

School Strategic Plan for Roxburgh Homestead Primary School

5443

2015-2018



Endorsements

Endorsement by School Principal	Signed..... Name..... Date.....
Endorsement by School Council	Signed..... Name..... Date..... School Council President's endorsement represents endorsement of School Strategic Plan by School Council
Endorsement by the delegate of the Secretary	Signed..... Name..... Date.....

School Profile

Purpose	<p>Mission:</p> <p>To empower our students to make informed decisions, to reach their full potential and contribute within a global society.</p> <p>This is very much a living statement that underpins our core business and guides us to achieve the very best for our students who remain at the centre of all decisions and actions within the school.</p> <p>At Roxburgh Homestead we are committed to developing a culture of continuous improvement with a focus upon learning for all. There is a shared understanding that the best outcomes for students can be achieved by investing in the people who can make a difference. As a school community we use data to inform teaching and learning through collective inquiry and a chance to drill deeper on a wider scale. Our new strategic plan will allow us to embed successful practices and devise strategies to enhance learning and build capacity while capturing the essence that defines Roxburgh Homestead as a unique school community</p>
Values	<p>Our values of Respect, Honesty, Pride and Success are understood by all members of the community and are a clear point of reference as we go about our daily interactions. These values are a wonderful legacy from a past grade six leadership conference where all students had an opportunity to have input into devising values that supported and enhanced our school context.</p>
Environmental Context	<p>Roxburgh Homestead Primary school opened in 1997 within the then young and rapidly growing suburb of Roxburgh Park, which is located in Melbourne’s outer north. Within the first year the school enrolled 214 students but by 2000 this number had grown beyond 700. In 2004 the school reached its peak with 909 students. Since the introduction of two other primary schools in the area we continue to maintain enrolments of around 700 to mid 600 students.</p> <p>Our 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. Our courtyard design mirrors the four seasons with it’s blossom trees which adds colour and a calmness to this 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</p>

grounds. The school is adjacent to the historic Roxburgh Homestead, and to a day care and kindergarten.

Our school students come from a diverse range of ethnic backgrounds. Around 40% of our students come from a background where English is not the main language spoken in the home. We are represented by 29 different cultures with the majority of students coming from Turkish and Arabic backgrounds. In recent times we have had an influx of Indian and Sri Lankan families and more recently refugee and asylum seeker families from Iran and Iraq. Our student population is in the high range of students with English as their second or third second language. Our student family occupation is currently 0.632.

The staffing profile of the school currently consists of Principal, 1 Acting Assistant Principal, the equivalent time fraction of 3 Leading Teachers, whose roles are directly linked to learning and supports the strategic plan. We have 50 teaching and non- teaching staff and 19 Educational Support staff, including a speech Pathologist Teachers' Aide Integration Aides, Library technicians and Administration staff. The majority of staff are now within the experienced category of teachers and we also have more part time staff due to staff returning from family leave and requiring flexible workforce conditions. Our school continues to have a clear focus on literacy and numeracy, using data to drive planning and using the right technology to support teaching and learning.

The student learning achievements at Roxburgh Homestead Primary School indicate a realignment of resources to support literacy and numeracy development as students' progress throughout the school. Targets have been explicitly focussed on and key areas of the school addressed to support students at each year level.

We have a consistent whole school approach in the areas of attendance, behaviour and student engagement. This approach has incorporated school wide policies and processes designed to promote positive behaviours.

Our school continues to add value to student data in literacy and numeracy by the time our students reach grade 5. A concern continues to be the minimal improvement in the junior grades. We know our Preps come to school with significant language concerns but we need to see a more significant improvement in the first 3 years of school. Our school improvement strategy will assist in this area but we need to:

- *Improve student achievement and achieve consistent learning growth through the school in Literacy and Numeracy. We need to particularly foster improved student learning for our EAL and low level of language students. To continue to improve the transition processes for students and their families, in, through and out of the school.*
- *Address the middle cohort that continues to increase as children move through the school in both literacy and numeracy.*

Our continual high rate of absenteeism for students is an ongoing concern and is a school community focus.

- *Staff and student absenteeism needs to be significantly improved. We need to promote a school culture which recognises the importance of staff and student connectedness through minimal absenteeism.*

We have made significant gains by our positive relationship with the Homestead long term day care centre and kindergarten in the past but due to a change in personnel this continually needs to be strengthened. We have restructured moderating teams to improve student transition across the school and the whole school responsibility for all students has improved. We are working more closely with the staff of Roxburgh College to improve student transition between school in literacy, numeracy and ICT.

