



Roseville Public School

School Plan

2012 - 2014

**Three Year School Plan 2012 - 2014
Roseville Public School**



**ROSEVILLE PUBLIC SCHOOL
PLAN 2012 -2014**

SCHOOL CONTEXT

Roseville Public School has a current enrolment of 568 students enrolled in 23 classes K-6. The community's high expectations are met through extensive teacher good will and a number of enrichment programs including a STLA program supported by the P&C. The staff are most fortunate in their professional learning (PL) as the P&C fund PL in school initiative areas. The completion of the major capital works in late 2011 means that all classes are in brand new (18) or refurbished (7) classrooms. The playground will need extensive work and the P&C are very positive about the development of a master plan to support the development of a revitalised playground. Staff include teachers with a range of talents and experience levels who are positive about the school and its students. Included in this planning instrument is the current reflection that a National Curriculum is currently expected to begin in 2014; which means that in 2013 training for Phase 1 (English, Mathematics, History and Science) should begin for staff. In 2013 Roseville Public School will celebrate its centenary with the local community.

SCHOOL IDENTIFIED PRIORITY AREA/S	Literacy	Building a quality service: Curriculum	
	Numeracy	Building a quality service: Student and Staff Welfare	

INTENDED OUTCOME/S

- Increased student performance in Writing, Grammar, Spelling and Reading.
- Increased individual student growth and achievement in Numeracy.
- Increased student performance and engagement in identified curriculum areas.
- Reportable outcomes regarding the implementation of an Asian language at Roseville Public School.
- Increased understanding of Aboriginal perspectives and history by all Roseville Public School stakeholders.
- Improve staff professional learning practices and procedures.
- Enhanced student welfare, engagement and productivity practices.
- Enhanced external learning environments

PRINCIPAL'S SIGNATURE Sean Moran	SED ENDORSEMENT Kerri Brickley	DATE 02/04/2012
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Priority Area: Literacy

Intended Outcomes:

- Increase student performance in Writing.
- Improve student achievement in Grammar and Spelling.
- Improve student performance in Reading across.

Targets:

- Increase Year 3 and Year 5 student achievement in Writing by 3% in the top two NAPLAN bands in 2012.
- Increase student reading comprehension, Year 3 – 5 and Year 5 – 7, growth rates by 3% in 2012.
- Increase high achieving student performance in Grammar and Spelling, as evident by a 5% increase in the mean averages of the Westwood Spelling assessment task coordinated at the beginning of 2013.

Indicators	Strategies	Timeframe			Responsibilities	Resources, funding sources
		12	13	14		
<p>An Increase in staff and student awareness of purpose of writing – entertain, persuade, inform. As evidenced in work samples and programs.</p> <p>Improved student writing through refocusing the collaborative planning as a School / Stage / Grade and CT.</p> <p>Increased evidence of students incorporating background knowledge into their writing.</p>	<p>Writing</p> <p>i. Implement persuasive writing focus in Term 1, 2012 As a staff focus on analysis of NAPLAN results to identify key targets to improve student writing achievement by 3% in NAPLAN. School Leadership Team to ensure dedicated writing times are included and applied in class timetables.</p>	T1			Belinda Pulley leading Writing Team	P&C Initiatives (Teacher Professional Learning Funds)
	<p>ii. Revisit rubrics as a school to refocus explicit teaching in literary and factual texts. Explicitly identify criteria for student improvement to enable students to monitor their own skill development and provide feedback.</p>	T1			Writing Team to lead	Staff meetings
	<p>iii. Expand the implementation of Wizard Writing to improve student engagement with writing. Invite ‘expert’ to in-service staff ineffective Wizard Writing practices.</p>	T1-T4			Writing Team to lead	Staff meeting/Supervisor demonstration and observation
	<p>iv. Across Stage writing samples are analysed each term to develop consistent teacher judgement and promote differentiation of instruction during writing lessons.</p>	Each term			Writing Team to lead in each grade	Staff meetings/ analysis of Board of studies ARC site.

