



Roseville Public School

# **School Plan**

## **2009 – 2011**

## Roseville Public School School Plan for 2009-2011

<b>School Context:</b>
Roseville Public School has a current student population of 625 students enrolled in 25 classes K-6. The community's high expectations of the school are met through an extensive number of enrichment programs, a Reading Support Program supported financially by the school's P & C Association and the high number of parent and teacher volunteers, and innovative professional learning programs. Fundraising and P & C voluntary donations have also resulted in 25 Smartboards being installed over four years in all classrooms (2006 -2009).
<b>Priority Areas (3 year horizon)</b>
Literacy Numeracy Teacher wellbeing and development Community
<b>Intended Outcomes (Summary)</b>
<ul style="list-style-type: none"> <li>• Improvement in students' literacy skills through explicit and systematic teaching with a focus on comprehension and writing skills incorporating gender appropriate strategies, Smartboard technology and curriculum differentiation to support and extend learning.</li> <li>• Improvement in students' numeracy skills through explicit and systematic teaching in all strands of Mathematics with a focus on Number, Patterns and Algebra incorporating gender appropriate strategies, Smartboard technology and curriculum differentiation to support and extend learning.</li> <li>• Improvement in quality of teaching and learning as a result of (a) leading edge, explicit and integrated professional learning in literacy, numeracy, technology and curriculum differentiation, and (b) current level of support of teachers to be maintained and further enhanced by the school's parent community, leadership team and colleagues.</li> <li>• Improvement in the level of school community engagement to ensure the 'sense of community' is maintained and continues to underpin the school's culture and programs.</li> </ul>
<b>Targets 2009</b>
<p>To improve students' literacy skills through explicit, systematic and research based teaching with a focus on reading and writing.</p> <p>To improve students' understanding and deep knowledge of mathematical number concepts.</p> <p>To fully engage all teachers in professional learning programs that will develop their teacher skills and knowledge at the 'fast follower' stage in literacy, numeracy, use of technology and curriculum differentiation and maintain high levels of teacher wellbeing to improve outcomes in student learning and wellbeing and to also provide a model for professional learning to share with other schools in the region.</p> <p>To increase partnerships and levels of engagement with the parent and wider community to ensure support and enrichment programs continue, and to increase the culture of volunteering / giving / supporting / involvement / belonging for the benefit of all students and the community at large.</p>

<b>The School Plan has been endorsed and approved by:</b>			
<b>Principal:</b> Catherine Williams	<b>Date:</b> 20.01.09	<b>School Education Director:</b> Tim Dodds	<b>Date:</b> 23.02.09
<b>Signature:</b>		<b>Signature:</b>	

### Three Year School Plan 2009-2011

**Priority Area: Literacy**

**Intended Outcomes:**

- Improvement in students’ literacy skills through explicit and systematic teaching with a focus on comprehension and writing skills incorporating gender appropriate strategies, Smartboard technology and curriculum differentiation to support and extend learning.
- Improvement in quality of teaching and learning as a result of (a) planned, explicit and systematic professional learning in literacy, numeracy, technology and curriculum differentiation, and (b) current level of support of teachers to be maintained and further enhanced by the school’s parent community, leadership team and colleagues.

**Targets:**

- To improve students’ literacy skills through explicit and systematic teaching with a focus on reading and writing.
- To further develop teacher skills and knowledge in literacy, use of technology and curriculum differentiation and maintain high levels of teacher wellbeing to improve outcomes in student learning and wellbeing.

Indicators	Strategies	Timeframe			Responsibilities	Resources, funding sources
		09	10	11		
Recognisable growth for every student in literacy commensurate with stage continuum particularly in reading comprehension and writing with no significant discrepancy between the performance of boys and girls	<p><b>i. Collegial Literacy Mentor in Residence</b> (Sharon Perkins, <i>MEd GradDip Special Ed Dip Tch</i>) to <b>(a)</b> lead school based <b>Teacher Professional Learning Program</b> by</p> <ul style="list-style-type: none"> <li>- designing and presenting weekly TPL sessions for all staff in Terms 1 and 2 that demonstrates how to maximise literacy success for all children, particularly boys and those students experiencing difficulties in literacy and those who need extension and challenge.</li> <li>- providing additional consultancy advice to class teachers and Learning Support Team during her time on site three days per week in Terms 1, 2, 3, and 4</li> </ul> <p><b>(b)</b> provide a <b>model</b> of teaching that demonstrates how to maximise literacy success for all children and particularly to prevent children who are experiencing challenges with literacy learning from slipping into a long-term pattern of reading and writing difficulties and associated problems with learning through:</p> <ul style="list-style-type: none"> <li>- teaching small groups of students targeted for the P &amp; C funded Reading Support Program three days per week</li> <li>- reviewing and leading change of the existing Reading Support Program to a Literacy Support Program</li> <li>- working closely with and providing guidance for the other P &amp;</li> </ul>	*			Collegial Literacy Mentor and all teachers K – 6	School’s TPL funds
Students are reading and writing earlier and more effectively through a multi sensory approach		*				
Students gain meaning from print at a literal and inferential level		*	*	*	Collegial Literacy Mentor and Literacy Support teacher	P & C funded
Students identify writer’s		*				

