

Roseworth Primary School

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**ROSEWORTH
PRIMARY SCHOOL**



Glossary

NQS – National Quality Standards

ACSF – Aboriginal Cultural Standards Framework

ABE – Attitude, Behaviour and Effort

EAL/D – English as an Additional Language / Dialect

ECU – Edith Cowan University

TSF – The Smith Family

FF- Fogarty Foundation

SAR – Student Attendance Reporting

CLOSE – Community, Learning, Others, Self, Environment

NAPLAN – National Assessment Program – Literacy and Numeracy

ACER – Australian Council for Educational Research

PAT – Progressive Achievement Tests

ICT – Information and Communication Technology

CCT – Critical and Creative Thinking

ITC – Innovative Teachers' Companion

Business Plan 2019-2021

Introduction

Welcome to Roseworth Primary School. This Business Plan communicates to parents, students, staff and community members, the strategic direction of our school over the next three years. The plan was developed in collaboration with the school board and staff following careful consideration and analysis of all school performance data.

We are committed to seeing every student learns successfully and works towards their potential. Our staff strive to achieve success and are focused on ways to improve. The school will regularly conduct a number of self-assessment processes, in relation to this plan, to ensure we are making progress in the areas we have identified as making the biggest difference to our students.

The three main questions we will be asking are:

1. **How are we performing in relation to the targets? (achievement)**
2. **How do we know this? (evidence)**
3. **What are we doing about it? (planning and refinement)**

Our Vision

To build on your child's academic, physical, creative, social and emotional potential; empowering them to contribute meaningfully as informed and responsible members of their community.



Our Motto



Be Reliable



Be Respectful



Be Responsible

We believe in a culture of high performance and high care



Relationships and Partnerships (RAP)

Description	
	Teachers build on our supportive school culture to further empower parents to purposefully engage in their child's schooling. Further develop existing and new partnerships within the school community.
What we will do?	<ul style="list-style-type: none">i. Strengthen relationships with families to further support home-school partnerships.ii. Work collaboratively with community and social service agencies to support our families.iii. Work collaboratively with our major partners (ECU, TSF, FF) to provide opportunities for research and innovation within our school community.
How we will do it?	<ul style="list-style-type: none">• Build the capacity of parents/carers to engage positively in their child's education through learning opportunities.• Strengthen the partnership with the Child and Parent Centre through our playgroup initiative and the implementation of shared action plans.• Proactively engage with the community and social service agencies to support our families.• Strengthen relationships with existing partners (ECU, TSF, FF) to identify evidence-based best practice.
How we will measure our achievements?	<ul style="list-style-type: none">• Record long term results of parent perception regarding engagement with school (National Opinion Survey).• Formal record is kept of parent feedback provided in relation to the school performance.



Student Engagement and Wellbeing (SEW)



Description	Maintain a positive learning environment to support student engagement and social-emotional wellbeing.
What we will do?	<ul style="list-style-type: none"> i. Increase the level of Social-Emotional Wellbeing Survey indicators. ii. Increase the percentage of students in the regular and indicated categories of attendance. iii. Monitor behaviour trends to support a reduction in behaviour incidents. iv. Improve parent participation and engagement in case conferences. v. Use the ACSF to guide practices in order to become a culturally competent school across all standards. vi. Use the NQS Framework to reflect on and improve practices. vii. Be responsive to student feedback. viii. Strengthen pastoral care initiatives to meet the needs of the school community.
How we will do it?	<ul style="list-style-type: none"> • Implement Aussie Optimism/ CLOSE Programs (Years 1-6) and the You Can Do It Program (K-PP) as our core social-emotional programs. • Strengthen our strategies to improve attendance. • Implement a whole school positive behaviour strategy. • Further develop indoor and outdoor learning spaces to support creative learning opportunities. • Streamline case management processes, including development of authentic documented plans for academic, social-emotional, behaviour and attendance concerns. • Implement a range of whole school initiatives coordinated by the ACSF committee. • Implement school initiatives to meet targeted NQS Quality Areas. • Strengthen our approach to focus Pastoral Care Programs and initiatives. • Provide opportunities for student voice to improve practice.
How we will measure our achievements?	<ul style="list-style-type: none"> • Analyse ABE data each semester. • Record and monitor the percentage of students in the very high and highest categories of overall social-emotional wellbeing (ACER SEW Survey). • Review combined regular and indicated attendance (% Semester 1 SAR data). • Review the number of behaviour incidents (Term 1-3 data).

Our School Context

At Roseworth Primary School, we provide a safe, inclusive and supportive learning environment for our students to develop the knowledge, skills and confidence necessary to achieve their individual potential. We have a strong focus on teaching our students to become informed, active and responsible members of society. We want all students to be equipped to deal effectively with the opportunities and challenges they will encounter in a changing world and to reach their full potential. Roseworth Primary School celebrates a rich cultural diversity with a number of students from first nation and language backgrounds other than English. Our committed teaching staff are dedicated to enhancing students' academic, physical, emotional, creative and social skills and fostering a lifelong love of learning. Early intervention strategies and the importance of home, school and community are central to our philosophy.