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<p>Student awareness of required elements of writing is increasing in high achieving students.</p> <p>Staff knowledge and confidence in implementing numerous reading strategies is improving as is evident by programs.</p> <p>Student performance in reading comprehension is improving as a result of being exposed to detailed programs and strategies.</p> <p>Staff are able to accurately report on reading levels and where students need to progress to.</p> <p>Programs indicate a comprehensive approach to teaching Spelling & Grammar.</p>	<ul style="list-style-type: none"> v. Analyse NAPLAN and School based assessment data to strategically identify areas for intensive teaching for each stage. vi. Invite a range of authors into the school to inspire students as writers. vii. Identify real world purposes for the student's writing for example: letters to council, letters or texts to the SRC on identified class matters, providing written opinions and reasons for a choice, advertising etc. <p>Reading</p> <ul style="list-style-type: none"> i. Explicit teaching of reading strategies in context through the <i>Springboard into Comprehension (K-2)</i> linked to Best Start continuum levels programs. ii. Explicitly teaching reading strategies in Term 2 & 4 in Stage 3 through the RPS developed Shared Reading program. iii. Whole staff professional learning sessions to share <i>Reciprocal</i> Reading strategies implemented during the Learning Assistance Program (2011 Mike Ferguson and Jane Antrim) with staff. iv. Review NAPLAN and internal reading assessment data to identify areas for further explicit teaching and professional learning for 2013 and beyond. v. Monitor and record student learning on the Best Start Continuums and monitor K-2 reading exit levels. <p>Spelling and Grammar</p> <ul style="list-style-type: none"> i. Develop a revised school Spelling and Grammar document to guide teaching and learning. Staff reflect on Grammar and Spelling aspects as identified in NAPLAN (Reading and Writing) to include in the whole school scope and sequence. Integrate these aspects of Grammar and Spelling 	<p>T1 & T3</p> <p>Book Week</p> <p>T1-T4</p> <p>T2 & 3</p> <p>T3/T4</p> <p>T2-4</p> <p>T4</p> <p>T1 / 4</p> <p>T1/2</p>	<p>Book Week</p> <p>Book Week</p>	<p>Book Week</p>	<p>Writing Team to lead in 2-6</p> <p>Writing team to coordinate</p> <p>Classroom teachers. Belinda Pulley to provide examples.</p> <p>Marilyn Chisholm</p> <p>Mike Ferguson & Jane Antrim</p> <p>Team leaders</p> <p>Marilyn Chisholm & Belinda Pulley leading</p> <p>Literacy Team</p>	<p>Staff meetings</p> <p>Grade/Stage meetings</p> <p>Grade/Stage meetings</p> <p>Staff meetings</p> <p>Staff meetings</p> <p>Grade/Team meetings</p> <p>Staff meetings</p>
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<p>Results indicate that students have a better understanding through explicit teaching of concepts.</p>	<p>and Wizard Writing documents to develop a RPS document for staff.</p> <ul style="list-style-type: none"> ii. Provide staff with TPL to address areas requiring enhancement using scheduled professional learning sessions. iii. Supervisors ensure that Spelling & Grammar programs are comprehensive and detailed. iv. Align Spelling and Grammar to National Curriculum expectations 		<p>T3/4</p> <p>T1-T4</p> <p>T4</p>		<p>Literacy team</p> <p>Supervisors</p> <p>Sean Moran</p>	<p>SDD Staff meetings</p> <p>Grade/stage meetings</p> <p>Staff meetings</p>
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Priority Area: Numeracy

Intended Outcomes:

- Increase individual student growth and achievement in Numeracy.

Targets:

- Improved student growth rates, in the top 2 NAPLAN bands by 5% in Patterns and Algebra in Years 3 and 5 in 2012.
- Continue and enhance student performance by 3% in Space and Geometry and Measurement and Data using 2012 NAPLAN results.
- Increase student performance in Mathematics as evident by a 3% increase of students entering the top stanines of the PAT maths test in 2013.