purpose in own and others' writing	C funded part time Literacy Support teacher	*				
	<b>(c) conduct <i>information sessions for parents</i></b> to develop their understanding of what children need to learn as they become readers and writers and the role they play in their child's literacy learning and development	*	*	*	Collegial Literacy Mentor	P & C funded
	<b>ii. Review of school's current reading resources</b> leading to the purchase of necessary resources to support class based programs	*			Collegial Literacy Mentor & Learning Support Team	School funds & P & C voluntary Library donations
	<b>iii. RFF program to focus on Writing with Years 1- 6</b> - Descriptions, narratives, poetry, polarised debating/debating	*			RFF teacher	Current staff member
	<b>iv. Author-in-Residence program for students</b> commenced in 2008 as initiative program to cater for students with a special interest &/or ability in story writing to continue	*	*	*	Author, Alison Peters-Hunyor	P & C's 'Educational Initiatives'
	<b>v. Professional development program to integrate / include how Smartboard technology</b> can be used to assist teaching and learning in literacy from K – 6, particularly with word solving	*	*	*	Technology Team	School's TPL funds
	<b>vi. Explore current research finding regarding gender based grouping and teaching for English</b> as a possibility for introduction at a Stage 3 level			*	Learning Support Team	
	<b>vii. Explore PROBE</b> as a tool for assessing comprehension to complement the TORCH Reading test. Explore also different ways of observing comprehension skills over time.	*			Learning Support Team	
<b>viii. Analysis of data</b> including K-6 school based & standardised assessments, Years 3 & 5 NAPLAN results, Uni NSW competitions and trend data. Use of NAPLAN resources	*	*	*	School Leadership Team, Learning Support Team and all teachers K-6		

## Three Year School Plan 2009-2011

**Priority Area: Numeracy**

**Intended Outcomes:**

- Improvement in students' numeracy skills through explicit and systematic teaching in all strands of Mathematics with a focus on Number, Patterns and Algebra incorporating gender appropriate strategies, Smartboard technology and curriculum differentiation to support and extend learning.
- Improvement in quality of teaching and learning as a result of (a) planned, explicit and systematic professional learning in literacy, numeracy, technology and curriculum differentiation, and (b) current level of support of teachers to be maintained and further enhanced by the school's parent community, leadership team and colleagues.

**Targets:**

- To improve students' understanding and deep knowledge of mathematical number concepts.
- To further develop teacher skills and knowledge in numeracy, use of technology and curriculum differentiation and maintain high levels of teacher wellbeing to improve outcomes in student learning and wellbeing.

Indicators	Strategies	Timeframe			Responsibilities	Resources, funding sources
		09	10	11		
Regular assessment reflects improvement in understanding of mathematical number concepts.	<p><b>i. Collegial Mathematics Mentor in Residence</b> (Brian Tickle) to <b>(a)</b> lead school based <b>Teacher Professional Learning Program</b> employed using school's TPL funds through</p> <ul style="list-style-type: none"> <li>- Designing and presenting TPL sessions for all staff in Terms 3 and 4, 2009</li> <li>- Providing additional consultancy advice to class teachers in Term 3 and 4, 2009</li> </ul> <p><b>(b)</b> providing a <b>model</b> of teaching that demonstrates how to maximise numeracy success for all children, particularly girls and those students experiencing difficulties in mathematics and those who need extension and challenge.</p> <p><b>ii.</b> Providing ongoing support for the second year of the <b>school wide implementation of Origo Maths</b> K – 6 in terms of TPL and additional resource acquisition, including more concrete material.</p> <p><b>iii.</b> Use of Origo's Student Journal for students to articulate and reflect on their learning, incorporating the elements of intellectual quality.</p> <p><b>iv.</b> Use Origo student assessment book to track student progress</p>	*			Collegial Numeracy Mentor and all teachers K – 6	School's TPL funds
Students articulate correct terminology to describe mathematical ideas.		*			Collegial Numeracy Mentor and all teachers K – 6	School's TPL funds
Students explain and demonstrate effectively how solutions are obtained.		*	*	*	School Leadership Team	School's TPL and Maths budget
Students demonstrate a quick recall of number facts.		*	*	*	Class teachers of Years 3 - 6	
Recognisable growth		*	*	*	Class teachers of	

