

School Strategic Plan for Roxburgh Park

5485

2015-2018



Endorsements

<p>Endorsement by School Principal</p>	<p>Signed R Maguire</p> <p>Name R Maguire</p> <p>Date</p>
<p>Endorsement by School Council</p>	<p>Signed Tony Lagana</p> <p>Name Tony Lagana</p> <p>Date</p> <p>School Council President's endorsement represents endorsement of School Strategic Plan by School Council</p>
<p>Endorsement by the delegate of the Secretary</p>	<p>Signed.....</p> <p>Name.....</p> <p>Date.....</p>

School Profile

Purpose	Roxburgh Park Primary School provides a caring school environment where responsibility and positive attitudes towards others are valued and the skills and successes of the students in the wider school community are continually promoted through the provision of a quality education. Each child will be empowered with independent lifelong learning skills, knowledge & strategies that enables them to reach their full potential in order to participate successfully in society. To this the school provides each child with relevant programs and appropriate skills, knowledge & strategies in a caring, safe and positive environment.
Values	<ul style="list-style-type: none"> • Respect appreciating and valuing self, others and the environment. • Empathy trying to acknowledge and understand each other's emotions, experiences and ideas. • Trust believing in yourself and believing that others are acting in your best interests. • Co-operation working together to achieve common goals. • Honesty being truthful to oneself and others. <p>These values are used to support our students in becoming positive citizens within their community.</p>
Environmental Context	<p>RPPS (RPPS) is situated in the northern suburbs of Melbourne. Established in 2002 with an initial enrolment of 180 the currently enrolment is 453 students. The school has an SFO of 0.6811 (state mean 0.5186) which has remained stable over the review period. The community is increasingly ethnically and culturally heterogeneous and socio-economically diverse. Sixty-two per cent of students come from a background where English is not the main language spoken at home (over 36 languages). The school has 27.5 EFT (Equivalent Full time) teaching staff, 2 principal class and 10.5 EFT Education Support (ES) staff.</p> <p>There are 5 other primary schools within a 3 km radius of RPPS.</p> <p>RPPS offers a challenging and purposeful education program. Emphasis is placed on developing children's confidence and self-esteem, encouraging home and school interaction, developing literacy and numeracy skills and providing children with the skills, knowledge and strategies necessary to use information technology effectively.</p>

	The school's educational philosophy is built on the 'You Can Do It' foundations – organisation, persistence, resilience, getting along and confidence. A Restorative approach is used emphasising personal responsibility and accountability for actions and behaviours.
Service Standards	<p><i>General</i></p> <ul style="list-style-type: none"> • <i>The school fosters close links with parents and the broader school community through its commitment to open and regular communications.</i> • <i>The school commits to the active sharing of its vision and goals to ensure school community engagement in the school's strategic plan.</i> • <i>The school guarantees all students access to a broad, balanced and flexible curriculum including skills for learning and life.</i> • <i>The school provides a safe and stimulating learning environment to ensure all students can achieve their full potential.</i> • <i>All students will receive instruction that is adapted to their individual needs.</i> <p><i>Specific</i></p> <ul style="list-style-type: none"> • <i>The school will respond to all communication by parents and caregivers within 2 working days.</i> • <i>Parents will be engaged regularly when their child does not behave in a socially acceptable manner.</i> • <i>Students will play an active part in the development and review of the school's behaviour policies.</i> • <i>All teachers will provide timely and targeted feedback to students on their work.</i>

Strategic Direction

Purpose: A school's strategic direction is defined by goals and targets for improvement in the four outcome areas, and key improvement strategies to achieve the goals and targets.

Schools have significant flexibility in defining their goals, targets and key improvement strategies according to the needs and expectations of their community. Typically, the Strategic Plan will have one goal against each outcome area, though schools may choose to include more.

The goals, targets and key improvement strategies articulated in the School Strategic Plan will underpin individual performance and development planning for school staff.

Regulatory context

Under the *Education Training and Reform Act 2006* Section 2.3.24, subsection (1) of the Act states that:

"A school council must, in accordance with any Ministerial Order, prepare a school plan that sets out the school's goals and targets for the next 4 years and the strategies for achieving those goals and targets."

