

ROSSMOYNE PRIMARY SCHOOL



SCHOOL PLAN FOR 2008 - 2011

“Our purpose is to enhance each student’s academic, social, creative, physical and personal development, thereby enabling them to fulfil their potential and contribute to the development of society.”

ROSSMOYNE PRIMARY SCHOOL

Rossmoyne Primary School was officially opened in 1965 after beginning operations during 1964. It celebrated its 40th Anniversary with a spectacular community event on the 19th November 2005. The event was nominated for and won the Community Event of the Year awarded by the City of Canning, presented by the Mayor, Dr Lekias, at the annual Australia Day breakfast.

Located in Second Ave, Rossmoyne it is a local intake school for the residents of Rossmoyne and Shelley with boundaries of Leach Highway, the Canning River and Beatrice Avenue. A student enrolment of 437 in 2007 was a slight decline compared to recent years and appears to be likely to continue that trend until at least 2010 when stability will return.

A strong sense of community exists within the suburb and this is reflected in the extent to which parents and students are involved in the school and wider community activities. It has close links with Rossmoyne Senior High School and is a well established school community in what is described as a highly desirable location. Accordingly there is an extremely supportive parent body, which has contributed greatly to the development of the school in both spirit and resources.

The staff comprises principal, two deputy principals, seventeen classroom teachers, three specialist teachers, registrar, school officer, library officer, seven teacher assistants and gardener. The staff has significant experience and is a fairly stable one with only a few changes each year. Music and physical education enjoy high profiles through specialist programs. Language Other Than English [LOTE] is provided through Mandarin which becomes the target language for the first time in 2008. As well the key role of learning technologies coordinator exists to support this aspect of learning within the school.

The school has fifteen primary classrooms and two pre-primary centres. A community run Kindergarten is located nearby and although not formally part of Rossmoyne Primary School we share a good working relationship. The school has a specialist services area for music and a library facility, which also houses a computer laboratory. Each teaching wing contains four independent classrooms. There are two transportable rooms, one of which is used for LOTE teaching, and a room converted into a temporary art room. The classrooms have networked computers, which in conjunction with those in the lab facilitate the use of learning technologies. The school wide network was established in the late 1990's although the computer laboratory in the new library was first housed in 2002. Adjacent to the school are significant playing fields and multi-court facilities.

Rossmoyne has a School Council with six parent representatives, four staff representatives and a community representative, as well as the principal. It has undertaken a review of its operations to comply with the Education Act. Meetings are usually held six times per year and decisions are made using a consensus-based approach. Each representative group uses its broader base as a vehicle for gaining views on issues to be discussed and decisions to be made.

The major difficulties faced by the school are related to the age of the physical buildings and lack of storage space within the buildings. Some grounds redevelopment needs to be undertaken, as part of an ongoing commitment to providing a safe and supportive learning environment. There are no significant problems, but as with all schools, Rossmoyne accepts the need to avoid complacency and engage in constant reflection in order to ensure good practice is achieved and student-learning outcomes are maximised, consistent with its stated purpose.

Geoff Anderson
Principal

PURPOSE

"Our purpose is to enhance each student's academic, social, creative, physical and personal development, thereby enabling them to fulfil their potential and contribute to the development of society. "

This purpose is achieved by seeking to have our students make progress towards the achievement of the following outcomes:

1. Students use language to understand, develop and communicate ideas and information and interact with others.
2. Students select, integrate and apply numerical and spatial concepts and techniques.
3. Students recognise when and what information is needed, locate and obtain it from a range of sources, and evaluate, use and share it with others.
4. Students select use and adapt technologies.
5. Students describe and reason about patterns, structures and relationships in order to understand, interpret, justify and make predictions.
6. Students visualise consequences, think laterally, recognise opportunity and potential and are prepared to test options.
7. Students understand and appreciate the physical, biological and technological world and have the knowledge, skills and values to make decisions in relation to it.
8. Students understand their cultural, geographical and historical contexts and have the knowledge, skills and values necessary for active participation in life in Australia.
9. Students interact with people and cultures other than their own and are equipped to contribute to the global community.
10. Students participate in creative activity of their own and understand and engage with the artistic, cultural and intellectual work of others.
11. Students value and implement practices that promote personal growth and well being.
12. Students are self-motivated and confident in their approach to learning and are able to work individually and collaboratively.
13. Students recognise that everyone has the right to feel valued and be safe, and, in this regard understand their rights and obligations and behave responsibly.