Indicators	Strategies	Timeframe			Responsibilities	Resources, funding sources
		12	13	14		
Students demonstrate a better understanding of Patterns & Algebra	I. Use NAPLAN online teaching strategies for Patterns and Algebra; Curriculum Resources to support P & A;	T1			Margret Hanson and Mathematics Team	Staff meetings
Teaching staff report confidence in the delivery of Patterns & Algebra teaching programs.	II. Design a three week teaching program for each grade to implement Wks 8,9,10 T1. Each grade designs their own program, formative and summative assessment tools aligned to the content. Provide differentiation for high and low achieving students to ensure all students are improving on their formative assessment skills in the 3 week program.	T3-T4			Margret Hanson and Mathematics Team	Staff meetings
High Achieving student results increase as a result of the program.	III. Evaluate the explicit teaching program from T1.	T2			Margret Hanson and Mathematics Team Margret	Project Team meetings
Mathematics scope and sequence is comprehensive and reflects RPS targets.	IV. Review using NAPLAN data T3/4	T3/4			Hanson/Sean Moran	TPL budget – 1 casual day
Students continue to perform well in previous targeted strands	V. Revise Origo scope and sequence of teaching to match focus areas for RPS and student needs K-6 including Best Start and CMIT best practice strategies. Revision of Origo to include blocked 5 week intensive school focussed program.	T4			Margret Hanson and Mathematics Team	TPL budget – 1-2 casual days
	VI. Maintain 2011 focus of Measurement and Data, Space and Geometry through a maintenance program in early Term 2.	T2			Margret Hanson and Mathematics Team	Staff meeting

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<p>Maths lessons are explicit and results reflect this.</p> <p>RPS maths program aligns with National Curriculum.</p>	<p>VII. Review NAPLAN data to identify new focus for 3 week program in 2013, 2014.</p>	T4			Margret Hanson/Sean Moran	TPL budget – 1 casual day
	<p>VIII. Implement organisational practices which enhance student learning. Previous practices which have demonstrated success include grade: identified maths group times, clustering of students, synchronised content teaching</p>	T3/T4			Margret Hanson and Mathematics Team	Staff meetings
	<p>IX. In 2013 revise use of <i>Origo Program</i> in relation to national Curriculum content or <i>Stepping Stones</i> program which includes online and IWB content</p>		T1		Margret Hanson/Sean Moran	TPL Budget – 1-2 casual days
	<p>X. Implement National Curriculum content in 2014</p>			T1	Mathematics Team	Staff meetings/SDD

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Priority Area: Building a Quality Service: Curriculum

Intended Outcomes:

- Increased student performance and engagement in identified curriculum areas.
- Report outcomes regarding the implementation of an Asian language at Roseville Public School.
- Increased understanding of Aboriginal perspectives and history by all Roseville Public School stakeholders.

Targets:

- Increase student engagement in Science, throughout 2012 for identified high achieving students, as evidenced by school based rubrics and student report gradings.
- Define a model of how an Asian language could be incorporated into the Roseville Public School curriculum by 2013.
- Improve student understanding of Aboriginal perspectives and history by 10%, as evidenced by class-based assessment by 2013.