	Goals	Targets	Key Improvement Strategies
	Goals are aspirational statements. They define what outcomes the school is striving to achieve. Goals evolve from the school's purpose, values and context and build on the analysis of student outcomes undertaken through the self-evaluation and review processes.	Targets are defined measures of the successful achievement of the school's goals. Targets can take a number of forms and may focus on the outcomes achieved by all students, such as the learning growth all students will be expected to achieve, or on the outcomes of a smaller group of students.	Key improvement strategies are the high-level actions that the school will undertake to achieve its goals and targets. They represent the sequential process of change that will need to occur if the goals and targets are to be realised. Key improvement strategies are broad and are likely to take several years to implement successfully and sustainably. Implementation of the key improvement strategies will be documented in detail through the school's Annual Implementation Planning process.
Achievement Achievement refers to both the absolute levels of learning attainment and growth in student learning that schools strive to	Goal 1a 1. Improve student learning outcomes in for students from Prep to year 6 in the areas of Reading and Mathematics through whole school model of	Target 1 1. By 2018 the proportion of students assessed as being at or above the expected level (AUSVELS A, B, C) to be at least 90% across all English and	KIS 1 1. Communicate through visual displays, words and actions what the School Vision and Values statements represent ensuring that there is an

<p>support.</p> <p>While recognising that literacy and numeracy are essential foundations for students' success, achievement outcomes encompass a broader view of learning, spanning the full range of curriculum domains, as well as students' co-curricular achievements.</p>	<p>agreed practice.</p>	<p>Mathematics dimensions, with 20% of students accessing A or B grades.</p> <p>By 2018 NAPLAN means for English and Mathematics studies for year 3 to be:</p> <p>100% at or above Band 2; 10% increase in the cohort currently greater than Band 4; and, cohort growth to be at or above expected levels.</p> <p>By 2018 NAPLAN means for English and Mathematics studies for year 5 to be:</p> <p>100% at or above Band 4; 10% increase in the cohort currently greater than Band 6; and, cohort growth to be at or above expected levels.</p> <p>2. All deemed capable students in Prep-2 to achieve a greater than 90% accuracy at the appropriate reading text level.</p>	<p>explicit commitment to what we want for our students. Link to 'Four Theories of Action' (NMR Curiosity)</p> <p>2. Embed 'Four Theories of Action' (NMR Curiosity) within the school, prioritising each one ensuring a positive effect on school ethos and culture</p> <ol style="list-style-type: none"> a. Prioritise high expectations and authentic relationships b. Emphasise enquiry focused teaching c. Adopt consistent teaching protocols d. Adopt consistent learning protocols <p>3. All teachers to be given opportunities to expand their 'circles of competence' by embracing each theory of action, and incorporating them into their professional repertoires.</p> <p>4. Develop and implement the core teaching protocols for the whole school</p> <ol style="list-style-type: none"> a. Harness learning intentions, narrative and pace b. Set challenging learning tasks c. Frame higher order
---	-------------------------	--	--

	<p>Goal 1b</p> <ol style="list-style-type: none">1. The school consider approaches to enhance medium and high growth between year 3 and 5 in writing.	<p>Target 1b</p> <ol style="list-style-type: none">1. 10% increase in Naplan and school based data sets	<p>questioning</p> <ol style="list-style-type: none">d. Connect feedback to datae. Commit to assessment for learningf. Implement cooperative groups <p>KIS 1b</p> <ol style="list-style-type: none">1. Fully implement “Big Write” program P-6
--	---	---	--

	<p>Goal 2</p> <ol style="list-style-type: none"> 1. The school investigate and implement a data based program to inform and direct teaching practice to minimize between teacher / classroom variability. <p>Goal 3</p> <ol style="list-style-type: none"> 2. The school revisit attainment targets to ensure all teachers support students to be 'at or above the state mean' across all learning domains. <p>Goal 4.</p> <ol style="list-style-type: none"> 3. The school investigate and implement an "Evidence Based Professional Learning" program focusing on building teacher capacity to create and extend effective teaching practice e.g. Helen Timperley model 	<p>Target 2</p> <ol style="list-style-type: none"> 1. 100% of staff to have a full understanding of SPA program by end of 2015 <p>Target 3</p> <p>Review attainment targets each team and indicate cohort gain in student learning</p> <p>Target 4</p> <p>Staff Survey – increases in professional learning.</p>	<p>KIS 2</p> <ol style="list-style-type: none"> 1. Assistant Principal to implement SPA across school and ensure staff understand and use the program 2. Teams of teachers to use SPA data to assist with planning and teaching <p>KIS 3</p> <ol style="list-style-type: none"> 1. Build a culture in which students are engaged learners, who are self-reflective about their learning and how they learn best. 2. Focus on student assessment . Implement student portfolios that have anitated teacher comments and student feedback <p>KIS 4</p> <ol style="list-style-type: none"> 1. Implement an "Evidence Based Professional Learning" model (DET- Timperley) that will secure the changes and meet the challenges posed in the implementation of the key improvement strategies. <ol style="list-style-type: none"> a. Implement regular, timetabled opportunities for productive, high quality
--	---	--	---