- *To continue to improve the transition processes for students and their families, in, through and out of the school.*

We acknowledge the support of our school council and their commitment in providing quality facilities to enhance student learning. Roxburgh Homestead has a strong focus on student welfare and as such is committed to providing a happy, safe and secure learning environment. Over the last four years we have made substantial investments in infrastructure and have been the happy recipient through BER funding with the allocation of a full sized gym.

At Roxburgh Homestead we are committed to developing a culture of continuous improvement with a focus upon learning for all. There is a shared understanding that the best outcomes for students can be achieved by investing in the people who can make a difference.

	<p>Barb Adam</p> <p>Principal</p>
<p>Service Standards</p>	<p>Drafting note: In accordance with the school’s purpose and values, this section provides an opportunity to clearly articulate to the community what standards of service the school will hold itself to.</p> <p>Service standards typically describe who the school is serving, the services the school will provide, and the standards of quality and responsiveness with which the school will provide the services.</p> <p>Examples:</p> <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.

<p>Achievement</p> <p>Achievement refers to both the absolute levels of learning attainment and growth in student learning that schools strive to 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>To improve the quality of teaching by strengthening and expanding the repertoire of teachers with all teachers (and pre-service teachers) familiar with and able to deploy the ten theories of action and at least three models of practice.</p> <p>To reduce variability in teaching through the implementation of school improvement teams, teacher planning teams, peer observation, new operating structures and the effective use of data and research.</p> <p>To improve student learning outcomes and develop student learning skills in literacy, numeracy, curiosity and creativity from Foundation to Year 6.</p>	<p>For each deemed capable student to achieve at least 12 weeks in 10 growth in learning (as measured by AusVELS) during each school year.</p>	<p>Implement some of the theories of action and informally link the theories to the Whole Class and Cooperative Group Work models of practice.</p> <p>Commence implementation of development structures and processes (teacher planning teams, peer observations)</p> <p>Establish base line data</p> <p>Implement further Theories of Action and implement the Whole Class and Co-operative Group Work models of practice.</p> <p>Use incoming research to improve the program.</p> <p>Go deeper with the implementation of the Theories of Action and Whole Class and Co-operative Group Work models of practice.</p> <p>Continue to develop and use literacy learning continuum/progressions of student learning aligned with AusVELS through Implementing consistent Literacy and Numeracy Planners from F -6.</p> <p>Enhance the use of accurate and timely assessment data to identify each student's point of need.</p>
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	<p>Each Roxburgh Homestead Primary School student will make expected or better learning progress, regardless of his or her starting point, and attain high standards of literacy and numeracy, Curiosity and Creativity.</p> <p>.All students will have their writing moderated across year levels aligned with Ausvels.</p> <p>All teachers will be familiar with the use of SPA for collating and analysing assessment data.</p> <p>All students will be consistently assessed in comprehension from F- 6 in fiction and non-fiction text.</p> <p>All students will increase their level of proficiency in using Oral Language. Students at risk will be identified and support given.</p> <p>All EAL and students eligible for Wannik will have an Individual Learning Plan using the EAL Continuum, AusVel resources and tutoring, strategies.</p> <p>All students on the PSD will receive an ILP and term by term SSG meetings.</p> <p>All staff will continue to build on their Professional knowledge and skills in relation to Numeracy.</p>	<p>Targets established for each level cohort, an example discussed at the panel meeting was achieving 12 weeks of teaching in 10.</p>	<p>Identify P-6 assessment instruments and Implement use of effective, consistent assessment resources to ensure transparency across teams.</p> <p>Embed vertical moderation of writing across year levels.</p> <p>Implement Professional Learning in relation to using SPA.</p> <p>Extend the early years model for small teaching groups in reading and Running Records into upper sections of the school Continue professional learning in relation to explicit literacy instruction.</p> <p>Continue to build our Oral Language Program by identifying students at risk and continuing professional learning in relation to Oral Language acquisition.</p> <p>Continue to build the knowledge, understanding and capacity of teachers to effectively plan learning experiences at point of need for students for whom English is an Additional Language, students eligible for Wannik Support and PSD Funding.</p> <p>Continued professional learning in relation to explicit Numeracy instruction. Targeted professional learning to improve returning/ new teacher practice in relation to Numeracy.</p>
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	<p>All Grade 6 students will be given the best possible transition into Secondary College through the networking and collaboration of grade 6 and Year 7 teachers.</p> <p>All Foundation/Prep students will be given the best possible transition into Primary through the networking and collaboration of the Transition Co-ordinator, Prep teachers and Pre-School teachers.</p> <p>Each Roxburgh Homestead Primary School student will make expected or better learning progress, regardless of his or her starting point, and attain high standards of skills in relation to the use of ICT.</p> <p>Each Roxburgh Homestead Primary School student will make expected or better learning progress, regardless of his or her starting point in building their skills in self-assessment and use of feedback.</p>		<p>Continued involvement in Maths NETS and other</p> <p>Continued development of a partnership with Roxburgh College Maths department to ensure curriculum transition is effective.</p> <p>Continue to participate and develop transition processes for Pre- School to Primary and Primary to Secondary.</p> <p>Continue to enhance and embed our e-learning program across the whole school including the use of thinking tools for Problem Solving and the use of social media for communication.</p> <p>Continue to build professional knowledge around student self-assessment and feedback across the school for students and staff.</p>
<p>Engagement 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</p>	<p>All Roxburgh Homestead Primary School students will be highly connected to school, motivated and engaged in their learning.</p>	<p>Scores on the student Attitudes to School Survey to remain within the effective range (50-75th percentiles)</p> <p>Reduce the P-6 mean absence rate and reduce the range between levels.</p>	<p>Clear documented process in relation to the use and value of Attitude to School Survey</p> <p>Promote a school culture which recognises the importance of staff and student connectedness through minimal absenteeism.</p> <p>Continue to review and refine processes for monitoring and reducing absences as</p>

