

5493 Roxburgh Rise Primary School
Strategic Plan 2018-2021

Endorsement		Re-Endorsement (if a Goal, KIS or Target is changed)		Re-endorsement (if a Goal, KIS or Target is changed)	
Principal:	..... [name] [date]	..... [name] [date]	..... [name] [date]	..... [name] [date]	..... [name] [date]
School council:	..... [name] [date]	..... [name] [date]	..... [name] [date]	..... [name] [date]	..... [name] [date]
Delegate of the Secretary:	..... [name] [date]	..... [name] [date]	..... [name] [date]	..... [name] [date]	..... [name] [date]

School vision	School values	Context and challenges	Intent, rationale and focus
To provide all students with opportunities to become successful life-long learners.	<p>Respect We behave in ways that show care and consideration for others and our community.</p> <p>Inclusiveness We celebrate our cultural diversity, accepting and embracing everyone's similarities and differences and providing an inclusive approach to all schooling.</p> <p>Support We are there for one another and provide learning opportunities for all members of the school community to become life-long learners in a supportive and challenging learning environment which caters for social, emotional and academic needs.</p> <p>Excellence We set high expectations, strive to do our personal best and celebrate achievements.</p>	<p>Context Roxburgh Rise PS is located in Roxburgh Park. The school currently has an enrolment of 790 students and employs 88 staff. The school community is multicultural with approximately 30 languages represented, the most dominant being English, Arabic, Assyrian and Turkish. There is a high percentage of EAL and refugee students.</p> <p>Challenges</p> <ul style="list-style-type: none"> • The high number of EAL students • Refugee and trauma affected students/families • Transient staff due to high number of family leave • Instruction of new and returning teachers each year in order to maintain consistent practices. 	<p>Intent: To build teacher capacity in pedagogy and deep content knowledge of literacy and numeracy and high impact strategies to improve student learning.</p> <p>Rationale: Effective teaching is the single biggest determinant of student improvement in the school. Teachers not only have a direct impact on student achievement but also student engagement and motivation for learning. What teachers do in the classroom and how they interact with students is vital. Building the capacity of staff to implement the key improvement strategies will assist in achieving the strategic plan goals and targets.</p> <p>Focus: Excellence in teaching and learning – building practice excellence</p> <p>Intent: To engage students by empowering them to be active participants in their learning and become independent and self-regulated learners through effective reciprocal feedback and the co-construction of learning goals.</p> <p>Rationale: When we connect feedback to data about actions and performance then behaviour will be more positive and progress will accelerate. Feedback based in evidence supports our students to develop independence as learners. When students are empowered to be active participants in their learning, greater engagement and learning outcomes are achieved.</p> <p>Focus: Positive Climate For Learning - Intellectual Engagement and self-awareness</p>

Four-year goals (for improving student achievement, engagement and wellbeing)	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets (for improving student achievement, engagement and wellbeing)
To build staff capability to improve student achievement and growth.	<p>Priority: Excellence in teaching and learning</p> <p>Initiative: Building practice excellence</p>	<p>KIS 1: Develop and implement an effective repertoire of feedback mechanisms</p> <p>Year 1:</p> <p>Teacher to Student</p> <ul style="list-style-type: none"> • Implement Hattie's Model of Feedback. <p>Teacher to teacher</p> <ul style="list-style-type: none"> • Document and trial a whole school peer observation model and protocols. • Build teachers capacity to give and receive feedback through a coaching model. <p>Student to teacher</p> <ul style="list-style-type: none"> • Trial PIVOT survey with selected grade levels. Teachers use student feedback to inform their teaching and identify areas for further improvement. 	<p>Using 2017 NAPLAN baseline data</p> <ol style="list-style-type: none"> To increase high NAPLAN growth in: <ul style="list-style-type: none"> • Grammar and Punctuation – from 14.3 per cent to 25 per cent or above • Numeracy – from 10.7 per cent to 25 per cent or above • Reading – from 17.6 per cent to 25 per cent or above • Spelling – from 23.8 per cent to 25 per cent or above • Writing – from 17.9 per cent to 25 per cent or above To increase the percentage of students in the top 2 NAPLAN bands: <p>In Year 3 -</p> <p>Numeracy from 16 per cent to 25 per cent</p> <p>Reading from 35 per cent to 40 per cent and Writing from 29.1 per cent to 35 per cent</p>