And through a commitment to the following values:

- A pursuit of knowledge and commitment to achievement of potential.
- Self-acceptance and respect of self.
- Respect and concern for others and their rights.
- Social and civic responsibility.
- Environmental responsibility.

KEY OBJECTIVES

1 - To make every student a successful learner.

Through the provision of a broad and balanced curriculum we strive to ensure all children are successful learners so that they maximise their potential. Students have access to learning opportunities that respond to the diversity of their needs and talents; including students of exceptional ability and those at risk.

2 - To have effective teaching in every classroom.

By making expectations clear, through the provision of targeted support and responsive professional learning opportunities, teachers are effective in delivering the best possible outcomes for their students.

3 - For the community to have confidence in our school.

With effective teachers and successful learners the community will maintain high levels of confidence in our school. A variety of communication strategies to promote the activities of students and teachers will support the development of this community confidence.

PRIORITIES 2008 - 2011

1. Literacy
2. Numeracy
3. Science
4. LOTE
5. Students at Educational Risk
6. Extension of Able Students
7. Thinking Skills
8. Cooperative Learning
9. Moderation [of teacher judgments in relation to student achievement]

INITIATIVES to SUPPORT KEY OBJECTIVES and PRIORITIES

- Develop evidence based whole school approaches to the teaching of literacy and numeracy using the recommendations of the *Literacy and Numeracy Review* – commence 2008 – completion target 2009 [Priorities 1,2, 5, 6 Key Objectives 1 & 2]
- Provide targeted professional learning opportunities to support the implementation of whole school approaches – ongoing [Priorities 1,2,3,5,6,7,8 Key Objective 2]
- Continue the trialing and implementation of *Primary Connections* to enhance the teaching and learning of Science – follow on from 2006 and 2007, ongoing [Priority 3 Key Objective 2]
- Implement Mandarin as a new target language for 2008 and beyond – ongoing commencing 2008 [Priority 4]
- Further develop the role of Learning Support Coordinator to enhance the capacity of staff to meet the needs of students at educational risk – 2008 [Priorities 5,6 Key Objective 2]
- Undertake a satisfaction survey of parents, staff and students – 2008/9 [Key Objective 3]
- Incorporate K-10 syllabus documents into Curriculum Organiser to support teacher planning and curriculum delivery – 2008 and 2009 [Key Objectives 1 & 2]
- Continue the provision and support of collaborative opportunities to strengthen moderation of teacher judgments across a range of learning areas – ongoing [Key Objective 2]
- Use AGQTP funding to support teacher development in the areas of Science and Instructional Intelligence – 2008 [Priorities 3,8 Key Objective 2]
- Provide targeted professional learning opportunities to further enhance the use and application of cooperative learning and the teaching of thinking skills – ongoing [Priorities 7,8 Key Objective 1 & 2]
- Engage staff in dialogue to enhance the understandings of standards of expected achievement as they are identified – ongoing [Priority 9 Key Objectives 1 & 2]
- Establish improvement targets, support students not meeting national benchmarks and extend those achieving well beyond them – ongoing [Key Objective 1]
- Monitor the curriculum time spent on literacy and numeracy to meet the 50 per cent requirements – ongoing [Priorities 1,2 Key Objective 1 & 2]
- Provide targeted support for those students not meeting national benchmarks – ongoing [Priorities 1,2,5 Key Objective 1]
- Implement screening processes for children entering compulsory schooling as it becomes available – ongoing [Key Objective 1]
- Continue to provide opportunities for students to participate in two hours per week of physical activity during school time – ongoing [Key Objective 1]
- Review tasks undertaken by teachers to establish and reduce those that are not related to teaching and learning – 2008 and 2009 [Key Objective 2]
- Further strengthen self assessment as part of School Review and Accountability processes – ongoing [Key Objective 3]
- Promote and acknowledge the successes of students and teachers within the wider community – ongoing [Key Objective 3]