<p>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>All families at Roxburgh Homestead will feel supported and engaged with their child's learning.</p> <p>All refugee families will feel supported and engaged in the school.</p> <p>All students will have a voice.</p> <p>All students will be given opportunity to develop their Leadership Skills and be supported in understanding our whole school values.</p>		<p>highlighted in the SSE</p> <p>Further development of parent and community engagement strategies to support student learning through</p> <ul style="list-style-type: none"> - Family Learning Club <ul style="list-style-type: none"> - RESP Refugees in schools program - Continue to improve parent communication via multiple sources focusing on the use of new technologies <p>Develop and implement a Whole School Action Plan in partnership with Foundation House for our refugee families.</p> <p>Continue with the anywhere/anytime approach to learning</p> <p>Continue to build the role of students in providing feedback about their learning and goal setting and student voice.</p> <p>Continue with student leadership programs. Grade 6 students will have a major role in Leadership Development and participate in Leadership Conferences.</p>
<p>Wellbeing</p> <p>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>To improve the mental health and wellbeing of our students.</p> <p>To reduce mental health problems among students.</p> <p>To achieve greater support for those students experiencing mental health problems.</p>		<p>To become a KidsMatter School by implementing the 4 components of the program which includes:</p> <ul style="list-style-type: none"> - Building a positive school community by creating positive relationships. - Social and Emotional Learning for students in regards to managing and coping with emotions, solving problems and learning more effectively. - Providing support and education to

	<p>To build authentic and positive relationships amongst all stakeholders based on the Roxburgh Homestead Primary School values (Respect Honesty Pride Success).</p>		<p>parents. - Providing Early Intervention for students who are experiencing mental health problems.</p> <p>Develop a consistent and coherent approach to student management across learning teams, using: Common language and processes aligned to the School values.</p>
<p>Productivity 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>To ensure evidence-based decision result in targeted, flexible and equitable resource allocations designed to achieve sustained improvement to student learning, engagement and wellbeing.</p>	<p>To align 100% of human, financial and physical resources to school priorities.</p>	<p>Align human resources effectively to maximise student learning outcomes with an increasingly complex workforce that includes a third of staff being part time;</p> <p>Ensure all staff including part time staff have equal opportunities to build upon their professional learning development to strengthen and develop their professional capacity.</p> <p>Ensure non-negotiable professional development for new and returning staff. Provide Coaching to support part time staff who miss professional development sessions due to time fraction.</p> <p>Build the most effective teams to give maximum coverage across a week. Align resources to key priority areas. Ensure facilities match the type of learning required for achieving school targets.</p>