<p>for every student in numeracy commensurate with stage continuum particularly in Number, Patterns &amp; Algebra with no significant discrepancy between the performance of boys and girls</p> <p>Increased levels of student engagement in learning, practising and applying number facts.</p>	<p>effectively. Assessment booklets sent home regularly to inform parents of children's progress.</p> <p>v. Daily use of concrete materials to support student learning of number concepts.</p> <p>vi. Daily practice of number facts to promote consolidation &amp; recall. Reinforcement of number facts as a regular component of homework.</p> <p>vii. Continuing <b>across grade needs grouping in Years 2 – 6</b> and <b>curriculum differentiation K – 6</b> to cater for the varying needs of students in Mathematics.</p> <p>iv. Continuing support for students with learning difficulties through P &amp; C funded <b>Teachers' Aides</b> to assist teachers of the lower achieving / LD students</p> <p>v. <b>Professional development program to integrate / include how Smartboard technology</b> can be used to assist teaching and learning in numeracy from K – 6</p> <p>vi. <b>Analysis of data</b> including K-6 school based &amp; standardised assessments, Years 3 &amp; 5 NAPLAN results, Uni NSW competitions and trend data. Use of NAPLAN resources</p> <p>vii. Explore the suitability of the computer based program, <b>Mathletics</b>, for introduction across the school for use in class and at home.</p>	<p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p>	<p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p>	<p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p>	<p>Years 2 - 6</p> <p>Class teachers of K - 6</p> <p>Class teachers of 1 – 6 Parents</p> <p>Class teachers</p> <p>Learning Support Team</p> <p>Technology Team</p> <p>School Leadership Team, Learning Support Team and all teachers K-6</p> <p>Technology Team</p>	<p>P &amp; C's 'Educational Initiatives'</p> <p>School's TPL funds</p> <p>Technology budget</p>
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## Three Year School Plan 2009-2011

**Priority Area:**                    **Community**

**Intended Outcomes:**

- Improvement in the level of school community involvement to ensure the 'sense of community' is maintained and continues to underpin the school's culture and programs.
- Improvement in quality of teaching and learning as a result of (a) leading edge, explicit and integrated professional learning in literacy, numeracy, technology and curriculum differentiation, and (b) current level of support of teachers to be maintained and further enhanced by the school's parent community, leadership team and colleagues.

**Targets:**

- To increase partnerships with the parent and wider community to ensure support and enrichment programs continue, and to increase the culture of volunteering / giving / supporting / involvement / belonging for the benefit of all students and the community at large.
- To fully engage all teachers in professional learning programs that will develop their teacher skills and knowledge at the 'fast follower' stage in literacy, numeracy, use of technology and curriculum differentiation and maintain high levels of teacher wellbeing to improve outcomes in student learning and wellbeing and to also provide a model for professional learning to share with other schools in the region.

