

School Strategic Plan 2021-2025

Roxburgh Rise Primary School (5493)



Submitted for review by Chris Bozikas (School Principal) on 01 March, 2022 at 03:44 PM

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School Strategic Plan - 2021-2025

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School vision	To provide all students with opportunities to become successful life-long learners.
School values	<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>
Context challenges	<p>Context Roxburgh Rise Primary School is located in Roxburgh Park. The school currently has an enrolment of 738 students and employs 100 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. The school's SFO (Student Family Occupation) is 0.5997.</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

Intent, rationale and focus

Intent:

Over the next 4 years the school aims to strengthen and embed the model of PLC's by building teacher practice and capabilities to understand and use data and formative assessments and use evidence-based practices to improve student learning outcomes in literacy and numeracy. We aim to develop a consistent whole school approach to student agency in learning through feedback and goal setting. We will continue to strengthen and embed processes for supporting students' resilience and wellbeing through a whole school wellbeing approach and strengthen partnerships and engagement with parents around curriculum, student wellbeing and student progress.

Rationale:

If we embed and strengthen the model of PLC's, through data literacy and evidence-based practices, staff will become competent in analysing and monitoring student data and catering for the individual learning needs of all students resulting in improved learning outcomes.

If we increase student engagement and agency in their learning, it will enable students to become independent, confident and motivated learners.

If we implement a whole school wellbeing approach using social and emotional learning (SEL) strategies and frameworks, staff will be able to support students to become confident and resilient learners.

If we provide further opportunities for parents and carers to engage in curriculum, student wellbeing and student progress, parents would receive timely information of student progress resulting in additional avenues to celebrate student learning.

Focus:

- Improve student learning outcomes in literacy and numeracy through the Instructional Model, HITS, curriculum planning and assessment
- Professional Learning Communities, particularly strengthening the cycle of inquiry
- Personalised student learning, particularly understanding the continuum of learning to teach to each students' point of need (particularly EAL students)
- Assessment, particularly accuracy of teacher judgements and formative assessments
- Peer observations, particularly more structured opportunities and accountability
- Student voice and agency in learning, particularly feedback and reflection strategies, and construction of challenging learning goals
- Social and Emotional Learning, particularly embedding wellbeing strategies
- Provide further opportunities for parents and carers to engage in curriculum, student wellbeing and student progress

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Goal 1	To improve student learning outcomes for every student in literacy and numeracy.
Target 1.1	<p>By 2025 increase the percentage of students in Years 3 and 5 achieving in the top 2 NAPLAN bands for the domains of:</p> <p>Year 3</p> <ul style="list-style-type: none">• Reading from 25 per cent (2021) to 37 percent• Writing from 44 per cent (2021) to 56 percent• Numeracy from 16 per cent (2021) to 28 per cent <p>Year 5</p> <ul style="list-style-type: none">• Reading from 9 per cent (2021) to 21 per cent• Writing from 5 per cent (2021) to 17 per cent• Numeracy from 20 per cent (2021) to 32 per cent
Target 1.2	<p>By 2025 increase the percentage of EAL students in Years 3 and 5 achieving in the top 2 NAPLAN bands for the domains of:</p> <p>Year 3</p> <ul style="list-style-type: none">• Reading from 20 per cent (2021) to 32 per cent

	<ul style="list-style-type: none"> • Writing from 46 per cent (2021) to 58 per cent • Numeracy from 11 per cent (2021) to 23 per cent <p>Year 5</p> <ul style="list-style-type: none"> • Reading from 14 per cent (2021) to 26 per cent • Writing from 0 per cent (2021) to 12 per cent • Numeracy from 29 per cent (2021) to 42 per cent
Target 1.3	<p>By 2025 the percentage of Year 5 students assessed as ‘above’ benchmark growth in NAPLAN to be:</p> <p>Year 5</p> <ul style="list-style-type: none"> • Reading from 22 per cent (2021) to 34 per cent • Writing from 9 per cent (2021) to 21 per cent • Numeracy from 33 per cent (2021) to 45 per cent
Target 1.4	<p>By 2025 increase the percentage of EAL students assessed as ‘above’ benchmark growth in NAPLAN to be:</p> <p>Year 5</p> <ul style="list-style-type: none"> • Reading from 0 per cent (2021) to 12 per cent • Writing from 0 per cent (2021) to 12 per cent • Numeracy from 50 per cent (2021) to 58 per cent