School Strategic Plan 2014- 2017: Indicative Planner

<p>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.</p>			
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	<p>Create a shared school narrative around school improvement and engagement</p> <p>Audit where we are currently sitting in relation to our use of the Theories of Action.</p> <p>Implement the theories of action and link the theories to the Whole Class and Cooperative Group Work models of practice.</p> <p>Commence implementation of development structures and processes (teacher planning teams, peer observations)</p> <p>Establish base line data and instruct all staff in the use of SPA</p> <p>Implementing consistent Literacy and Numeracy Planners from F -6.</p>	<p>Staff have a shared understanding in relation to our school improvement strategy</p> <p>Updated overview of current practice and developed a school policy on teaching and learning</p> <p>Evidence of Theories of Action in planning and observation of classroom practice.</p> <p>Structures in place</p> <p>All teachers familiar with and using SPA as a central tool for the collection and diagnosis of Assessment data</p> <p>Consistent use of Literacy and Numeracy planning documentation across all PLT's</p>

	<p>Identify P-6 assessment instruments and Implement use of effective, consistent assessment resources to ensure transparency across teams.</p> <p>Launch vertical moderation of writing across year levels using 'The Big Write' writing program and the VCOT writing moderation guide.</p> <p>Launch 'Words their Way' program across all year levels through staff Professional Development</p> <p>Extend the early years model for small teaching groups in reading and Running Records into upper sections of the school</p> <p>Conduct professional learning in relation to Oral Language acquisition for whole staff and Speech Therapist to work in the Grade 1 classrooms.</p> <p>Align our planning resources with Ausvels and EAL Continuum to effectively plan learning experiences at point of need for students for whom English is an Additional Language, Koorie students and students with a disability.</p> <p>Conduct professional learning days to improve returning/ new teacher practice.</p> <p>Conduct whole staff professional learning on 'Investigative Maths tasks.'</p> <p>Attend meetings each term for Maths NET and other NETS.</p> <p>Continue hosting fortnightly visits from Year 7 Maths teachers during planning and teaching time to ensure Year 6 transition is effective. Analyse Year 7 NAPLAN Maths data in partnership with Roxburgh College</p>	<p>Use of Fountas and Pinnell as a consistent Literacy Assessment tool across the whole school bi-annually.</p> <p>Agreed dates included in assessment schedule for vertical moderation. All teachers will be familiar with and using VCOT to moderate writing.</p> <p>All staff will be familiar with spelling program</p> <p>Early Years Reading Model extended and used for F-6. Fountas and Pinnell used across whole school for unseen benchmarking.</p> <p>Oral Language is planned for F-6 Implementation of Colourful Semantics in all classes. Improved Literacy data in Year 1</p> <p>Teachers consistently use Continuums to plan and all eligible students have an updated Individual Learning Plan</p> <p>Clarity and understanding for new and returned teachers.</p> <p>Staff are planning and delivering Investigative Maths Task</p> <p>Increased teacher attendance</p> <p>Year 7 Maths teachers have regular opportunities to meet and team teach with Year 6 teachers and students. Improved identification of areas of need for Year 6 students</p>
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	<p>Implement a whole school approach to curriculum planning that integrates the widespread and frequent use of ICT for improved student learning</p> <p>Introduce E-Smart Curriculum and gain E-Smart status.</p> <p>Assess teachers knowledge and use of Student Feedback connected to Data Cycle Continue to develop student and parent knowledge in relation to the purpose of feedback</p>	<p>Teachers will have been provided with PD for effective pedagogical approaches to teaching ICT using SAMR framework ICT is embedded in planning documents across all year levels. Digital resources will be shared across year levels</p> <p>Students to have developed resources to be used alongside Professional Development for student to student, student to parent and student to teacher</p> <p>All teachers to have completed an audit Students and parents will have an increased understanding of the purpose of feedback and the process</p>
	<p>Year 2</p> <p>Implement further theories of action and implement the Whole Class and Co-operative Group Work Models of practice with an emphasis on curiosity.</p> <p>Further implementation of developmental structures and processes (teacher planning teams, peer observations)</p> <p>Full implementation of the use SPA for diagnostic purposes and tracking student progress</p> <p>Use incoming research to improve the program</p> <p>Further Implementation of consistent Literacy and Numeracy Planners from F -6 with the incorporation of 'Fertile' questions and curiosity process.</p> <p>Use P-6 assessment instruments and Effective, consistent assessment resources to ensure transparency across teams.</p>	<p>Whole school definition around Curiosity using key pedagogic strategies to promote inquiry learning. Evident in planning and classroom observations. Consistency of practice and learning skills identified. Identified skills prominent in planning and at the core of decision making</p> <p>All teachers will be familiar with and use SPA as a tool for their data – planning cycle</p> <p>Whole staff Professional Development in relation to research delivered through Myer foundation and the Bastowe Institute</p> <p>Consistent planning across all year levels that incorporates curiosity principles and actions.</p> <p>Agreed Assessment schedule at whole school level</p>

