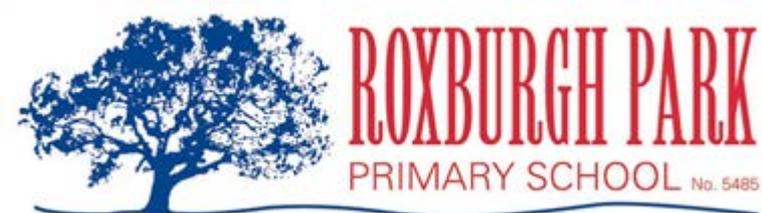


School Strategic Plan 2018-2022

Roxburgh Park Primary School (5485)



Submitted for review by Adrian Hanson (School Principal) on 20 November, 2019 at 01:20 PM

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Endorsed by Kim Khalifa (School Council President) on 27 November, 2019 at 10:19 AM

School Strategic Plan - 2018-2022

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School vision	Our School Vision is for all our students to be literate, numerate, curious and happy.
School values	<p>Our School Values: Respect, Learning and Cooperation</p> <p>Respect</p> <ul style="list-style-type: none">- Yourself and others- Listen to others with an open mind- Respect others ideas- Respect school property and property of others <p>Learning</p> <ul style="list-style-type: none">- Be prepared and ready to learn- Maintain a positive and curious mind- Seek out new knowledge and ideas- Improve my knowledge and skills <p>Cooperation</p> <ul style="list-style-type: none">- Willing to share ideas and resources, knowledge and skills- Helpful and approachable- Contribute positively to class, group and team discussions
Context challenges	<p>Context</p> <p>Roxburgh Park Primary School is located in Roxburgh Park, in the City of Hume. The school is part of the Hume-Moreland Network of schools in the North Western Victoria Region. Roxburgh Park Primary SFOE (Student Family Occupation & Education) index is currently 0.5937. 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. Established in 2002 with an initial enrolment of 180 the current enrolment is 485 students. Projected enrolment in 2020 is 512.</p> <p>Roxburgh Park Primary has extensive, well maintained and beautiful gardens that are made up of native flora set in extensive grounds. Student involvement (Green Team) in developing the environment of the school along with our Maintenance Officer is</p>

ongoing. They have created an edible garden and orchard precinct. This hands on approach is beneficial for students. Playground equipment that both promotes imagination and fitness is located in the grounds that allow students to play, have fun, learn, socialise and get physically active. .

A Community Hub is established at the school that provides engaging and targeted programs such as playgrounds, English language classes, gardening and cooking to connect our most vulnerable parents who maybe refugee and/or have limited English to connect with other parents in the community.

Roxburgh Park Primary 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, numeracy and science skills and providing children with the skills, knowledge and strategies necessary to use information technology effectively. The school's openness to new ideas and educational research initiatives ensure that curriculum stays rigorous and lively and that its students are challenged to extend themselves. We have continued our STEM program this year. Specialist classes consist of Arts, Italian/Performing Arts and Physical Education. Students also have access to instrumental music and singing classes. All staff work collaboratively to deliver a sequential and inclusive curriculum, based on the Victorian Curriculum framework. This includes English, Mathematics, the Humanities, Science, Visual Arts, Performing Arts/Music Health and Physical Education, Languages (Italian), and Personal and Social capabilities. Extra-curricular programs including camp, interschool sport, swimming, excursions and incursions that complement the core curriculum.

The school's has adopted the School Wide Positive Behaviour model. A Restorative approach is used emphasising personal responsibility and accountability for actions and behaviours. There is a focus on developing 'Life Skills' with an emphasis on mindfulness. Our teachers are supported by external teachers who model a flexible repertoire of strategies effective in developing the social, emotional, intellectual and physical learning needs of our students.

Student wellbeing continues to be a high priority for all staff at the school. There is provision made for a number of support services; speech therapist and psychologist. The speech therapist provides Individual programs for PSD students (Functional Skills and Social Skills programs). 'Plan to Play' program is a social skills program designed for students in Years P-6 to support students to become resilient and develop friendships..

