

# School Strategic Plan for Roxburgh Homestead Primary School Northern Metropolitan region 2011-2014



<p>Endorsement by School Principal</p>	<p>Signed.....</p> <p>Name: Barb Adam</p> <p>Date: 8/11/2010</p>
<p>Endorsement by School Council</p>	<p>Signed.....</p> <p>Name: Warren Grambau</p> <p>Date: 8/11/2010</p> <p>School Council President signs indicating that the School Strategic Plan has been endorsed by School Council</p>
<p>Endorsement by Regional Network Leader</p>	<p>Signed.....</p> <p>Name: John Nelson/ Claude Sgroi</p> <p>Date.....</p>

## School Profile

Purpose	<p><i>“Empower students to reach their full potential and contribute within a global society”</i></p>
Values	<div style="text-align: center;"> <p><b>Roxburgh Homestead Primary School Values</b></p> <p><b>INTEGRITY</b></p> <hr/> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p><b>Learning</b> To us, this means the acquisition of skills and knowledge</p> </div> <div style="text-align: center;"> <p><b>Professionalism</b> To us, this means a responsibility to carry out our duties as educators</p> </div> <div style="text-align: center;"> <p><b>Cooperation</b> To us, this means working together to achieve common understandings and goals</p> </div> </div> <hr/> <p><b>Behaviours demonstrating these values include:</b></p> <div style="display: flex; justify-content: space-between;"> <ul style="list-style-type: none"> <li>•Treating all with respect</li> <li>•Treating others as I expect to be treated</li> <li>•Supporting all school processes, programs and policies</li> <li>•Collecting, evaluating and basing decisions on data</li> <li>•Self assessing as an individual, team and whole school</li> <li>•Sharing resources, knowledge and skills</li> <li>•Acting as a mentor and positive role model</li> <li>•Creating a positive friendly working environment</li> <li>•Recognising and celebrating effort and success</li> </ul> <ul style="list-style-type: none"> <li>•Communicating effectively with students, colleagues and the wider community</li> <li>•Asking for, accepting and providing honest and constructive feedback</li> <li>•Striving for consistency and fairness in all aspects of our work</li> <li>•Having common understandings</li> <li>•Listening to others with an intent to understand</li> <li>•Being punctual</li> <li>•Participating in decision making processes when appropriate</li> <li>•Conducting programs to meet student needs</li> </ul> </div> </div>

<b>Environmental Context</b>	<p>Roxburgh Homestead Primary School opened in 1997 in the developing suburb of Roxburgh Park, approximately 15 kilometres north of the city of Melbourne. In the first year there were 214 students, with enrolments peaking at 909 in 2004, before declining to the current enrolment in the low 700s.</p> <p>The school serves a community in which almost one third of the families have low levels of disposable income (approximately 30 percent of families receive the EMA) and in which nearly half the families have a language background other than English, with over 29 languages represented and large communities of Turkish, Arabic, Lebanese and Sri Lankan families. It is a challenging environment, but one that also has potential richness through the cultural diversity.</p> <p>A clear focus of the school is on literacy and numeracy. Roxburgh Homestead uses a structured approach based on the Early Years model in these two curriculum areas. The Victorian Essential Learning Standards is a framework in which we deliver our curriculum to ensure quality learning programs. The school also provides additional programs that cater for children with special needs as well as specialist programs in the areas of Visual Arts, Performing Arts, LOTE (Italian) and Physical Education.</p> <p>To support learning, a sophisticated learning technologies system has been installed with a bank of 60 computers housed within an Information and Communications Technology Centre and networked personal computers in every classroom. The focus for ICT across the school is on the integration of technology across the curriculum. Classes utilise networked laptops and a bank of netbook computers to add value to classroom programs.</p> <p>The facilities are varied and provide a range of good educational and recreational spaces. Entry is via an inviting garden setting, and leads to the core sandstone buildings. Centred on a courtyard design this is a delightful setting. The remaining classrooms emerge from this, linked by covered walkways. There are several specialist classrooms and several active and passive recreational spaces. A gymnasium and community meeting room complete an excellent set of school buildings, set in generous grounds. The school is adjacent to the historic Roxburgh Homestead, and to a day care and kindergarten.</p>
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Strategic Intent