Indicators	Strategies	Timeframe			Responsibilities	Resources, funding sources
		09	10	11		
Increased levels of engagement between staff & parents	<p><b>i.</b> A series of parent information sessions to develop further parents' knowledge and understanding, for example How do children learn? What are learning styles? How are different learning styles and abilities catered for in a classroom? What do children need to learn as they become readers and writers? What can I do as a parent to help support my child to read / comprehend / write more effectively? What actually happens in the library and how can parents help bring learning alive in a library?</p> <p><b>ii.</b> Continue the school's <b>Mentor-in-Residence program</b> which provides opportunities for students from K-6 to participate in enrichment programs lead by professionals / mentors in the fields of Visual Arts and Writing. In 2009 Writing workshops will continue as per 2008, ie offered to any students in Years 2-6 interested in attending the lunchtime workshops (students self nominate). Visual Arts will become a K-6 Mentor-in-Classroom program to ensure every student in the school has the opportunity to work with an artist for a weekly 80 minute period for 10 weeks. Every class teachers will also benefit in terms of professional learning as they will be supporting the mentor during each lesson.</p> <p><b>iii. Enrichment activities</b> organised by volunteer teachers and parents continue to be offered to students, eg Intermediate Band, Senior Band, Concert Band, Stage Band, Contemporary Winds, String Ensemble, PSSA cricket, modball, soccer &amp; netball, Highlander Rugby, Tournament of Minds, Philosophy, Dance, Story Writing Workshops, Debating</p> <p><b>iv.</b> Develop and maintain <b>data base</b> of parents willing to speak about their professions / interests as it relates to a unit of study, for example Study of other countries – invite parents to speak who have lived in the country being studied ANZAC Day – invite parents to speak who have walked the Kokoda Trail or served in the armed forces</p> <p><b>v.</b> Explore the possibility of Stage 3 students linking with Rotary based community projects or engaging in <b>community service</b> projects, such as establishing links with local aged care facility</p>	*	*	*	Learning Support Team, other teachers and Collegial Mentor	P & C's 'Educational Initiatives' to fund Author-in-Residence's lunchtime program; cost recovery for Artist-in-Classroom program.
Increased level of community involvement enriching the curriculum		*	*	*	Learning Support Team to coordinate Artist: Stephanie East-Ryan Author: Alison Peters- Hunyor Philosophy: Cathy Banks	
Links with the broader community established		*	*	*	Learning Support Team, Sports Committee, Band Committee, Teacher volunteers, Parent volunteers	
Increase in the number of students involved in school service type activities as students perceive 'volunteering' / service to community as important and of value		*	*	*	Learning Support Team	
Parents and teachers continue to volunteer to organise or coordinate or run enrichment programs before or after school or at lunchtime.		*	*	*	Stage 3 Team Leader to liaise with Rotary member on School Council	
A large number of students have benefited from participation in one or more enrichment activity.						
Families have experienced support from the RPS school community as a result of a range of support						

<p>structures in place to help families experiencing difficult times, illness, etc.</p> <p>RPS students, families and staff feel connected to the 'school'.</p> <p>Teacher professional learning is valued by all members of the school community and increased number of teachers accessing 'best practices' through attendance at significant conferences and quality professional learning activities resulting in 'best practices' in classrooms.</p>	<p><b>vi.</b> RPS school (K-6) community join in wider local community in the community-based projects such as Clean Up Australia Day, Bushcare</p> <p><b>vii.</b> Create opportunities / organise and promote activities that 'build community', eg Term 1 School Community Picnic, Tucker Box, Class Parents, Class Lists, etc</p> <p><b>viii.</b> Highlight the importance of avoiding jargon in written communications between parents and teachers</p> <p><b>ix.</b> Include Parent Handbook on school's website</p> <p><b>x.</b> Update RPS website's Home Page to ensure brevity &amp; currency</p> <p><b>xi.</b> Parents / P &amp; C invest in and support teacher professional development through the allocation of funding specifically for that purpose. Teachers would then be able to apply for funding from the P &amp; C to attend major conferences or courses which support the school's priority target areas that the school or teacher alone could not fund</p> <p><b>xii.</b> Continue with the implementation of the ten week Orientation Program for staff newly appointed to RPS in Term 1 of each year</p> <p><b>xiii.</b> Continue with the use of collegial support mentors and Stage / Grade based and Project teams as a means of supporting staff and building culture of collegiality and community across K-6</p> <p><b>xiv.</b> Plan and organise regular social opportunities for all staff</p> <p><b>xv.</b> Continue with the current system of assigning corporate roles and responsibilities to all staff members to ensure equitable distribution of workloads</p> <p><b>xvi.</b> Continue with the current methods of inclusive, open and regular communications through weekly "What's On"; updating term and daily whiteboards; regular K-6, stage or grade, other teams meetings; agendas on noticeboard in staffroom to allow for input from staff.</p>	<p></p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p>	<p></p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p>	<p></p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p>	<p>P &amp; C to coordinate</p> <p>P &amp; C Association and its sub-committees</p> <p>School Leadership Team</p> <p>Technology Team</p> <p>Technology Team</p> <p>P &amp; C</p> <p>Fiona Ipsen</p> <p>All staff</p> <p>Social / Staff Welfare Team</p> <p>Principal</p> <p>School Leadership Team</p>	<p></p> <p></p> <p></p> <p></p> <p></p> <p>P &amp; C funding (\$5 000 pa)</p> <p></p> <p></p> <p></p> <p></p> <p></p> <p></p> <p></p> <p></p> <p></p> <p></p> <p></p> <p></p> <p></p>
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