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Rosalie
Primary School

Business Plan
2011-2013

proud tradition... shaping futures.
About Rosalie

Rosalie Primary School is often referred to as a country school in the city because of its community atmosphere and beautiful surrounds. At Rosalie we have proud academic tradition and strive to maximise every learning opportunity to shape our students’ future through high quality, values enriched teaching and learning.

An Independent Public School, Rosalie has a clear vision and purpose. The school is renowned for fostering student excellence with the support and involvement of a range of community partners.

At Rosalie, the whole school community works together to ensure every child has a positive, happy and rewarding school experience. Parents and teachers are true partners in the learning process, ensuring students are encouraged to participate, to strive to achieve their best, to be considerate and supportive of others, and to value the pursuit of knowledge.

The school attracts and retains an experienced, caring and innovative staff who work to provide a range of high quality learning opportunities to stimulate and challenge the individual needs and talents of their students. This is done within a collaborative culture, creating a strong sense of community.

Enrolments for 2011 total 470 students with results in national testing consistently showing performance well above state and national means. This is testimony to the quality education provided.

At Rosalie, our challenge is to target key indicators which define what it is to be a truly successful learner, a learner who not only achieves well in national testing, but who is deemed successful within the context of his/her area of talent. To achieve this we focus on providing our students with access to a broad range of learning opportunities that respond to the diversity of their individual needs and abilities. We believe these opportunities will continue to evolve through our status as an Independent Public School.

We are confident our focus on individual needs and abilities will be achieved through maintaining strong partnerships with parents and the wider community. This, in turn, provides a comprehensive approach to challenging our students to achieve their best and build self-confidence in their personal abilities. This approach of building the foundations of academic and social capabilities of our students reflects our school’s ethos:

Our Vision

Our school community supports and challenges our students to achieve their personal best and celebrates their efforts and successes.

Our Purpose

At Rosalie we develop in our students:

- the desire to learn and ability to maximise their educational opportunities;
- the capacity to grow academically, socially, emotionally, physically and creatively to their full potential; and
- a social conscience, recognising the importance of contributing to his/her family, school and the wider community.

Our Values

Care and Compassion
We look after ourselves and care for one another

Doing Your Best
We strive to accomplish worthy and admirable deeds, try hard and pursue excellence

A Fair Go
We treat all people fairly; we protect and support each other for the benefit of all

Freedom
We uphold the rights and privileges of living in Australia - to believe, to think and to express ourselves

Honesty and Trustworthiness
We are honest, sincere and seek the truth

Integrity
We act in accordance with moral and ethical principles, ensuring consistency between words and deeds

Respect
We treat others with consideration and regard and respect their views

Responsibility
We are accountable for our own actions, resolving differences in constructive, peaceful ways; we contribute to society and we take care of the environment

Understanding, Tolerance and Inclusion
We accept diversity by being aware of others and their cultures; we strive to be included and include others.

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Focus Areas, Strategies & Milestones

We ‘shape futures’ by developing:

- successful students;
- excellence in teaching and learning;
- a safe, supportive and sustainable environment; and
- strong, sustainable partnerships.

Each of these focus areas shapes our day-to-day work. To deliver these, we will implement a series of strategies and milestones that will be monitored using a range of indicators.

Successful Students

Rosalie will foster a learning environment which encourages our students to leave our school well prepared for their future, to be happy and secure in themselves, and contribute positively to their community.

Broad Strategies & Milestones

Differentiated Curriculum

Identify students with specific learning needs then develop and deliver a curriculum which accommodates individual learning styles, is differentiated through extension and remediation, and develops life skills through use of Frangenheim’s Broadbrush Planning and the adoption of Thinking Tools in everyday teaching and learning.

Data Driven Learning Plans

Drive planning by providing ongoing opportunities and support for staff to analyse data on students’ performance at Learning Team Planning meetings and through our annual School Review.

Early Intervention

Undertake assessment of key learning areas in the early years then ongoing and, where required, implement targeted individual intervention programs (Individual Education Plans) for children performing below or above their expected levels.

Students identified as needing support or extension are entered on a school database which ensures they receive the needed support and resources.

On-Entry Baseline data is collected and analysed annually to review progress and plan for improvement.

ESL students will be identified on arrival, assessed, provided with needed support via training for teachers and through the allocation of additional staff, and their progress monitored.

Life-long learning skills

Devise and implement ‘life-long learning’ programs through our Thinking Classroom focus by end 2012.