	<p>Embed vertical moderation of writing across year levels using 'The Big Write' writing program and the VCOT writing moderation guide.</p> <p>Embed 'Words their Way' program across all year levels</p> <p>Further implement the early years model for small teaching groups in reading and Running Records into upper sections of the school</p> <p>Further implement professional learning in relation to Oral Language acquisition for whole staff and Speech Therapist to work in classrooms identified at point of greatest need through data analysis</p> <p>Implement and refine our planning resources with Ausvels and EAL Continuum to effectively plan learning experiences at point of need for students for whom English is an Additional Language, Koorie students and students with a disability.</p> <p>Introduce inquiry into the curriculum and planning to foster curiosity.</p> <p>Continue to conduct professional learning days to improve returning/ new teacher practice.</p> <p>Continue to attend meetings each term for Maths NET and other NETS.</p> <p>Continue hosting fortnightly visits from Year 7 Maths teachers during planning and teaching time to ensure Year 6 transition is effective.</p> <p>Continue to enhance and embed our e-learning program where ICT is used to support higher order thinking, communication (including social media), collaboration, creativity and problem</p>	<p>Improved NAPLAN writing results in Year 3 and 5 writing</p> <p>All year levels will have program embedded into Literacy Planning documents</p> <p>Running Records analysis consistent across school</p> <p>Oral Language remains a focus in planning from F -6. Embedded use of 'Colourful Semantics' F - 6 Improvement in phonetic and semantic data.</p> <p>New scope and sequence for EAL, KELP and Students with a Disability will be established and all eligible students will have regular updated Individual Learning Plans.</p> <p>Scope and sequence and planning documents reflect inquiry learning.</p> <p>Staff opinion survey reflects positive teacher confidence</p> <p>Regular attendees from RHPS to participate in providing and receiving support</p> <p>Assess effectiveness of Year 6 to 7 Maths transition program. Continue to analyse Year 7 NAPLAN Maths data in partnership with Roxburgh College</p> <p>All teachers will use an effective pedagogical approach to the teaching and planning of ICT</p>
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		<p>solving</p> <p>Continue to embed E-Smart curriculum and maintain E-Smart status. Update E-Smart policies and processes</p> <p>Continue to enhance student knowledge on Mastery through feedback.</p>	<p>All staff to have received ongoing Professional Development in relation to E-Smart and all policies updated. Parents and students have also received education in relation to E-Smart</p> <p>All students from F- 6 will recognise the link between their efforts and their outcomes.</p>
	Year 3	<p>Deeper implementation of theories of action and Whole Class and Co-operative Group work models of practice.</p> <p>Deeper implementation of development structures and processes (teacher planning teams, peer observation)</p> <p>Use incoming research to further improve the program.</p> <p>Continue to further develop consistent Literacy and Numeracy Planners from F -6 with the incorporation of 'Fertile' questions and curiosity process.</p> <p>Use P-6 assessment instruments and Effective, consistent assessment resources to ensure transparency across teams.</p> <p>Continue to embed and refine vertical moderation of writing across year levels using 'The Big Write' and VCOT tools.</p>	<p>Development of Learning Frameworks. Teachers are able to articulate Theories of Action and how it supports school improvement.</p> <p>Professional Learning at the core of improving teacher practice.</p> <p>Whole staff Professional Development in relation to research delivered through Myer foundation and the Bastowe Institute</p> <p>A high degree of consistency and refinement of Literacy and Numeracy Planners from F -6</p> <p>Analysis and Triangulation of Literacy data using NAPLAN, Fountas and Pinnell and Pat Reading Assessment to inform teaching</p> <p>Continuous improvement of NAPLAN Writing results and teacher development in relation to teaching writing.</p>