		<p>Year 2: Teacher to Student</p> <ul style="list-style-type: none"> Build the capacity of teachers to support students through explicit feedback, to actively engage in their learning goals, to plan, monitor and evaluate their own learning. <p>Teacher to teacher</p> <ul style="list-style-type: none"> Implement a whole school peer observation model Implement a structured mentoring and coaching program <p>Student to teacher</p> <ul style="list-style-type: none"> Implement PIVOT survey with other grade levels <p>Year 3:</p> <ul style="list-style-type: none"> Audit effectiveness of PIVOT survey Implement, monitor and evaluate above feedback processes Build students capacity to reflect critically on the feedback they receive in order to achieve their learning goals <p>Year 4: Review Year</p> <p>KIS 2: Build leadership and staff capacity to implement an effective improvement Strategy in Maths.</p> <p>Year 1:</p> <ul style="list-style-type: none"> Conduct a curriculum day and follow-up professional learning to develop teacher capacity on the Big Ideas in Number and the Proficiency Strands. Continue to work with school consultant, Kathy Palmer, focusing on the Big Ideas in Number and the Proficiency Strands. Introduce the RRPS Mathematics Assessment Tool Kit for moderating student progress <p>Year 2:</p> <ul style="list-style-type: none"> Employ consultant, Kathy Palmer for 7 days focusing on teacher practice and assessment Refine the use of RRPS Mathematics Assessment Tool Kit data to regularly inform planning Embed a planning approach for maths that will integrate the three maths strands in all lessons across the week using a problem-based approach Create and trial the use of a support document based on MOI data to inform teaching (to be included in the RRPS Mathematics Assessment Tool Kit) <p>Year 3:</p> <ul style="list-style-type: none"> Evolving and Sustaining improved teacher practice- Assessment to regularly inform planning Planning and teaching to reflect a problem based approach to maths instruction that integrates the three maths strands <p>Year 4: REVIEW YEAR</p> <ul style="list-style-type: none"> Embedding the use of the RRPS Mathematics Assessment Tool Kit to assess AS, OF & FOR learning and to inform planning. Use multiple sources of data to inform planning and teaching Embed a problem based approach to learning School Self-Evaluation of Maths practices as part of School Review 	<p>In Year 5 – Numeracy from 4.2 per cent to 20 per cent Reading from 18.9 per cent to 30 per cent Writing from 7.8 per cent to 20 per cent.</p> <p>To improve the school mean scores each year in each module component of the Staff Opinion Survey.</p>
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<p>To empower students to take more responsibility for their own learning and become independent and self-regulated learners.</p>	<p>Priority: Positive Climate For Learning</p> <p>Initiatives:</p> <ul style="list-style-type: none"> • Intellectual Engagement and self-awareness 	<p>KIS 1: Improve teacher ability to support students to articulate their learning and develop metacognition.</p> <p>Year 1:</p> <ul style="list-style-type: none"> • Build teachers capacity to develop in students a growth mind set to support student learning. • Develop staff knowledge of High Impact Strategies with a focus on 'Setting Goals', Feedback & Metacognitive Strategies. • Build teacher capacity to plan challenging differentiated learning tasks. • Build teachers capacity to co-construct challenging learning goals with students. <p>Year 2:</p> <ul style="list-style-type: none"> • Build teacher knowledge and capacity to explicitly plan for and teach Metacognitive strategies eg. Self-scoring/rubrics etc, • Audit teachers' knowledge and confidence in High Impact teaching strategies against the Continuum of Practice. • Build the capacity of teachers to support students to actively engage in their learning goals, to plan, monitor and evaluate their own learning. <p>Year 3:</p> <ul style="list-style-type: none"> • Build students capacity to reflect critically on the strategies they use to complete tasks and identify which strategies are most effective for them in order to achieve their learning goals. • Embed metacognitive strategies into routines and lesson structures 	<p>Based on 2017 Attitude to School Survey data:</p> <ol style="list-style-type: none"> 1. Improve the percentage of positive responses for Student Voice and Agency from 77 per cent to 85 per cent 2. Reduce the variance between male and female responses in Student Voice and Agency 3. Maintain positive student responses for Self-regulating and goal setting at 90 per cent 4. By the end of the SSP, 100 per cent of students will have co-constructed learning goals. <p>To improve the school mean scores each year in each module component of the Staff Opinion Survey in particular 'Teaching & Learning and Professional Learning'</p>

		<ul style="list-style-type: none"> Teachers give students a choice of learning activities based on agreed goals. <p>Year 4: REVIEW YEAR</p> <ul style="list-style-type: none"> Teachers continue to support students to set personal and academic goals and to negotiate learning tasks to achieve their goals 	
		<p>KIS 2: To improve teacher capacity to identify students in need of self-regulation skills and provide teachers with a repertoire of strategies to assist them.</p> <p>Year 1:</p> <ul style="list-style-type: none"> Build teachers knowledge and understanding of trauma informed practice through the Berry Street model and link it with our existing KidsMatter components. Provide a Pilot Zones of Regulation Program Integration Aides to be trained in the use and creation of 'Social Stories' <p>Year 2:</p> <ul style="list-style-type: none"> Train teachers in 2 Berry Street modules (1 per semester) Begin Scheduling and implementing Berry St strategies into weekly SELS hr Zones of Regular Program to be run for targeted classes or students Integration Aides create Social Stories and use them in the classroom with students <p>Year 3:</p> <ul style="list-style-type: none"> Train teachers in remaining 2 Berry Street modules (1 per semester) Develop teachers knowledge of Zones of Regulation Program Integration Aides create Social Stories with teachers and share their knowledge. <p>Year 4: Review year</p> <ul style="list-style-type: none"> Consolidate and review and provide training for new staff 	<p>To achieve a Self-Regulation and Goal Setting score (ATSS) above our long-term average (thus indicating a positive trend). Due to the change in the ATSS, the previous measure of Student Motivation (I try very hard in school) can be used to establish an approximate long-term trend. The 2013-2016 average percentile for Student Motivation is 85.7.</p>