<p>Target 1.5</p>	<p>By 2025, the percentage of Year F-6 students assessed as being at or above age expected level on Victorian Curriculum Levels F-10 will increase:</p> <p>English</p> <ul style="list-style-type: none"> • Reading from 64 per cent in 2021 to 76 per cent • Speaking and Listening from 77 per cent in 2021 to 89 per cent • Writing from 56 per cent in 2021 68 per cent <p>Mathematics</p> <ul style="list-style-type: none"> • Number and Algebra from 65 per cent in 2021 to 75 per cent • Measurement and Geometry 64 per cent in 2021 to 75 per cent • Statistics and Probability 62 per cent in 2021 to 75 per cent
<p>Target 1.6</p>	<p>By 2025, improve the percentage of positive endorsement in the following factors of the School Staff Survey:</p> <ul style="list-style-type: none"> • Teacher collaboration (School Climate) from 55 per cent (2021) to 75 per cent • Collective Efficacy (School Climate) from 54 per cent (2021) to 74 per cent • Believe peer feedback improves practice (Teaching & Learning Practice Improvement) from 61 per cent to 81 per cent • Professional Learning through peer observation (Teaching & Learning Practice Improvement) from 33 per cent (2021) to 73 per cent
<p>Key Improvement Strategy 1.a</p>	<p>Deepen the capacity of all teaching staff to embed pedagogy and evidence-based practice, to improve student learning outcomes.</p>

Building practice excellence	
Key Improvement Strategy 1.b Curriculum planning and assessment	Strengthen the model of PLCs to build teacher practice and capabilities to improve student learning outcomes.
Goal 2	To improve student engagement and agency in learning.
Target 2.1	<p>By 2025 increase the percentage of positive endorsement on the 4-6 Student Attitudes to School Survey for the factors of:</p> <ul style="list-style-type: none"> • student voice and agency from 65 per cent (2021) to 75 per cent • stimulated learning from 71 per cent (2021) to 81 per cent • effective classroom behaviour from 73 per cent (2021) to 83 per cent
Target 2.2	<p>By 2025 increase the percentage of positive endorsement on the Parent Opinion Survey for the factors of:</p> <ul style="list-style-type: none"> • student agency and voice from 74 per cent (2021) to 79 per cent • confidence and resilience skills from 81 per cent (2021) 86 per cent • student motivation and support from 74 per cent (2021) 79 per cent • stimulating learning environment from 72 per cent (2021) 77 per cent
Target 2.3	<p>By 2025, improve the percentage of positive endorsement on SSS teaching & learning -modules for the components of:</p> <ul style="list-style-type: none"> • Use student feedback to improve practice (Teaching & Learning-Evaluation) from 42 per cent (2021) to 54 per cent • Promote student ownership of learning (Teaching & Learning-Implementation) from 48 per cent (2021) to 60 per cent

	<ul style="list-style-type: none"> • Plan differentiated learning activities (Teaching & Learning-Planning) from 79 per cent (2021) to 91 per cent
Key Improvement Strategy 2.a Intellectual engagement and self-awareness	Develop a consistent whole school understanding and approach to student agency in learning
Key Improvement Strategy 2.b Empowering students and building school pride	Develop student capability to set goals, monitor and reflect on their learning progress
Goal 3	To develop confident and resilient learners.
Target 3.1	By 2025 increase the percentage of positive endorsement on the 4-6 Student Attitudes to School Survey for the factors of: <ul style="list-style-type: none"> • Sense of confidence from 80 per cent (2021) to 90 per cent • High levels of psychological distress reduce from 31 per cent (2021) to 10 per cent • Low Resilience reduced from 28 per cent (2021) to 10 per cent
Target 3.2	By 2025 increase the percentage of positive endorsement on the Parent Opinion Survey for the factors of: <ul style="list-style-type: none"> • Teacher communication from 80 per cent (2021) to 86 per cent • Parent participation and involvement from 75 per cent (2021) to 80 per cent
Target 3.3	By 2025 reduce the percentage of students with 20 or more absent days from 27 per cent to 25 per cent.

Key Improvement Strategy 3.a Health and wellbeing	Strengthen and embed processes for supporting students' resilience and wellbeing
Key Improvement Strategy 3.b Building communities	Strengthen partnerships and engagement with parents, carers and families