	Goals	Targets	Key Improvement Strategies
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<p>Student Learning</p>	<p><i>To improve student achievement and attain consistent learning growth through the school in Literacy and Numeracy.</i></p> <p><i>To improve student learning outcomes for ESL and low level of language students.</i></p>	<p>To have all students deemed capable make at least one year's VELs progress annually in Literacy and Numeracy.</p> <p>By 2014 the proportion of students assessed as being at or above the expected level (VELS A, B, C) to be at least 90% across all English and Mathematics dimensions, with 20% of students accessing A or B grades.</p> <p>By 2014 NAPLAN means for English and Mathematics studies for year 3 to be: 100% at or above Band 2; 10% increase in the cohort currently greater than Band 4</p> <p>By 2014 NAPLAN means for English and Mathematics studies for year 5 to be: 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>All deemed capable students in Prep-2 to achieve greater than 90% accuracy at the appropriate reading text level with satisfactory comprehension as determined by PM Benchmarking.</p> <p>By 2014, 90% of students at or above expected growth point level in Early Years Numeracy Interview.</p> <p>By 2014 all deemed capable students in years 3-6 to make at expected growth or above in On Demand adaptive testing.</p> <p>Parent opinion survey items in relation to school improvement, stimulating learning, reporting, learning focus, extra curricula, homework and general satisfaction to be above 5.8 for each year 2011-2014 (when a valid sample is represented).</p>	<p>Continue to develop staff capacity to improve teaching and learning and develop schoolwide pedagogy and shared understanding of teaching and learning.</p> <p>Further develop Instructional Rounds to develop a triad model to improve teacher practice and student learning.</p> <p>Further develop use of data to inform teaching and learning at student, class and whole school levels.</p> <p>Continue to develop the performance and development culture through collaboration and reflection.</p> <p>Establishment of whole school oral language expectations and development of capacity in staff to support low level language learner development.</p> <p>Implementation of the Ultranet as a staff/student collaboration tool.</p> <p>Integration of Ultranet into school's core purpose and beliefs.</p>
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		<p>Staff survey items in relation to student outcomes to be above 75 on the 100-point scale and those related to student behaviour to be below 25 on the 100 scale for each year, 2011-2014.</p>	
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<p>Student Engagement and Wellbeing</p>	<p><i>To further develop a school culture that fosters student, parent and staff connectedness.</i></p>	<p>Student survey results to remain within the effective range (50-75%). Improve the Student Attitude to School survey measure for student safety, stimulating learning and connectedness to above state means.</p> <p>For each year, 2011 – 2014, student absences to be less than 14 days.</p> <p>Reduce the mean absence rate (P-6) to at least 14 days and to reduce the range between year levels.</p> <p>For each year, 2011-2014, parent opinion results to be above those in 2009. Connectedness to Peers, Student Motivation, Social Skills and School Connectedness to be within the third quartile (50-75%), (provided a valid sample is represented).</p> <p>For each year, 2011 to 2014 all positive scales of the staff opinion survey to be above 75' on the 100-point scale, and all negative items to be below 25 on the 100-point scale</p>	<p>Analyse the student absence data collected in 2010 and respond through appropriate changes to policy and practice.</p> <p>Influence family educational cultures to improve student attendance and punctuality to school</p> <p>Further develop parent engagement strategies</p> <p>Implementation of the Ultranet across the school community.</p> <p>Raise profile of parent opinion survey within the community to establish a valid sample.</p>
<p>Student Pathways and Transitions</p>	<p><i>To continue to improve the transition processes for students and their families, in, through and out of the school.</i></p>	<p>General satisfaction and transition in the Parent Opinion Survey to be above 5.8 for each year, 2011-2014 (provided a valid sample is represented).</p> <p>Student learning progression across the key transition points – K-Prep; 2/3; 4/5; 6/7 – is</p>	<p>Further develop connections with key secondary schools.</p> <p>Strengthen connections and relationships with the Homestead Child &amp; Family Centre long daycare facility and kindergarten.</p>

		at or above expectations (VELS, NAPLAN)	Strengthen vertical curriculum moderation through shared professional dialogue and learning.
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## School Strategic Planner 2011- 2014: Indicative Planner