	<p>Refine 'Words their Way' program across all year levels and assist teachers to further improve their analysis</p> <p>Continue to develop the effectiveness of small group instruction based on the early years model for small teaching groups in reading and Running Records into upper sections of the school</p> <p>Further implement professional learning in relation to Oral Language acquisition for whole staff and Speech Therapist to work in classrooms identified at point of greatest need.</p> <p>Refine our planning processes and use of resources with Ausvels and EAL Continuum to effectively plan learning experiences at point of need for students for whom English is an Additional Language, Koorie students and students with a disability.</p> <p>Conduct professional learning days to improve returning/ new teacher practice.</p> <p>Conduct whole staff professional learning on 'Investigative Maths tasks.'</p> <p>Attend meetings each term for Maths NET and other NETS.</p> <p>Continue to enhance and develop relationship with Roxburgh College and Year 7 Teachers to ensure Year 6 transition is effective.</p> <p>Explicitly integrate ICT across all AusVELS domains so that the needs of all individual learners are supported.</p>	<p>Evidence of analysis and improved understanding of point of need by teachers</p> <p>Improved understanding in relation to decoding and comprehension needs in fiction and non-fiction text for the upper years cohort. Improved NAPLAN Reading results.</p> <p>Evidence of improvement data in relation to use of semantics and phonological knowledge in Years 2 and 3</p> <p>Effective use of Continuums to map individual progress of all students through stages of development linked explicitly to Individual Learning Plan goals.</p> <p>Consistent improved teacher confidence and understandings.</p> <p>Increased mastery of planning for and facilitation of 'Investigative Maths Tasks'</p> <p>Increased attendance and participation by new and returning teachers</p> <p>Improved Transition processes, sharing of NAPLAN data and strengthening relationships between all participants</p> <p>Students on Individual Learning Plans will have ICT Learning Goals included. Students and parents involved in creating E-Smart resources.</p>
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	<p>Maintain E-Smart status. Focus on parent and community partnerships</p> <p>Continue to build professional knowledge in relation to teacher – student, student – teacher feedback by recognising the 4 levels within each feedback question</p>	<p>Evidence of multi-level feedback to students at regular intervals</p>
Year 4	<p>Deeper implementation of theories of action and Whole Class and Co-operative Group work models of practice.</p> <p>Deeper implementation of development structures and processes (teacher planning teams, peer observation)</p> <p>Use incoming research to further improve the program.</p> <p>Continue to further develop consistent Literacy and Numeracy Planners from F -6 with the incorporation of 'Fertile' questions and curiosity process.</p> <p>Use P-6 assessment instruments and Effective, consistent assessment resources to ensure transparency across teams.</p> <p>Embed 'The Big Write' and 'Words their Way' Into Whole School Writing Program on a daily/weekly basis</p> <p>Continue to further develop the early years model for small teaching groups in reading and Running</p>	<p>Students self-assess against learning frameworks Achieve consistency in inquiry focussed teaching practice Teacher observation focus on inquiry An evidence based school</p> <p>Whole staff Professional Development in relation to research delivered through Myer foundation and the Bastowe Institute</p> <p>Evaluate effectiveness of Literacy and Numeracy Planners on student learning</p> <p>Analysis and Triangulation of Literacy data using NAPLAN, Fountas and Pinnell and Pat Reading Assessment to inform teaching</p> <p>Evidence across the school in Literacy Planners of the integration of the programs Teachers and students are using the meta-language of the programs and reporting to parent/caregivers is consistent and clear.</p> <p>Improved understanding in relation to decoding and comprehension needs in fiction and non-fiction text for the upper years cohort. Improved</p>