EVALUATION MEASURES

Student Achievement

- Proportion of students meeting 'RPS Standard' i.e. WAGSAT or equivalent [B Grade or above] – Target 75%
- Proportion of students meeting National Benchmarks [NAPLAN] – Target same as for like band schools
- Proportion of students meeting Achievement Target [NAPLAN] – Target same as for like band schools
- Non – Academic achievement measures to be determined during 2008

Effective Teaching

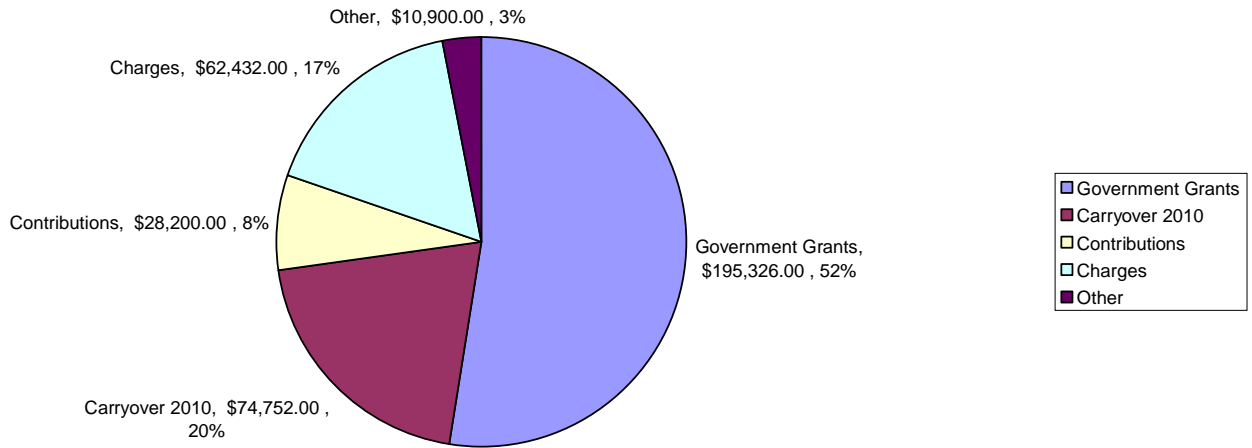
- The extent to which student achievement is maximized
- Levels of teacher morale / job satisfaction
- The extent of staff engagement in professional learning

Community Confidence

- Parent and student satisfaction levels

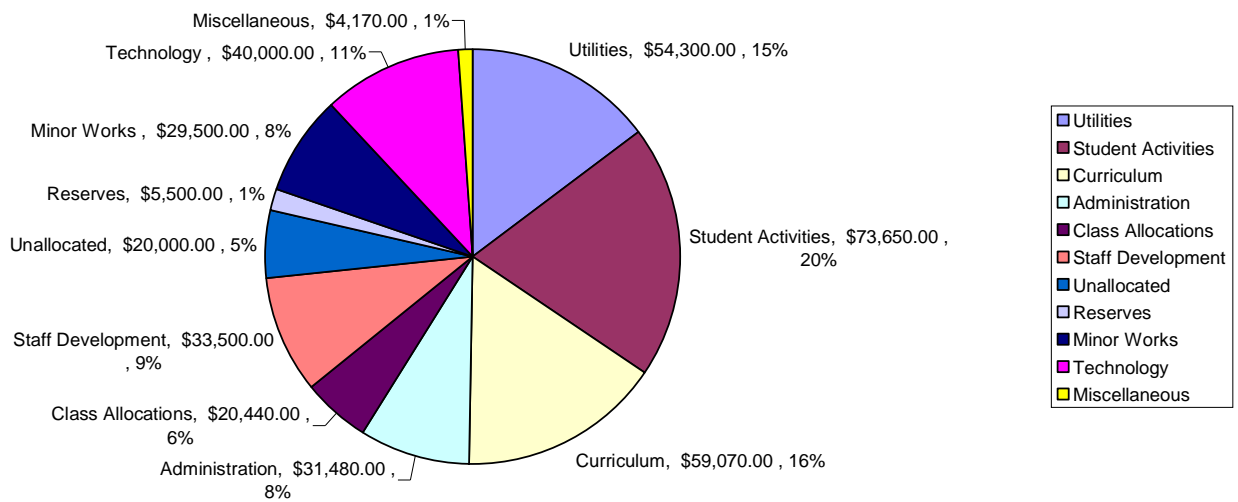
Budget Summary to Support Focus Plan for 2011