Key Improvement Strategies (KIS across the three student outcomes areas)		Actions	Achievement Milestones (Changes in practice and behaviours)
Student Learning	Year 1	<ul style="list-style-type: none"> <li>▪ Continuation of strategies outlined in the Achievement Improvement Zones Project (AIZ) and the development of a shared understanding of ESL and low language learners.</li> <li>▪ Participation in the Mathematics Partnership Project.</li> <li>▪ Use lead users to provide professional learning within and across professional learning teams.</li> <li>▪ Teacher Performance and Development Plans include use of the Ultranet where appropriate to support professional learning goals.</li> <li>▪ Extension of instructional rounds process to a triad model.</li> <li>▪ Implementation of 'Data Professional Learning Teams' aimed at defining and tracking cohorts of students.</li> <li>▪ Establishment of research and multi-media facility</li> <li>▪ Develop clear and agreed expectations around quality curriculum delivery linked to DEECD initiatives, such as the E5 Instructional Model.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Consistency in outside behaviour management processes, literacy and numeracy strategies across the school.</li> <li>▪ Reduced variability in numeracy teaching practices within the school and across the network.</li> <li>▪ All staff have shared vision of how the Ultranet is linked to improved learning and teaching.</li> <li>▪ Teachers meet regularly to develop curriculum plans, learning sequences and resources for online sharing through the Ultranet.</li> <li>▪ All staff participating in Instructional Rounds.</li> <li>▪ Students and staff utilising research and multimedia facility to support learning.</li> <li>▪ Learning log template developed along with clear processes for use.</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>▪ Explore implications for teaching and learning based upon a shared understanding of ESL and low language learners.</li> <li>▪ Develop clear expectations around the monitoring of student progress on the Ultranet.</li> <li>▪ Triad groupings to participate in Instructional Rounds process.</li> <li>▪ Instructional rounds to become key strategy for teacher performance and development.</li> <li>▪ Develop clear and agreed expectations around quality curriculum planning and delivery linked to collaborative online development.</li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪ Teams of teachers explicitly planning for speaking and listening outcomes in line with VELS and the ESL companion to VELS.</li> <li>▪ All teachers have worked with students to develop learning goals and portfolios through the Ultranet.</li> <li>▪ All teachers regularly use the Ultranet to monitor student progress</li> <li>▪ All staff having the opportunity to work within a triad to improve practice.</li> <li>▪ Teacher development plans contain clear links to instructional rounds/triads.</li> <li>▪ Teachers completing learning logs within Professional Learning Teams.</li> <li>▪</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>▪ Instructional rounds process to include interested schools within network.</li> <li>▪ Embed clear and agreed expectations around curriculum planning and delivery, including expectations related on collaborative online</li> </ul>	<ul style="list-style-type: none"> <li>▪ Neighbouring schools having the opportunity to work within a triad to improve practice.</li> <li>▪ Staff alignment on quality curriculum and delivery.</li> <li>▪ Staff adherence to expectations related to</li> </ul>