			<p>professional collaboration invigorating school work culture.</p> <ul style="list-style-type: none">b. Team Planning fully implemented to ensure consistent exemplary planning across school that is founded on an evidence based professional learning modelc. Build evidence based professional learning into Teacher and Principal Performance and Development <p>2. Implement coaching model and release leading teachers to engage in coaching in classrooms to ensure teaching practice is embedded and expectations consistent across the school.</p>
--	--	--	--

<p>Engagement</p> <p>Engagement refers to the extent to which students feel connected to and engaged in their learning and with the broader school community.</p> <p>Engagement spans students' motivation to learn, as well as their active involvement in learning.</p> <p>Engagement also refers to students engagement as they make critical transitions through school and beyond into further education and work.</p>	<p>Goal 1</p> <ol style="list-style-type: none"> 1. Investigate and implement new technology supported approaches to improve connection and information sharing to parents, including the use of languages other than English. <p>Goal 2</p> <ol style="list-style-type: none"> 1. Determine approaches to ensure the school and parent community increasingly have a shared cultural imperative for parents to be involved in the effective running and strategic direction of the school including decision making and sharing of diverse cultures. <p>Goal 3</p> <ol style="list-style-type: none"> 1. Investigate and implement additional strategies focused on reducing the average rate of school absences, building on the success of current processes and procedures undertaken by the Student Welfare Officer. A particular focus will be on 	<p>Target 1</p> <ol style="list-style-type: none"> 1. 75% parental connection to Tiqbiz 2. Increase in Class blog traffic 3. Increase in Webpage traffic <p>Target 2</p> <ol style="list-style-type: none"> 1. School Council quorum to be fully subscribed. 2. Traffic measure of e-surveys to increase from 2015-2018. <p>Target 3</p> <ol style="list-style-type: none"> 1. School absence especially unexplained absence to decrease each year. 2. Celebration of attendance with special awards at School Assembly 	<p>KIS 1</p> <ol style="list-style-type: none"> 1. Communicate via forums/meeting nights/newsletter the advantages of the e-technologies to parents <p>KIS 2</p> <ol style="list-style-type: none"> 1. Parental membership on School Council 2. Parental involvement in cultural celebrations such as Harmony Day 3. e-surveys such as Tiqbiz and survey monkey to be implemented into the process of decision making in the school <p>KIS 3</p> <ol style="list-style-type: none"> 1. Daily roles to indicate absence. Immediate follow up the next day. Three consecutive days absence – phone call by teacher. More than three days within fortnight follow up by Student Welfare Officer. 2. Monthly reports on school absence to be disturbed to staff.
--	---	---	---

	<p>reducing the number of 'unexplained' absences.</p> <p>Goal 4</p> <ol style="list-style-type: none"> 1. The school investigate and implement strategies to address perceived parental low expectations of learning as indicated in parent survey. 	<p>Target 4</p> <ol style="list-style-type: none"> 1. Increase in mean (parental expectations) in the parent survey each year 2015-2018 	<p>These include unexplained absences. Follow up by staff with school generated report to parents</p> <p>KIS 4</p> <ol style="list-style-type: none"> 1. Unpack questions of parental survey 2. Suggest strategies to address concerns 3. Implement strategies 4. Monitor change 5. Report findings
<p>Wellbeing Students' health, safety and wellbeing are essential to learning and development. An inclusive, safe, orderly and stimulating environment for learning is critical to achieving and sustaining students' positive learning experiences.</p>	<p>Goal 1</p> <ol style="list-style-type: none"> 1. Maintain current activities that have supported improved student perceptions of wellbeing. <p>Goal 2</p> <ol style="list-style-type: none"> 1.....Explore the positive interaction between teacher student relationships, student motivation and engagement, and student well-being in order to support excellence in student achievement. 	<p>Target 1.</p> <ol style="list-style-type: none"> 1. Improvement in student survey results 2015-2018 <p>Target 2.</p> <ol style="list-style-type: none"> 1. Data sets specific to KidMatter initiative to increase from 2015-2018 	<p>KIS 1</p> <ol style="list-style-type: none"> 1. Implement Kids Matter initiative within school community <p>KIS 2</p> <ol style="list-style-type: none"> 1. Implement Kids Matter initiative within school community