Indicators	Strategies	Timeframe			Responsibilities	Resources, funding sources
		12	13	14		
<p>Staff report that students are engaged during Science lessons.</p> <p>Science Teaching & Learning programs are differentiated and offer a range of opportunities for identified high achieving students in Science.</p> <p>Integrated technology programs across the curriculum are evident.</p>	<p>Curriculum – Science</p> <p>i. Identify Science units to be taught in 2012 align to K-6 syllabus outcomes in a revised Scope and Sequence. Incorporate <i>Australian Academy of Science Units: Primary Connections</i> in readiness for National Curriculum implementation.</p> <p>ii. Provide quality TPL for staff utilising guest presenters or purchase 5E's resource training DVD / CD to support implementation of the program for staff.</p> <p>iii. Identify from 2011 reports students in Years 2 – 5 (3 – 6 in 2012) who have demonstrated skills, knowledge or aptitudes which placed them in the top two bands in science. Provide extension activities for these students to encourage their high achievement in this KLA. Encourage interested students to participate in the UNSW Science tests, Double Helix or join with Science Mentors.</p> <p>iv. Provide teacher professional learning in the 5E's teaching strategy. Reflect on and analyse units to ensure there is a balance between investigation or design and making across the year and stage. Incorporate technology into units where applicable utilising programs such as Murder Under the Microscope in Stage 3.</p> <p>v. Purchase resource kits for <i>Primary Connections</i> Units as per the scope and sequence.</p> <p>vi. Provide a range of assessment tasks for students to demonstrate their knowledge and skill development in</p>	T1 SDD			Margret Hanson and Science Team	
		T2 SDD			Margret Hanson and Science Team	<i>P&C Initiative : Teacher Professional Learning funding</i>
		T1/4			Margret Hanson and Science Team Learning Support Team	LST meetings Project Team meetings
		T2/3			Margret Hanson and Science Team	Staff meetings
		T1			Margret Hanson and Science Team	<i>School budget</i>
		T3-4			Margret Hanson and Science Team	

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<p>Investigate and explore opportunities to meet community expectations regarding language teaching at Roseville Public School</p>	<p>each science unit. Develop an assessment rubric for staff and students to align teaching and learning to support science reporting to parents.</p> <p>vii. Review and identify big ideas in science which align to units in school Scope and Sequence and National Curriculum documents.</p> <p>Language and Culture: <i>Parents in the 2011 school survey indicated that they would appreciate a language program at RPS as did students. The regional focus emphasises cultural and language links with Asia.</i></p> <p>i. Identify and explore available resources and models within the region to support the introduction of a language at Roseville Public School: for example Connected Classroom resources or Confucius Classrooms at Chatswood PS.</p> <p>ii. HSIE integration in 2012 on Stage 2 with the unit <i>China Down Under</i> to be implemented to begin this process of raising and highlighting the Regional Target.</p> <p>Aboriginal Cultural Initiatives: <i>Roseville Public School is developing their 'Sister School' initiative with Bourke Public School in regional NSW. This initiative aims to develop and extend professional and student links between the two schools and promote positive relationships between the two communities.</i></p>	<p>T1</p>	<p>T1</p>	<p></p>	<p>Margret Hanson and Science Team</p>	<p>Staff meetings</p>
<p>Continue to develop the sister school relationship with Bourke Public School</p>	<p>i. Books for Bourke' – Students are able to donate their favourite book to Bourke PS during Book Week in Term 3</p> <p>ii. <i>Class to Class relationships between the two schools, preferably in each stage.</i></p> <p>iii. <i>RPS SRC to communicate with BPS SRC through VC about current issues within the schools. Events such as Harmony Day and NAIDOC week will be organised with BPS.</i></p>	<p>T2-4</p>	<p>T2-4</p>	<p></p>	<p>Sean Moran</p>	<p>Stage/grade meetings</p>
<p>Students and community are able to demonstrate and verbalise an improved understanding of Aboriginal perspectives and history.</p>	<p>iv. <i>Students have already been enrolled in the Halogen Young Leaders Conference 2012.</i></p> <p>v. <i>Students from RPS will have the opportunity to sit in on classes at BPS forming relationships with students and get involved in the school community. RPS will be billeted by BPS staff or parents.</i></p>	<p>T1-2</p>	<p>T1-2</p>	<p></p>	<p>Margret Hanson & Stage 2 teaching team</p>	<p>Stage/grade meetings</p>
<p>Continue to develop the sister school relationship with Bourke Public School</p>	<p>vi. <i>Gala Sports Day at RPS. Students from BPS have the opportunity to visit RPS 'sister classes'.</i></p>	<p>T2 – 3</p>	<p>T2 – 3</p>	<p></p>	<p>Jeannie Gatt</p>	<p>Library program</p>
<p>Students and community are able to demonstrate and verbalise an improved understanding of Aboriginal perspectives and history.</p>	<p>vii. <i>A small area is created in RPS playground for an</i></p>	<p>T1</p>	<p>T1</p>	<p></p>	<p>Susie Bottomley</p>	<p>Lunch times</p>
<p></p>	<p></p>	<p></p>	<p></p>	<p></p>	<p>Jeannie Gatt</p>	<p>RPS staff and Leaders visit funded through P&C TPL initiative up to \$1000.</p>
<p></p>	<p></p>	<p></p>	<p></p>	<p></p>	<p></p>	<p></p>