		<p>Records into upper sections of the school</p> <p>Evaluate professional understanding in relation to Oral Language acquisition for whole staff and Speech Therapist to work in classrooms identified at point of greatest need.</p> <p>Align our planning resources with Ausvels and EAL Continuum to effectively plan learning experiences at point of need for students for whom English is an Additional Language, Koorie students and students with a disability.</p> <p>Conduct professional learning days to improve returning/ new teacher practice.</p> <p>Continue to attend meetings each term for Maths NET and other NETS.</p> <p>Review and build on fortnightly visits from Year 7 Maths teacher to ensure Year 6 transition is effective.</p> <p>Create personalised Learning Plans that integrate effective digital environments and resources and include authentic learning opportunities and connections Revisit E-Smart curriculum and teacher practice</p> <p>Continue to build teacher capacity to move towards Expert practice in giving feedback using the Feedback Rubric Tool</p>	<p>NAPLAN Reading results.</p> <p>Evidence of improvement data in relation to use of semantics and phonological knowledge from F- 6</p> <p>Evaluation of Continuums to map individual progress of all students through stages of development linked explicitly to Individual Learning Plan goals.</p> <p>Evaluation of Continued cyclic professional development days for new and returning teachers</p> <p>Evaluation of collaboration and systemic improvement strategies.</p> <p>Evaluation process complete</p> <p>Collaboration between students inside and outside of school. All students will have their own personalised learning plan incorporating ICT</p> <p>Professional Development provided for teacher reflection and improvement</p> <p>Routine, consistent practice throughout the school in using the Feedback Rubric Tool and Multi-level question matrix.</p>
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<p>Engagement</p>	<p>Year 1</p>	<p>Document process in relation to the use and value of Attitude to School Survey</p> <p>Form an absence committee to promote a school culture which recognises the importance of staff and student connectedness through minimal absenteeism and to review current processes.</p> <p>Refine enrolment process for Refugee and non-English speaking families by office staff and the dissemination of information to classroom teachers.</p> <p>Ensure MEA role description is up to date and the MEA is included in enrolment process.</p> <p>Review policies to ensure specific references to Racism/Multiculturalism sit within student engagement policy.</p> <p>Trial translation statements for correspondence sent home and incorporate more visuals into information booklets including photos of key personnel.</p> <p>Form a Family Learning Club with con-current Parent English for Engagement classes. Continue with the anywhere/anytime approach to learning</p> <p>Continue to build the role of students in providing feedback about their learning and goal setting.</p> <p>Continue with student leadership programs. Grade 6 students will have a major role in</p>	<p>Shared understanding of use and value of Attitude to School Survey by all staff</p> <p>Committee meets regularly once a fortnight. Absence rate reduced to a yearly average of 14 days per year per student. Processes for monitoring student absences reviewed.</p> <p>All teachers have an updated list of all EAL students across the school and a copy of previous EAL reports. All new students will have had Literacy and Numeracy screenings completed on enrolment and given to teachers</p> <p>MEA role description documented and MEA is aware of role description and informed of screening times to meet prospective parents.</p> <p>Engagement policy reviewed and updated</p> <p>All office correspondence to the school community sent home has verified Translation Statements in Turkish and Arabic.</p> <p>Family Learning Club for refugee families is established on Wednesdays after school once a week with Assistant Principal and MEA as Liaison</p> <p>Students will present goals at Student Led Conferences</p> <p>Grade 6 students participated in our 'Live Louder' Leadership Conference with a focus on</p>

		Leadership Development and participate in Leadership Conferences.	gratefulness and kindness.
	Year 2	<p>Document process in relation to the use and value of Attitude to School Survey</p> <p>Continue refining process to promote a school culture which recognises the importance of staff and student connectedness through minimal absenteeism and to review current processes.</p> <p>Refine enrolment process for Refugee and non-English speaking families by office staff and the dissemination of information to classroom teachers.</p> <p>MEA is included in enrolment process and acts as a liaison with our non-English speaking families</p> <p>Team to trial use of socio-linguistic profiles to raise awareness about our family's needs.</p> <p>Ensure specific references to Racism/Multiculturalism within student engagement policy are being followed</p> <p>Embed translation statements for correspondence sent home and incorporate more visuals into information booklets including photos of key personnel.</p> <p>Review and modify refugee family support and Family Learning Club with con-current Parent English for Engagement classes. Continue with the anywhere/anytime approach to learning</p> <p>Continue to build the role of students in providing feedback about their learning, goal setting and</p>	<p>Evidence of documentation</p> <p>Reduce average absenteeism to 12 days per year Increase use of parent notification app and the use of school website.</p> <p>Have clear processes in place for communication with our non –English speaking families.</p> <p>MEA is in regular contact with our refugee and non-English speaking families</p> <p>Trialled in particular year levels and evaluation completed</p> <p>Audit student behaviour data</p> <p>Collected feedback from non-English speaking families on where we can improve communication processes</p> <p>Identified needs of our refugee families and put further support in place as required</p> <p>Evidence of student feedback to teachers and the school community in relation to their needs, ideas</p>

