Intervention programmes: Quick Smart. Engage families in home school Numeracy links. <p>Assessment</p> <ul style="list-style-type: none"> Teachers to assess Numeracy as per guidelines in the Roseworthy Primary School Performance Indicators. Collaborative Maths moderation during the year to ensure consistency. PASA will be administered R-2 and reviewed to monitor progress of identified students in line with RPS Performance Indicators. Students in the Quick Smart Maths Intervention Programme to show growth from the beginning to the end of the programme. | <p>NAPLAN – Numeracy Targets Achieving the equivalent or surpassing the results of Category 6 (Index of Disadvantage) schools in Numeracy. Year 5 and 7 students will achieve the equivalent or surpass expected NAPLAN Numeracy growth. When compared to RPS historical NAPLAN data (prepared by the DECD Business Intelligence Unit for RPS):</p> <ul style="list-style-type: none"> the percentage of Year 3 students in the high bands will be maintained or improved. the percentage of Year 5 students retained in high bands will be maintained or improved. the percentage of Year 7 students retained in high bands will be maintained or improved. <p>ACER PAT – Maths Targets Increased percentage of student cohorts achieving DECD Standard of Educational Achievement.</p> |
| <p>Powerful Learners Activating Student Voice Accelerating student learning by activating student voice. Students will understand learning intentions, collaboratively develop success criteria and be evaluators of learning.</p> <p>Student Well-Being Building students' social skills and knowledge of school values to proactively create a friendly and caring school community.</p> <p>Student Attendance</p> | <p>Activate Student Voice Purpose: To activate student voice to accelerate learning where students see their progress, appreciate their improvement and celebrate successes. Structure: The Powerful Learners Coordinator will work with teachers to focus on: - students as evaluators of self, peers and staff - setting clear learning intentions - developing success criteria - ensuring opportunities for feedback and reflection through written and electronic formats</p> <p>Student Well-Being Committee Purpose: To collaboratively review student well-being requests from teachers to enhance social learning. Structure: The committee will consist of the Deputy Principal, 2 teachers and an SSO Representative.</p> <p>Codes of Cooperation Purpose: To collaboratively establish agreed classroom expectations. Structure: All classrooms to develop and implement a Code of Cooperation. These will be reviewed at the start of each term.</p> <p>Better Buddies Purpose: To create a friendly and caring school community. Structure: Paired classes to meet fortnightly to support positive social and learning relationships R-7.</p> <p>Student Attendance Purpose: To ensure continuity in academic and social learning for Roseworthy Primary School students. Structure: Class teachers to follow up any unexplained absences with families and refer any concerns to leadership team. Principal to monitor whole school attendance.</p> | <p>Powerful Learners Targets <i>Student Survey</i> Annual Student Surveys completed in Term 4 will show maintained or increased student satisfaction.</p> <p><i>Harassment and Behavioural Data</i> To be presented to Governing Council each term in line with DECD Policy.</p> <p><i>Play Audit R-7</i> Term by term whole school feedback to be collected. Responses to show increased improvement in student feedback regarding break-time play experiences.</p> <p><i>Attendance</i> In line with DECD Attendance Target.</p> |