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<p>Enhance student performance through effective Learning Support Team strategies</p> <p>More evidence of differentiation is evident in Teaching and Learning programs.</p>	<p><i>Indigenous garden full of bush tucker. An Aboriginal elder from Roseville may like to come and officially open the garden.</i></p> <p>Learning Support Team</p> <p>i. Highlight students causing concern in final 2011 Reading assessments and reports. Administer grade based assessments. Identify students to receive Learning Support in 2012.</p> <p>ii. Identify high and low achieving maths students for tracking.</p> <p>iii. Collate 2011 high achieving students in Science to monitor engagement and curriculum growth in this KLA.</p> <p>iv. Ensure staff are supported in their teaching practices which engage identified GAT students. Utilise procedures developed in 2011 by Skye Surrest and Sarah Bashinsky in their APAP programs.</p> <p>v. Revisit and refine communication strategies for referred students from School Counsellor including written feedback (which includes practical strategies to support the student) to the Learning Support Team, Classroom Teacher and Parents or Carers.</p> <p>vi. ESL staff to consult with classroom teachers to plan supportive programs for students aligned with NSW English Syllabus Outcomes and ESL scales.</p>	<p>T1</p> <p>T1</p> <p>T1</p> <p>T1-T4</p> <p>T2-T4</p> <p>T2-T4</p>			<p>Sean Moran/SEMP committee</p> <p>Deb Lane & LST</p> <p>Deb Lane & LST</p> <p>Deb Lane & LST</p> <p>Deb Lane & LST</p> <p>Deb Lane & LST</p> <p>Mary Sandstrom</p>	<p><i>SEMP budget</i></p> <p>LST Meetings</p> <p>LST Meetings</p> <p>LST Meetings</p> <p>LST Meetings</p> <p>SDD/LST Meetings</p> <p>Grade/Stage meetings</p>
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Priority Area: Building a Quality Service: Student and Staff Welfare

Intended Outcomes:

- Improve staff professional learning practices and procedures.
- To enhance student welfare, engagement and productivity practices.
- Enhance external learning environments

Targets:

- Enhance staff professional learning satisfaction, including leadership development levels by 10% in 2012, as evident by staff surveys used for the Annual School Report.
- Continue and enhance excellent student welfare and enrichment programs and procedures, as evident by student, staff and parent survey results.
- Enhance the outdoor learning environments to enable students to participate in an increased range of learning activities, as evidenced by a 10% increase in outdoor lessons and enrichment programs in 2013.

Indicators	Strategies	Timeframe			Responsibilities	Resources, funding sources
		12	13	14		
<p>Staff report that they are benefitting from sharing of feedback practices.</p> <p>New Scheme Teachers are fulfilling TPL requirements.</p> <p>Evidence of increased use of technology in Teaching and Learning programs</p>	<p>Teacher Professional Learning</p> <p>i. Guarantee practice of feedback to K-6 staff upon return from training and development; maximise professional learning for all staff. Staff attend key professional learning linked to whole school targets to provide a whole staff professional learning session to complement and support target objectives: eg. Wizard Writing, Science, Mathematics.</p> <p>ii. Ensure New Scheme Teachers have access to Institute Approved training opportunities– for example <i>The Classroom Teacher Program Modules</i> (see Belinda P for more details)</p> <p>iii. Technology – Provide new professional learning for staff in the area of Technology: One Note (tech team =7 staff) and Adobe Movie Maker (2 staff)</p> <p>iv. School (partially funded) GERRIC : COGE staff to share their knowledge and learning with the whole staff. Identify strategies to support students in Whole School Target areas for each Year.</p>	T1			<p>All staff SLT to monitor</p> <p>Principal / Deputy Principal to monitor</p> <p>Technology Team</p> <p>Michael Connolly</p>	<p>Staff meeting time</p> <p>DEC TPL funding NSW Institute strategies</p> <p>Technology budget</p>
		T1 - T4				
		T1- T4				
		T1- T4				
<p>Staff are confident in applying for leadership roles.</p>	<p>Building Leadership capacity within the staff</p> <p>i. Enable interested staff to develop leadership skills in curriculum, stage leadership, initiative / program development, design and evaluation with support from experienced executive staff members.</p>	T1			<p>Senior Leadership Team</p>	