Income



Total Income Approximately \$371 610

Expenditure



Total Expenditure Approximately \$371 610

ENDORSEMENT

The School Plan 2008 – 2011 [2011] was endorsed by the School Council on March 14th 2011

School Representatives

Greg Wilson

Jill Yates

Selina Valentine

Wendy Oliver

Parent Representatives

Lisa Nikolich

Stephen Johnston

Karen Graham

Cindy Lewis

Helen Forrest

George Atartis

Community Representative

Faye Morgan

Geoff Anderson

Principal

Copy to Regional Director

RPS - FOCUS 2011

Key Objectives	Priorities	Initiatives	Action 2011
<p>1 - To make every student a successful learner. Through the provision of a broad and balanced curriculum we strive to ensure all children are successful learners so that they maximise their potential. Students have access to learning opportunities that respond to the diversity of their needs and talents; including students of exceptional ability and those at risk.</p> <p>2 - To have effective teaching in every classroom. By making expectations clear, through the provision of targeted support and responsive professional learning opportunities, teachers are effective in delivering the best possible outcomes for their students.</p> <p>3 - For the community to have confidence in our school. With effective teachers and successful learners the community will maintain high levels of confidence in our school. A variety of communication strategies to promote the activities of students and teachers will support the development of this community confidence.</p>	<p>1 - Literacy 2 - Numeracy 3 - Science 4 - LOTE 5 - Students at Educational Risk [SAER] 6 - Extension of Able Students 7 - Thinking Skills 8 - Cooperative Learning 9 - Moderation</p>	<ul style="list-style-type: none"> Develop evidence based whole school approaches to the teaching of literacy and numeracy using the recommendations of the <i>Literacy and Numeracy Review</i> – commence 2008 – completion target 2009 [<i>Priorities 1,2, 5, 6 Key Objectives 1 & 2</i>] 	<ul style="list-style-type: none"> Review the implementation for consistency particularly in spelling, reading, punctuation and grammar in 2011.
		<ul style="list-style-type: none"> Provide targeted professional learning opportunities to support the implementation of whole school approaches and to further enhance the use and application of cooperative learning and the teaching of thinking skills – ongoing [<i>Priorities 1,2,3,5,6,7,8 Key Objective 2</i>] 	<ul style="list-style-type: none"> Further sharing and development of scope and sequence in 2011. Community education in relation to HOTS required. IWB professional development to be continued. <p style="text-align: right;">Funded from Staff Development and Curriculum budgets.</p>
		<ul style="list-style-type: none"> Continue the trialing and implementation of <i>Primary Connections</i> to enhance the teaching and learning of Science – follow on from 2006 and 2007, ongoing [<i>Priority 3 Key Objective 2</i>] 	<ul style="list-style-type: none"> Build on the work of the past four years, continue trialing new units and maintain the emphasis and support. Primary Connections may need to be supplemented with other resources. Review Scope and Sequence in 2011. <p style="text-align: right;">Funded from curriculum budgets.</p>
		<ul style="list-style-type: none"> Implement Mandarin as a new target language for 2008 and beyond – ongoing commencing 2008 [<i>Priority 4</i>] 	<ul style="list-style-type: none"> Continue to monitor and support. Maintain link to RSHS Asian Languages Hub. Develop teacher awareness of the language and encourage use in the classroom Integrate more into classrooms. Help class teachers develop their skills and understanding. <p style="text-align: right;">Funded from curriculum budgets.</p>
		<ul style="list-style-type: none"> Further develop the role of Learning Support Coordinator to enhance the capacity of staff to meet the needs of students at educational risk [including the identification of able students needing extension] – 2008 [<i>Priorities 5,6 Key Objective 2</i>] 	<ul style="list-style-type: none"> Continue LSC role. Schools Plus Applications format to be reviewed and applied by LSC in 2011. <p style="text-align: right;">Funded from SSPRA</p>
		<ul style="list-style-type: none"> Undertake a satisfaction survey of parents, staff and students – 2008/9 [<i>Key Objective 3</i>] 	<ul style="list-style-type: none"> Respond to leadership survey conducted in 2010. Seek to extend leadership capacity of staff.
		<ul style="list-style-type: none"> Incorporate K-10 syllabus documents into Curriculum Organiser to support teacher planning and curriculum delivery – 2008 and 2009 [<i>Key Objectives 1 & 2</i>] 	<ul style="list-style-type: none"> Continue to develop the use of Curriculum Organiser as a tool to support teachers. Incorporate National Curriculum in 2011. <p style="text-align: right;">Funded from staff development</p>
		<ul style="list-style-type: none"> Continue the provision and support of collaborative opportunities to strengthen moderation of teacher judgments across a range of learning areas, including opportunities for collaboration with other schools – ongoing [<i>Key Objective 2</i>] 	<ul style="list-style-type: none"> School Development Day Term 1. Half day planning terms 2 and 3. Common DOTT where possible. Continue in 2011 especially in light of National Curriculum <p style="text-align: right;">Funded Staff Development and Administration budgets</p>