All students demonstrate increasing responsibility for their learning by setting and reviewing personal learning goals.

Teachers annually demonstrate a process of inquiry and cooperative learning in their teaching using Rosalie’s Thinking Classroom focus.

Pursuit and celebration of personal excellence

Promote a culture of personal success by developing opportunities to highlight and celebrate students’ achievements via school awards, announcements at assemblies and in newsletters.

Promote, monitor and celebrate participation and success of students in academic, sporting, arts and cultural activities at state and national levels through assemblies and in the school newsletter.

Leadership

Provide opportunities for students to develop leadership qualities e.g. Sports Leaders, ICT & Library Leaders, Buddy Program.

Health and Community programs

Develop a whole-school healthy lifestyle program by 2012 and implement by 2013.

Increase the number of events in which students participate in physical based activities including events at local and state levels by one each year.

Develop in students a social conscience, encouraging students to contribute to their community through participation in supplying resources to assist communities less resourced, our commitment to World Vision, and other local fundraising.
**Excellence in Teaching & Learning**

Rosalie will create an environment which encourages, supports and builds staff capacity for teaching excellence and adopts a personal approach to ensure each student strives to achieve their potential.

**Broad Strategies & Milestones**

**Improving Curriculum and Assessment**
Develop a plan for the coordinated and sequential implementation of the Australian Curriculum by 2022.
Survey and then analyse staff competencies to implement the Australian Curriculum and provide carefully structured, meaningful support in meeting individuals’ needs (end 2012).
All teachers demonstrate growing knowledge and understanding of the Australian Curriculum (end 2012).

Teachers develop operational plans to provide direction across key areas of learning, showing expertise in the creation of smart targets for the commencement of 2013.
Collaborative planning and moderation continues to strengthen through Learning Team Meetings each term.

**Developing Leadership**
Provide support and encouragement for staff to aspire to roles of leadership e.g. Curriculum, School Priority and Learning Team Leaders, Level 3 Classroom Teachers and Senior Teachers at performance management meetings, staff meetings and via staff newsletters.
Audit knowledge and expertise of staff annually and provide high quality professional development opportunities which build capacity for best practice in teaching and learning.
Highlight and celebrate staff achievements through nominations for awards, newsletters, assemblies, and feedback in Performance Management.

**Developing Information and Communications Technologies (ICT) Skills**
Provide support for staff to engage in the use of innovative technologies to through professional learning on school development days and at cyber cafes (ICT Information Sessions) after school.
Teachers with access to ICT equipment e.g. interactive whiteboards and data projectors use them in their daily teaching (end 2012).
Maintain and enhance infrastructure (e.g. hardware, software, technical support) to support ICT implementation.

**A Safe, Supportive and Sustainable Environment**

Rosalie will provide a safe, healthy and supportive environment for students and staff, underpinned by a values rich learning culture that supports quality learning and positive behaviours. We will strive to develop in students a commitment to care for and nurture a sustainable physical and natural environment.

**Broad Strategies & Milestones**

**Learning/Working Environment**
Maintain high student, staff and community satisfaction towards the learning/working environment as indicated through annual school community survey data.
Analysis of school community survey data reflects 80% agree that safety and care of students is being met.

**Rosalie Values**
Embed and promote the Rosalie Values into the school community by acknowledging and celebrating positive contributions from students, staff and parents via the newsletter, website, school publications and awards.

**Physical and Natural Environment**
Develop and adopt a whole school approach to environmental sustainability.
Establish an Environmental Sustainability Committee to plan for environmental sustainability, linking goals with a whole school plan of action.
All classes participate in and contribute to at least one area of environmental sustainability e.g. solar power, waste management, each year.

**Strong Sustainable Partnerships**

Rosalie will forge strong and sustainable community partnerships that aspire to improve outcomes for students at Rosalie Primary School.

**Broad Strategies & Milestones**

**Additional Learning Opportunities**
Encourage family and the wider community involvement in providing support in the classroom and maintain current level of parents providing some level of support for our school (50%).
Establish a database to help identify opportunities and create partnerships both within the Rosalie community and across the wider Perth community, to provide access to new resources and innovative practice e.g. new technologies, facilities, willing parents with expertise, experts in their field.

**Enhance social and cultural opportunities**
Develop links with local social and cultural organisations (e.g. University of WA – pre-service teachers) to encourage exposure and opportunities for students and teachers to learn through experiences otherwise not available to them.
Ensure teaching facilitates and encourages students to value the people who make up the community and appreciate their social and cultural diversity.
Develop links with one new social and/or cultural organisation each school year which may provide experiences otherwise not available to students.