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<p>Newly appointed staff feel supported and embrace the RPS culture.</p> <p>Staff are confident in implementing welfare programs and procedures.</p> <p>Parents and community report that they are aware of welfare programs and procedures.</p> <p>Students are confident, productive and engaged learners.</p> <p>The RPS Grounds Committee have a clear direction as to the outdoor development of the school.</p> <p>RPS have a functional outdoor area which provides students with a wide range of opportunities.</p>	<ul style="list-style-type: none"> ii. Provide opportunities for all staff to act as mentors for newly appointed staff to promote the positive school culture and high work ethic. iii. Encourage interested staff to participate and attend Regional opportunities to develop corporate knowledge in the Leadership Framework: <p>Student Wellbeing and Welfare</p> <ul style="list-style-type: none"> i. Implement Roseville Respect and Regard Program and revisit for classes throughout the year / s. ii. Promote positive Anti-Bullying program and procedures at RPS. Share information in newsletter and teacher information evening to begin the year. Promote positive practices to ensure community are clearly advised and informed of preferred practices and core skills at Roseville Public School. iii. Continue the implementation and maintenance of the Bounce Back program K-6. iv. Continue staff development and reflection regarding the preferred practices and core skills as indicated in the Student Welfare Procedures to enhance teacher classroom management and student engagement to improve learning. v. Implement school developed Orientation Program to support staff welfare for newly appointed and casual staff <p>Providing a quality playground and outdoor environment to promote learning and student welfare</p> <ul style="list-style-type: none"> i. DEC and P&C aligned and implemented reinstatement of the Addison Ave block with suitable depth of topsoil and grass and Duntroon Block with synthetic turf to develop an all weather playing field for students. ii. Develop planned outdoor <i>Master Plan</i>: Coordinated and collaboratively implemented in conjunction with Principal and Grounds committee which is supported by School Council and P&C forums. iii. Planned learning spaces for sporting, active areas, teaching and learning areas to provide a range of possible activities during directed and playground times of the day. iv. <i>Master Plan</i> to reflect Student activity survey undertaken in 2011 or updated version if necessary (liaise with Mr David Brown regarding survey). 	<p>T1-T3</p> <p>T1-T2</p> <p>T1-T2</p> <p>T2</p> <p>?</p>			<p>All staff</p> <p>All staff</p> <p>Whole staff</p> <p>Welfare Team Whole staff</p> <p>Fiona Ipsen & Welfare Team</p> <p>Fiona Ipsen</p> <p>Sean Moran & Grounds committee</p> <p>Sean Moran & Grounds Committee</p> <p>Sean Moran & Grounds Committee</p>	<p>TPL budget</p> <p>SDD/Staff meetings</p> <p>Tuesday mornings</p> <p>BER & P&C funds. Sean Moran to explore additional funding options P&C funds</p>
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	<ul style="list-style-type: none"> v. Establish playground rules when split breaks reconverge into one. vi. Design and construct an RPS Vegetable garden. Principal and SEMP committee to decide upon location. 	<p style="text-align: center;">?</p> <p style="text-align: center;">T2- T3</p>			<p>Fiona Ipsen & Sean Moran Sean Moran & SEMP Committee</p>	<p>School budget</p>
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