		<ul style="list-style-type: none"> <li>▪ development.</li> <li>▪ Full implementation of 'Data Professional Learning Teams' across the school.</li> <li>▪</li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪ collaborative online curriculum development. All staff participate in 'Data Professional Learning Teams' across the school.</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>▪ Undertake School Self-Evaluation, review practices and formulate strategic planning.</li> <li>▪ Instructional rounds embedded in school culture.</li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪ Previous actions have been reflected upon by School Leadership team and implemented within continuous improvement cycle.</li> </ul>
Student Engagement and Wellbeing	Year 1	<ul style="list-style-type: none"> <li>▪ Implementation of the Ultranet as a tool for students and parents.</li> <li>▪ Conduct parent forums showcasing capacity of Ultranet to assist them in supporting students.</li> <li>▪ Monitor whole staff absences and align strategies as required.</li> <li>▪ Employ Student Engagement Coordinator.</li> <li>▪ Implement use of CASES 21 to collect attendance data.</li> <li>▪ Investigate use of CASES 21 as a timetabling tool.</li> <li>▪ Review of Integrated based topics to reflect Northern Metropolitan Region powerful learning strategy of curiosity.</li> <li>▪ Appointment of staff member to collect and highlight absentee and latecomer data.</li> <li>▪ Launch campaign to educate community about the ramifications of lateness and absenteeism.</li> </ul>	<ul style="list-style-type: none"> <li>▪ School leadership team conducts activities for informing the school community on the Ultranet through regular parent forums.</li> <li>▪ Students across the school accessing the Ultranet.</li> <li>▪ Regular parent education sessions related to a variety of curriculum areas.</li> <li>▪ Increased participation in parent helper programs in literacy and numeracy.</li> <li>▪ Student Led Assemblies reflecting school priorities.</li> <li>▪ Ultranet displaying attendance and timetable information.</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>▪ Implementation of Ultranet as a tool to promote connectedness and promote parent/teacher/student collaboration.</li> <li>▪ Develop a strategic curriculum based upon curiosity.</li> <li>▪ Continue to review and build upon parent helper/education opportunities.</li> <li>▪ Use staff absence data as a component of student performance and connectedness.</li> <li>▪ Review processes aligned to lateness/absenteeism and align appropriate actions.</li> </ul>	<ul style="list-style-type: none"> <li>▪ School community accessing the Ultranet.</li> <li>▪ Reduction in lateness, student absences and staff absences.</li> <li>▪ Student Led Assemblies reflecting commitment to absenteeism and lateness processes.</li> <li>▪</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>▪ Implement a strategic curriculum integrating the development of literacy, numeracy and curiosity.</li> <li>▪ Promote culture of communal responsibility for absenteeism and lateness.</li> <li>▪ Continue to review and build upon parent helper/education opportunities.</li> <li>▪ Use staff absence data as a component of student</li> </ul>	<ul style="list-style-type: none"> <li>▪ Staff using Inquiry based topics to promote literacy, numeracy and curiosity within classrooms.</li> <li>▪ Staff developing and following processes related to absence and lateness.</li> <li>▪ Reduction in lateness, student absences and staff absences.</li> <li>▪ Student Led Conferences reflecting curriculum</li> </ul>

		performance and connectedness.	<ul style="list-style-type: none"> <li>changes. Student Led Assemblies reflecting school priorities.</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>Undertake School Self-Evaluation, review practices and formulate strategic planning.</li> <li>Embed curriculum flow.</li> <li>Refine use of the Ultranet as a tool to improve connectedness.</li> </ul>	<ul style="list-style-type: none"> <li>All staff using inquiry to promote literacy, numeracy and curiosity across the school.</li> <li>Previous actions have been reflected upon by School Leadership team and implemented within continuous improvement cycle.</li> </ul>
Student Pathways and Transitions	Year 1	<ul style="list-style-type: none"> <li>Continue the strong connections with the Homestead Child &amp; Family Centre.</li> <li>Promote teacher adherence to literacy and numeracy continuums and further refinement of these continuums.</li> <li>Review of Prep 'Concept development program' in line with the Victorian Early Years Learning and Development framework.</li> <li>Develop strong connections with local secondary schools.</li> <li>Use Student Performance Analyser software to be used to track students across the school.</li> </ul>	<ul style="list-style-type: none"> <li>Consistent language from pre-school to Prep in accordance with Victorian Early Years Learning and Development framework.</li> <li>All classroom teachers tracking students through developmental continuums.</li> <li>All classroom teachers using Student Performance Analyser software to moderate student achievement.</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>Work with key staff to strengthen year 6/7 transition.</li> <li>Create action plan to support the development of year 6/7 transition working party.</li> <li>Review action plan to support preschool/prep transition.</li> <li>Create opportunities for regular vertical moderation across transition years.</li> </ul>	<ul style="list-style-type: none"> <li>Regular updating of learning tasks, comments and feedback in line with curriculum standards.</li> <li>All teachers have worked with students to develop learning goals and portfolios through the Ultranet.</li> <li>All staff using Student Performance Analyser software to moderate student achievement.</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>Professional learning to support staff utilising Ultranet to support teaching and learning transitions.</li> <li>6/7 transition working party to determine key areas of need and align actions.</li> <li></li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Staff adherence to expectations related to collaborative online curriculum development.</li> <li>Establishment of regular meetings between primary and secondary staff.</li> </ul>
	Year 4	<ul style="list-style-type: none"> <li>Undertake School Self-Evaluation, review practices and formulate strategic planning.</li> </ul>	<ul style="list-style-type: none"> <li>Previous actions have been reflected upon by School Leadership team and implemented within continuous improvement cycle.</li> </ul>