Glossary: ESL English Second Language ITC Innovative Teachers' Companion LSC Learning Support Co-ordinator SSPRA School Support Programs Resource Allocation CO Curriculum Organiser DOTT Duties Other Than Teaching IEP Individual Education Plan SAER Students at Educational Risk FTE Full Time Equivalent CAR Curriculum Reporting and Assessment IWB Interactive White Board HOTS Higher Order Thinking Skills	<ul style="list-style-type: none"> Engage staff in dialogue to enhance the understandings of standards of expected achievement as they are identified – ongoing [Priority 9 Key Objectives 1 & 2] 	<ul style="list-style-type: none"> Further evaluate the Departmental changes from 2010 in particular the use of exemplars and make adjustments as necessary. Continue the conversations to strengthen common understandings. <i>No cost</i>
	<ul style="list-style-type: none"> Establish improvement targets, support students not meeting national benchmarks and extend those achieving well beyond them – ongoing [Key Objective] 	<ul style="list-style-type: none"> Throughout 2011 continue, using LSC and Level 3 Teachers. Targets to be directly related to IEPs and NAPLAN analysis. <i>Funded Staffing FTE and Curriculum budgets.</i>
	<ul style="list-style-type: none"> Monitor the curriculum time spent on literacy and numeracy to meet the 50 per cent requirements – ongoing [Priorities 1,2 Key Objective 1 & 2] 	<ul style="list-style-type: none"> Ongoing. <i>Funded Curriculum budgets</i>
	<ul style="list-style-type: none"> Provide targeted support for those students not meeting national benchmarks – ongoing [Priorities 1,2,5 Key Objective 1] 	<ul style="list-style-type: none"> Throughout 2011 use LSC to facilitate. <i>Funded SSPRA</i>
	<ul style="list-style-type: none"> Implement screening processes for children entering first year of schooling as it becomes available – ongoing {Key Objective 1} 	<ul style="list-style-type: none"> Implement on entry screening for Pre Primary in line with system requirements. –Term 1 <i>Funded Administration budget.</i>
	<ul style="list-style-type: none"> Continue to provide opportunities for students to participate in two hours per week of physical activity during school time – ongoing [Key Objective 1] 	<ul style="list-style-type: none"> Ongoing. Phys Ed; Sport; Swimming; Edu-Dance; Fitness. <i>Funded Curriculum and Student Activities budgets.</i>
	<ul style="list-style-type: none"> Review tasks undertaken by teachers to establish and reduce those that are not related to teaching and learning – 2008 and 2009 [Key Objective 2] 	<ul style="list-style-type: none"> Maintain Workload Advisory Committee to monitor and make recommendations.
	<ul style="list-style-type: none"> Further strengthen self assessment as part of School Review and Accountability processes – ongoing [Key Objective 3] 	<ul style="list-style-type: none"> School Development Days Terms 3 and 4. Weekly Admin meetings. Term Senior Staff Meetings [Admin / Level 3] Maintain the level of staff involvement and awareness but fine tune through review in 2011 to contain workload. <i>Funded Administration budget.</i>
<ul style="list-style-type: none"> Promote and acknowledge the successes of students and teachers within the wider community – ongoing [Key Objective 3] 	<ul style="list-style-type: none"> Fortnightly newsletters and assemblies. Press releases as opportunities present themselves. Web site news and events page. Continue 2011 and look for opportunities to acknowledge all staff as appropriate <i>Funded Administration budget</i> 	