Challenges

1. Lack of Kindergarten Education

Of the current Prep students only;

- 4 percent went to Day Care this has improved from 0 per cent in recent years
- 63 percent attended preschool or kindergarten. This has improved from 48 per cent in recent years
- 32 percent of the 63 per cent who went to preschool /kindergarten were absent for greater than 10 days

	<p>2. Students at risk/vulnerable</p> <ul style="list-style-type: none"> • 35 percent prep students identified at risk/vulnerable in the domain of Language and Cognitive skills • 46 percent of prep students identified at risk/vulnerable in the domain of Communication skills and General knowledge • 19 percent of prep students identified as vulnerable on one or more domains. • 44 per cent of families are in the bottom quarter of advantage • 22 students have access alerts (Court orders) • 969 Index of Community Socio- Educational Advantage (ICSEA) indicating disadvantage <p>3. Majority of students from EAL background</p> <ul style="list-style-type: none"> • 82 percent of students are EAL • 9 percent are refugees • 75 percent of Parents were born overseas and many are not fluent in English <p>4 Chronic Absence</p> <ul style="list-style-type: none"> • 27 percent of students over the past five years have been absent for more than 30 days compared to similar schools 15%. <p>Students identified as vulnerable and at risk has a direct impact on the rate and pace of learning that for some students can plateau and even setback. Students at Roxburgh Park Primary that have experienced trauma, poverty, stress, illness and /or are absent from school have their rate and pace of learning impacted.</p>
<p>Intent, rationale and focus</p>	<p>Excellence in Teaching and Learning</p> <p>Intent: To maximise the literacy learning growth of each student</p> <p>Rationale: It is important to focus on what we intent to do because we believe it is important to embed a rich, challenging and stimulating pedagogical model in the teaching of literacy that meets all students' point of need with consistent rigour across the school.</p> <p>Focus: FISO Dimensions: 1. Evidenced-based high impact teaching strategies (EBHITS) 2. Evaluating impact on learning (EIL)</p> <p>The following Key Improvement Strategies will be our priority:</p>

1. Improve consistency of teaching and learning practices, based upon the effective use of student assessment data and feedback (EBHITS)
2. Strengthen student capabilities in goal setting and self-assessment of their learning progress. (EIL)
3. Build teacher capacity to understand and assess the developmental stages of EAL students in speaking, listening, reading and writing based upon the Victorian EAL Standards and EAL Continuum (EBHITS)

Intent:

To improve numeracy outcomes for every student.

Rationale:

It is important to focus on what we intent to do because we believe it is important to embed a rich, challenging and stimulating pedagogical model in the teaching and learning of numeracy that meets all students' point of need with consistent rigour across the school.

Focus

FISO Dimensions:

1. Building practice excellence (BPE)
2. Intellectual engagement and self-awareness (IESA)

The following Key Improvement Strategies will be our priority:

1. Build teacher instructional knowledge and assessment capability in effective mathematical teaching and learning approaches (BPE)
2. Enhance practice excellence through targeted professional learning, coaching, collaborative planning and colleague feedback (BPE)
3. Increase opportunities for students to engage in project and authentic problem-solving learning challenges (IESA)

Positive Climate for Learning

Intent:

To improve student voice and agency in learning

Rationale:

It is important to focus on what we intent to do because we believe students who find their own voice in supportive school environments are more likely to develop a confident voice, a capacity to act in the world, and a willingness to lead others. By empowering students we enhance student engagement and enrich their participation in the classroom, school and

community. We intend to help students to 'own' their learning and development, and create a positive climate for learning.

Focus:

FISO Dimensions:

1. Intellectual engagement and self-awareness (IESA)
2. Empowering students and building school pride (ESBSP)

The following Key Improvement Strategies will be our priority:

1. Build teacher capacity to use formative assessment, to enable co-constructed individual student learning goals and success criteria (IESA)
2. Develop teacher and student knowledge and use of metacognition approaches (IESA)
3. Establish and sustain learning environments that foster independence, interdependence, intrinsic motivation and self-worth (ESBSP)

Intent:

To enhance each student's capacity to be happy, healthy and resilient.

Rationale:

It is important to focus on what we intend to do because we believe it is important to build students' social and emotional wellbeing, across all year levels.