**Develop partnerships in setting direction**
Clarify and promote school community roles and encourage participation e.g. via Website, Newsletter, open meetings.
Seek contributions and involvement from members of the school community through surveys, parent forums, P&C.

**Grants/Funding**
Seek opportunities for special projects to be funded from external sources e.g. Building Fund, Library Fund, Australian Sports Foundation.
Develop a process for seeking and applying for grants.
Monitor opportunities for students to experience learning outside the regular classroom e.g. online learning, educational excursions, to ensure all students have exposure to these.
Our Student Achievement Improvement Targets have been based on our students' performance in national and state testing. Other indicators of our performance may be found in the Broad Strategies and Milestones section of this Business Plan.

**National Assessment in Literacy and Numeracy (NAPLAN) – all areas**
Performance of continuing Year 3 students tested in 2010 will exceed their relative achievement in all areas of NAPLAN when tested again in 2012.

Year 7 Rosalie Primary School students will maintain their performance at or above students attending Australian statistically similar schools in all areas of NAPLAN.

Children who are less than 25 points above the National Minimum Standard will improve their individual results by at least 10 points.

**NAPLAN - Reading**
Performance of continuing Year 5 students tested in NAPLAN in 2010 will exceed their relative achievement in Reading in 2012

**NAPLAN - Writing, Spelling, Grammar & Punctuation**
The gap in performance of continuing Year 5 students tested NAPLAN in 2010 in Writing, Spelling and Grammar and Punctuation will be closed to match statistically similar Australian schools by 2012.

**NAPLAN - Numeracy**
Performance of continuing Year 5 students tested in NAPLAN in 2010 will exceed their relative achievement in Numeracy in 2012.

For 2010 all years demonstrated improved performance with all performing above statistically similar schools. Examining results of cohorts over time shows Year 3 students performed just above statistically similar schools in 2006, then progressed to demonstrate noticeable improvement by Year 7 in 2010. For 2020 the Year 3 cohort has resisted a downward trend in 2008 and 2009 to score considerably higher than statistically similar schools. Similarly, the Year 7 group has performed consistently above statistically similar schools since 2005.

**NAPLAN - Writing, Spelling, Grammar and Punctuation**
The Year 3 and Year 7 groups continue to perform extremely well, maintaining consistent performance when compared with statistically similar schools.

The Year 5 group has moved slightly below statistically similar schools in 2010. This movement is not significant but will be monitored.

**NAPLAN - Numeracy**
Our performance in Mathematics continues to be strong, particularly in Years 3 & 7 with students performing well above those in statistically similar schools.

Our Year 5 cohort remains at a similar level with those of statistically similar schools.

**WAMSE - Science**
For 2010, our Year 5 and 7 students participated in the WAMSE assessment. In Science, 57% of Year 5 students and 65% of Year 7 students achieved in the top 20% of the state.

**WAMSE - Society and Environment**
In Society and Environment, 62% of Year 5 students and 58% of Year 7 students achieved in the top 20% of the state.

The performances in the NAPLAN and WAMSE are reflected in the recent achievements of our students’ acceptance into academic or arts scholarships. For the 2011 school year eleven Year 7 students and five Year 6 students were offered academic or arts scholarships for public secondary schools.

**Science - WA Monitoring Standards in Education (WAMSE)**
60% or more of Year 5 & 7 students perform in the top 20% of the state in WAMSE Science results.

Year 5 matched cohorts tested in 2010 who performed below the WAMSE standard in Science demonstrate at least 10 points improvement towards the WAMSE standard when retested in 2012.

**Society & Environment – WAMSE**
60% or more of Year 5 & 7 students will perform in the top 20% of the state in WAMSE Society and Environment results.

Year 5 matched cohorts tested in 2010 who performed below the WAMSE standard in Society and Environment demonstrate at least 10 points improvement towards the WAMSE standard when retested in 2012.

**Attendance**
Maintain high levels of student attendance (i.e. 95% and above).
In the shadow of the city
Where the grey turns into green
There’s a place where generations
Are so proud to say they’ve been.

Rich in history
Shaping destiny
Shining there
Like a rare, hidden jewel.
This is Rosalie
Friends and family
This is Rosalie, our school!

In the classrooms we seek knowledge
In the contest, victory
But we know the road to wisdom
Must be walked in harmony.

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