

# ROSE PARK PRIMARY SCHOOL



## 2015 - 2024 STRATEGIC PLAN



Government of South Australia  
Department for Education and  
Child Development









## EXECUTIVE SUMMARY

Rose Park is an outstanding school in many regards. It is held in high esteem by the people it serves and the broader educational community. This plan is the framework to ensure Rose Park continues to thrive as a lighthouse achiever, preparing our students with the skills, knowledge and confidence to tackle the future. A ten year horizon, with shorter term indicators and a process of ongoing review in line with the IBPYP evaluation process and DECD compliance.

## BUILDING ON OUR SUCCESSES

By the year ending 2024 and before, Rose Park Primary will:

- Successfully complete a major facilities upgrade, providing modern open learning classroom spaces
- Continue year on year improvements in learner achievement, maintaining standards in leading the state
- Have purposefully design playing areas to meet learners needs and in particular, early years students
- Have broadened its community influence through access to Victoria Park as a school sporting home ground and strengthened the school home partnership
- Continue to be a high demand school, both by the parents of prospective students and teaching staff,
- Have teaching staff continuing to build on the collegial culture of the school as contributive leaders to its ongoing development.

### OUR VISION

A learning community encouraging achievement and embracing diversity.



## OUR PROFILE

- Our Purpose: To maintain a physical and educational environment capable of generating and sustaining continuous improvement and high achievement in student learning outcomes
- An International Baccalaureate World School offering Primary Years programme reception to Yr. 7
- Enrolment data: As at December 2014, 550 students, 20% Non-English speaking backgrounds from 36 cultures, <5% School card. Strong growth, high demand school, stabilizing at 20 classes (maximum capacity)

### OUR VALUES

Caring  
Honesty

Respect  
Courage

# ENVIRONMENTAL CONTEXT

Rose Park Primary was opened in 1893 as one of the first schools in South Australia. The school and the surrounding community place a high value on the heritage of the school precinct which is core to the Historic Rose Park Zone and fully integrated within the character of the established inner eastern suburbs of Rose Park, Toorak Gardens and Dulwich.

The modest park-like character of the grounds provides a peaceful and attractive environment in which to learn and an essential community asset for surrounding residents, young and old. The school complements the adjoining iconic streetscape of Alexandra Avenue, a memorial to the First World War and sustains three heritage listed buildings within its grounds.

Limits to open play space have been supplemented through targeted resourcing including the installation of 2 artificial playing pitches in 2013 in the area known as Gurney Reserve. A total rebuild of the school oval to a cost exceeding \$140000 in 2012 also added to the usable area of the school. Further development of the open area is limited with some age appropriate playgrounds, a hard play area, two vegetable gardens and some smaller quiet zones.

Rose Park students are accommodated in the following buildings:

- the original heritage listed “Wittber Building”, constructed in 1893,
- the “Potts Building”, constructed in 1923 as an Infant Department;
- the heritage listed Theodore building which is a deconsecrated church, constructed in 1899 and purchased by the school in 1925
- the double storey “Ellen Keats” i-centre and classroom complex, opened in 2010.

The school also has a transportable building (provided ‘temporarily’ in the 1980’s), a heritage listed house with shop front (canteen, uniform shop and instrumental tuition) and a Centenary Hall, constructed in 1993 that incorporates a science room and Out of School Hours Care office and kitchen.

The nature, design and connectivity between the school’s heritage buildings do not ideally provide for the longer term educational growth of the school and limit our ability to support both an interactive learning style and some of the inquiry based pedagogy that we seek to deliver.

The school is an authorised International Baccalaureate Primary Years Program World School, with re-evaluation to occur in 2015 and 2020.







## WORLD SCHOOL INFLUENCE

The school's strategic direction is underpinned by the values of the IB Learner profile, the mission statement for which includes:

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end, the organisation works with schools... to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

## OUR PLAN

- Authentic inquiry democratizes learning in our classrooms
- Rose Park is a high performing school
- Our facilities and resources provide our school community with opportunities to enhance their learning
- Rose Park students are life-wide learners with the skills and attitudes required for a changing world
- Our connected community sustains a continuous improvement agenda for the ongoing strength and direction of the school

## OUR ACTIONS

### Authentic inquiry democratises learning in our classrooms

- Further build the capacity of teaching staff for the development of a programme of authentic inquiry
- Generate capacity for teaching staff to develop and implement a programme of rich and engaging tasks
- Embed the methodology of grouping and re-grouping of students to enhance the differentiated learning
- Build systems and structures that create the capacity for the individualisation of student learning
- Create genuine student voice in the ownership and creation of the learning

### Indicators - In 2015 we will achieve:

- play based learning structures and facilities are improved through the early years of schooling
- democratic classrooms engage children in the ownership and direction of the learning





## Rose Park is a high performing school

- Develop an electronic data bank to track students over time and to individualise learning design to meet identified needs – challenge and extension
- Monitor trends against school based benchmarking to maintain positive growth trends
- Through a whole school action research agenda ensure innovative practice drives continued growth in student learning
- Develop and implement criteria and indicators for conceptual learning
- Through self-review, ensure a comprehensive range of high performance learning opportunities exist for every student within and beyond the classroom

### Indicators - In 2015 we will achieve:

- Students most at risk are supported by clear systems and structures that include sensory spaces
- High achieving students have clear pathways for challenge and extension to their learning
- School benchmarks for performance standards are reviewed, made explicit to the community, and broadened to target the development of life-wide learners
- The professional practice of the school continues to grow with a programme of self-review through individualised and whole school action research.



## Our facilities and resources provide our school community with opportunities to enhance their learning

- Early years play spaces are creatively constructed to incorporate play based learning as an integral aspect of young student learning
- The design and construction of a successful Education and Care brief tender provides 21C teaching and learning spaces
- Targeted and long term planning provides quality resourcing to support contemporary and innovative teaching methodologies

### Indicators - In 2015 we will achieve:

- Students most at risk are supported by clear systems and structures that include sensory spaces
- Play based learning structures and facilities are improved through the early years of schooling
- School resources are targeted to the longer term planning of the school and its facility and resource development – including the successful operation of the school Foundation fund.



## Rose Park students are life-wide learners with the skills and attitudes required for a changing world

- Our students are equipped with skills to learn how to learn and to successfully undertake new challenges
- Rose Park students are competent users of contemporary learning design and its enhancements
- Students graduating from Rose Park are world-school students and community ambassadors for our school

### Indicators - In 2015 we will achieve:

- Students display quality research and presentation skills
- Students can show deep understanding in a concept rich curriculum
- A trans-disciplinary approach enables students to transfer skills and knowledge



## Our connected community sustains a continuous improvement agenda for the ongoing strength and direction of the school

- The Rose Park school community is a strong supporter of the school and through this support has developed strong home-school partnerships to enhance student learning
- The engagement of the school community provides up to date advice, consultation and opinion in the ongoing development of the school and its programmes
- The governance of the school supports enhancements to the learning opportunities for each child through considered and creative decision making.

### Indicators - In 2015 we will achieve:

- Ongoing attention to parent workshops ensures an informed and involved community
- School decision making is inclusive of students, parents and the wider community
- Parent representatives play an integral role in the growth and culture of the school
- A comprehensive community social program is value adding to the culture and success of the school

## OUR VISION

Our students know what to do when they don't know what to do!



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