Focus:

FISO Dimensions:

1. Health and wellbeing (HW)
2. Setting expectations and promoting inclusion (SEPI)

The following Key Improvement Strategies will be our priority:

1. Enhance teacher capacity to incorporate social and emotional learning programs into their classroom practices (HW)
2. Build student capacity for positive and self-regulating behaviour exemplifying school values and articulation of high expectations (SEPI)
3. Establish and sustain a healthy school environment inclusive of high aspirations for staff, students and families (HW)

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Goal 1	Maximise the literacy learning growth of each student
Target 1.1	Increase the proportion of students achieving above expected level in the Victorian Curriculum for Speaking and Listening from 14% (average 2016-2018) to 20%, triangulated from designated norm referenced data sets.
Target 1.2	Increase the proportion of students making high and medium relative gains in Reading (Year 3 to Year 5) from 84% (three-year average) to 87%.
Target 1.3	Increase the proportion of students making high and medium relative gain in NAPLAN Writing (Year 3 to Year 5) from 76% (three-year average 2016-2018) to 79%.
Target 1.4	Increase positive endorsement of the Years 4-6 Attitudes to School Survey Factor Sense of confidence from 78.5% (two-year average) to 83%.
Key Improvement Strategy 1.a Evidence-based high-impact teaching strategies	Improve consistency of teaching and learning practices, based upon the effective use of student assessment data and feedback
Key Improvement Strategy 1.b Evaluating impact on learning	Strengthen student capabilities in goal setting and self-assessment of their learning progress

Key Improvement Strategy 1.c Evidence-based high-impact teaching strategies	Build teacher capacity to understand and assess the developmental stages of EAL students in speaking, listening, Reading and Writing based upon the Victorian EAL Standards and EAL Continuum
Goal 2	Improve numeracy outcomes for every student
Target 2.1	Increase the proportion of students making high and medium relative gain in NAPLAN Numeracy (Year 3 to Year 5) from 74% (three-year average 2016-2018) to 78%.
Target 2.2	Increase the proportion of students achieving above expected level in the Victorian Curriculum Mathematics strands by 25%, triangulated from designated norm referenced data sets.
Target 2.3	Increase the proportion of Year 5 students in the top two NAPLAN Numeracy bands from 12% (three-year average 2016-2018) to 18% (three-year average)
Target 2.4	Increase positive endorsement for the Years 4-6 Attitudes to School Survey Factor Sense of connectedness from 81% (two-year average) to 83%.
Key Improvement Strategy 2.a Building practice excellence	Build teacher instructional knowledge and assessment capability in effective mathematical teaching and learning approaches
Key Improvement Strategy 2.b Building practice excellence	Enhance practice excellence through targeted professional learning, coaching, collaborative planning and colleague feedback
Key Improvement Strategy 2.c Intellectual engagement and self-awareness	Increase opportunities for students to engage in project and authentic problem-solving learning challenges

Goal 3	To improve student voice and agency in learning
Target 3.1	Increase positive endorsement of the Years 4-6 Attitudes to School Survey Factor Student voice and agency from 70% (two-year average) to 74%
Target 3.2	Increase positive endorsement of the Years 4-6 Attitudes to School Survey Factor Sense of inclusion from 87% (two-year average) to 90%
Target 3.3	Reduce the proportion of students with 30+ days absence (three-year average 2016-2018) from 23% to 20%.
Target 3.4	<ul style="list-style-type: none"> • Increase positive endorsement of the Parent Opinion Survey Factor Student agency and voice from 80% (two-year average) from 80% to 84%.
Key Improvement Strategy 3.a Intellectual engagement and self-awareness	Build teacher capacity to use formative assessment, to enable co-constructed individual student learning goals and success criteria
Key Improvement Strategy 3.b Intellectual engagement and self-awareness	Develop teacher and student knowledge and use of metacognition approaches
Key Improvement Strategy 3.c Empowering students and building school pride	Establish and sustain learning environments that foster independence, interdependence, intrinsic motivation and self-worth

Goal 4	To enhance each student's capacity to be happy, healthy and resilient
Target 4.1	Increase positive endorsement of the Years 4-6 Attitudes to School Survey factor Effective classroom behaviour from 73% (two-year average) to 80%.
Target 4.2	Increase positive endorsement of the Years 4-6 Attitudes to School Survey factor Motivation and interest from 86% (two-year average) to 88%.
Target 4.3	Increase positive endorsement of the Years 4-6 Attitudes to School Survey factor Resilience from 81.5% (two-year average) to 83%.
Target 4.4	Increase positive endorsement of the Parent Opinion Survey factor for Promoting positive behaviour from 89.5% (two-year average) to 91%.
Key Improvement Strategy 4.a Health and wellbeing	Enhance teacher capacity to incorporate social and emotional learning programs into their classroom practices
Key Improvement Strategy 4.b Setting expectations and promoting inclusion	Build student capacity for positive and self-regulating behaviour, exemplifying school values and articulation of high expectations
Key Improvement Strategy 4.c Health and wellbeing	Establish and sustain a healthy school environment inclusive of high aspirations for staff, students and families