We are an Independent Public School, located in the northern suburb of Girrawheen. We foster initiatives central to the ongoing delivery of quality learning programs, with a keen focus on best practice. Our school has strong links with the wider community, including major partnerships with Edith Cowan University, The Smith Family and The Fogarty Foundation. These partnerships have provided us with many unique opportunities to enhance the educational programs for our students. We share a site with Roseworth Education Support Centre and Roseworth Child and Parent Centre, bringing together health and education services to support our families. The Child and Parent Centre offers parenting workshops, child and maternal health services, playgroups, early learning programs, counselling and family support.

We provide the conditions for learning by engaging students through regular attendance, positive behaviour support and attention to overall student wellbeing. Our students are listened to and their ideas taken into consideration. We encourage flexible indoor and outdoor learning opportunities. Nature play, loose parts and creative play boxes provide our students with the opportunity to enjoy their play in a safe environment.

Our Values

Resilience

Persistence

Getting Along

Organisation

Confidence

Our Beliefs

-  Supporting students to feel safe and included – Every child matters every day
-  Targeted, innovative and reflective teaching practices
-  High expectations for every student to succeed
-  Strong commitment to engagement and wellbeing
-  Respectful partnership between home, school and community
-  Learning environments that are flexible, collaborative and values diversity
-  Being responsive to students' voice

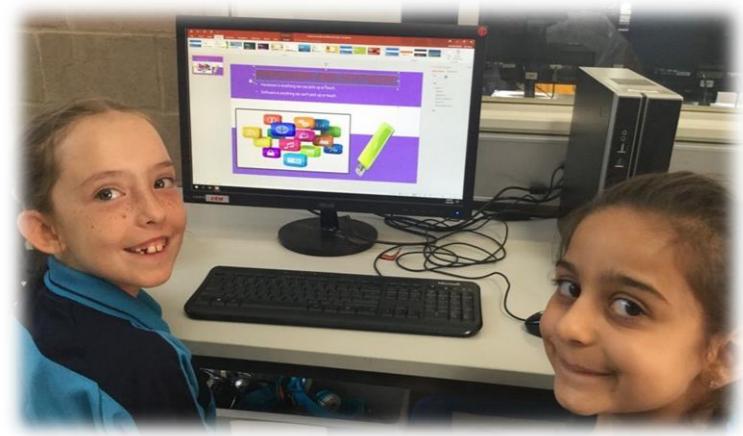
Our Priority Areas

Our resources will be targeting the following areas:

➤ **Teaching, Assessment and Reporting (TAR)**

➤ **Student Engagement and Wellbeing (SEW)**

➤ **Relationships And Partnerships (RAP)**



Overall Targets

TAR

Move from low achievement and high progress to higher achievement and higher progress in English and Mathematics compared with WA schools (NAPLAN).

Improve academic performance in Mathematics, Reading and Science as measured by annual ACER PAT testing.

To improve critical and creative thinking processes as measured by annual ICT survey.

Improve consistent evidence-based teaching practice monitored by performance management processes and analysis of the Roseworth Effective Practices Guide.

SEW

Improve overall positive social-emotional wellbeing as measured by annual ACER SEW survey.

Increase the percentage of regular and indicated categories of attendance.

Reduce the number of office referrals for negative behaviour.

Improve the quality of early childhood education as measured by the annual NQS audit.

Improve the way we work with Aboriginal children and their families as measured by the annual review of the ACSF.

RAP

Improve active parent participation and satisfaction in the school as indicated by an increase in the number of parents who are involved in events and respond positively to the National School Opinion Surveys.

Positive reflections of partners are demonstrated via anecdotal feedback from our school review process and Board meeting minutes.



Our Self Assessment

Review of these priorities through:

- Analysis of data collected through standardised testing and teacher judgements
- Annual school review and reflection
- Use of the Fogarty School Transformation Framework



Teaching, Assessment and Reporting (TAR)



Description	What we will do?	How we will do it?	How we will measure our achievements?
Teachers develop a shared understanding of effective instruction in order to improve academic achievement and progress of students.	<ul style="list-style-type: none">i. Improve student performance (achievement and progress) in Mathematics and English (NAPLAN/PAT).ii. Provide learning opportunities to improve students' critical and creative thinking processes.iii. Increase teacher confidence and skills to inform highly effective practice regarding teaching, assessment and reporting.iv. Use the NQS Framework to reflect on and improve practices (curriculum).	<ul style="list-style-type: none">• Strengthen the whole school explicit teaching model in English (specifically Reading Comprehension) and Mathematics (specifically problem solving proficiency).• Greater provision of extension activities for more able students.• Integrate the WA Curriculum's General Capabilities (focus on ICT, CCT) in a coordinated manner.• Build relationships with other schools in our network by sharing best practice.• Expand the leadership team to reflect a distributive leadership model; one with a focus on mentoring and professional conversations.• Provide opportunities for student self-directed learning (NQS).	<ul style="list-style-type: none">• Monitor movement of identified students through EAL/D Progress Maps• Review the number of students receiving A/B grades - All learning areas• Monitor critical and creative thinking performance of each year according to the national scope and sequence of CCT.• Examine NAPLAN scores in English and Mathematics to be equal to or above similar schools.