	<p>Goal 3 1.....Noting improvement in parental opinion, investigate parent perception of low social skills amongst students and identify and implement improvement strategies.</p> <p>Goal 4 1. Identity and implement strategies in response to the results of the 2014 School Staff Survey, which had not been released at the time of the review</p>	<p>Target 3 1. Data sets – Parent Survey and Kids Matter to indicate improvement each year (2015-2018)</p> <p>Target 4 1. Data set – Staff Survey to indicate improvement each year (2015-2018)</p>	<p>KIS 3 1. Implement Life Skills Initiative throughout the school</p> <p>KIS 4 1. Unpack questions of parental survey Suggest strategies to address concerns Implement strategies Monitor change Report findings</p>
<p>Productivity</p> <p>Productivity refers to the effective allocation and use of resources, supported by evidence and adapted to the unique contexts of each school.</p> <p>Successful productivity outcomes exist when a school uses its resources – people, time, space, funding, facilities, community expertise, professional learning, class structures, timetables, individual learning plans and facilities – to the best possible effect and in the best possible combination to support improved student outcomes and achieve its goals and targets.</p>	<p>Goal 1 1. Investigate and implement strategies to enhance student use of technology supported learning. This will include an investigation of a ‘Bring own device’ (BYOD) program.</p> <p>Goal 2 1. The school consider approaches to enhance staff professional capacity and connectedness to the school. This may include approaches such as offering professional development scholarships through merit based recognition of teaching.</p>	<p>Target 1 1. Full implementation of BYOD for the beginning of 2016</p> <p>Target 2 1. Increase in Staff Opinion Survey professional Learning</p>	<p>KIS 1 1. Elearning Implementation Plan - Build strong vision for 1:1 program - Establish rationale for 1:1 program - Conduct a detailed readiness assessment - Develop implementation plan - Prepare budget - Engage school community</p> <p>KIS 2 1. Four Scholarships of \$1000 each year (2015-2018) to be offered to staff through a Merit and equity based process</p>

	<p>Goal 3</p> <ol style="list-style-type: none"> 1. The school leadership team consider providing additional support to teachers returning to part time positions – including funding cross over time, to maximise staff engagement and ensure there is appropriate time for weekly handover. 	<p>Target 3</p> <ol style="list-style-type: none"> 1. All Part Time Staff to attend Team Planning Days 	<p>KIS 3</p> <ol style="list-style-type: none"> 1. Cross over time made available to returning staff (part time) 2. Mentors attached to returning and new staff
--	---	--	--

School Strategic Plan 2014- 2017: Indicative Planner

Purpose: the purpose of the indicative planner is to assist the school to prioritise key improvement strategies to support resource allocation and to describe the changes in practice and behavior that might be observable at the school if the key improvement strategies are being implemented as intended.

Key Improvement Strategies		Actions	Achievement Milestone
		<p>Actions are the specific activities to be undertaken in each year to progress the key improvement strategies. There may be more than one action for each strategy. Schools will choose to describe actions with different levels of detail.</p>	<p>Achievement milestones are markers of success. They are useful in demonstrating whether the strategies and actions have been successful. Achievement milestones often reflect observable changes in practice or behaviour. To simplify and focus the school's monitoring of progress, only a limited number of achievement milestones should be set.</p>
Achievement	Year 1	<ul style="list-style-type: none"> ▪ ▪ ▪ 	<ul style="list-style-type: none"> ▪
	Year 2	<ul style="list-style-type: none"> ▪ ▪ ▪ 	<ul style="list-style-type: none"> ▪
	Year 3	<ul style="list-style-type: none"> ▪ ▪ ▪ 	<ul style="list-style-type: none"> ▪
	Year 4	<ul style="list-style-type: none"> ▪ ▪ ▪ 	<ul style="list-style-type: none"> ▪
Engagement	Year 1	<ul style="list-style-type: none"> ▪ ▪ ▪ 	<ul style="list-style-type: none"> ▪
	Year 2	<ul style="list-style-type: none"> ▪ ▪ ▪ 	<ul style="list-style-type: none"> ▪
	Year 3	<ul style="list-style-type: none"> ▪ ▪ 	<ul style="list-style-type: none"> ▪

		▪	
	Year 4	▪ ▪ ▪	▪
Wellbeing	Year 1	▪ ▪ ▪	▪
	Year 2	▪ ▪ ▪	▪
	Year 3	▪ ▪ ▪	▪
	Year 4	▪ ▪ ▪	▪
Productivity	Year 1	▪ ▪ ▪	▪
	Year 2	▪ ▪ ▪	▪
	Year 3	▪ ▪ ▪	▪
	Year 4	▪ ▪ ▪	▪