		<p>school environment.</p> <p>Continue with student leadership programs. Grade 6 students will have a major role in Leadership Development and participate in Leadership Conferences.</p>	<p>and suggestions.</p> <p>Continue to analyse Students Attitudes to School Survey results to inform our focus for grade 6 Leadership Conference.</p>
	Year 3	<p>Refine and evaluate process in relation to the use and value of Attitude to School Survey</p> <p>Team to trial use of socio-linguistic profiles to raise awareness about our family's needs.</p> <p>Review and modify refugee family support Continue with the anywhere/anytime approach to learning</p> <p>Continue to build the role of students in providing feedback about their learning, goal setting and school environment.</p> <p>Continue with student leadership programs. Grade 6 students will have a major role in Leadership Development and participate in Leadership Conferences.</p>	<p>Process refined and evaluated</p> <p>Trialled across Year levels</p> <p>Reviewed documentation and use of feedback via parent surveys and parent briefings around communication</p> <p>Students to understand link with feedback in relation to data cycle.</p> <p>Continue to analyse Students Attitudes to School Survey results to inform our focus for grade 6 Leadership Conference. Consolidate links with KidsMatter Project goals</p>
	Year 4	<p>Evaluate process in relation to the use and value of Attitude to School Survey</p> <p>Evaluate processes in regards to promoting a school culture which recognises the importance of staff and student connectedness through minimal absenteeism and to review current processes.</p> <p>Refine enrolment process for Refugee and non-English speaking families by office staff and the</p>	<p>Process refined and evaluated</p> <p>Evaluation completed and new progressive goals set</p>

		<p>dissemination of information to classroom teachers.</p> <p>Evaluate the MEA role description and the processes the MEA is part of.</p> <p>Evaluate the use of socio-linguistic profiles to raise awareness about our family's needs.</p> <p>Review policies to ensure specific references to Racism/Multiculturalism sit within student engagement policy.</p> <p>Continue to embed and evaluate statements for correspondence sent home and incorporate more visuals into information booklets including photos of key personnel.</p> <p>Evaluate Family Learning Club support program with con-current Parent English for Engagement classes. Continue with the anywhere/anytime approach to learning</p> <p>Continue to build the role of students in providing feedback about their learning and goal setting and having a student voice.</p> <p>Continue with student leadership programs. Grade 6 students will have a major role in Leadership Development and participate in Leadership Conferences.</p>	<p>Consistent use of socio-linguistic profiles to raise awareness about our family's needs.</p> <p>Review and update communication processes</p> <p>Reviewed documentation and use of feedback via parent surveys and parent briefings around communication</p> <p>Students to understand link with feedback in relation to data cycle.</p> <p>Continue to analyse Students Attitudes to School Survey results to inform our focus for grade 6 Leadership Conference. Consolidate links with KidsMatter Project goals</p>
Wellbeing	Year 1	Reinstate and launch family engagement evening "Every Place has a Face" where students create their own face using a variety of materials.	Every student is represented by a face in public display across the school.

	<p>Provide Professional Development to staff and information about KidsMatter Primary initiatives to staff, students and families.</p> <p>Audit school processes in regards to what the school is already doing and identify the gaps.</p> <p>Develop a consistent and coherent approach to student management across learning teams</p>	<p>All staff will demonstrate an understanding of the purpose, goals and process for Kids Matter. Family Surveys completed and collected</p> <p>Audit complete</p> <p>Decrease in removal from classrooms aligned with behaviour management process</p>
Year 2	<p>Conduct Professional Development to staff in regards to teaching Social and Emotional Learning Strategies.</p> <p>Ensuring all students have a clear understanding of the school values and what each value looks like, sounds and feels like at RHPS</p> <p>Conduct Parent Information Sessions in regard to Children's Development and Understanding Emotions.</p>	<p>Staff, students and parents will have an increased understanding of the value of social, emotional learning and the connection with student outcomes</p> <p>Evidence of documentation of a description of behaviours associated with each value.</p> <p>Information collected from family surveys used to inform the development of parent information nights throughout the year</p>
Year 3	<p>Provide more parent information for support in regards to Key Protective factors that influence children's mental health</p> <p>Embed into the student well-being protocols and processes the school values and what each value looks like, sounds and feels like at RHPS</p>	<p>Providing social and emotional development for parents and carers through various school based communication tools</p> <p>Evidence of documentation demonstrating wellbeing protocols and processes – Primary Prevention, Early Intervention, Intervention and Postvention</p>
Year 4	<p>Provide Professional Development for staff and parents in relation to early Intervention for students who are experiencing mental health problems.</p> <p>Ensure KidsMatter is completely embedded into all wellbeing processes and classroom curriculum planning</p>	<p>A referral document for all mental health support services available to all staff, parents and carers</p> <p>Evidence of documentation Curriculum Scope and Sequence and Wellbeing Framework</p>

Productivity	Year 1	<p>Formulate a new leadership team with the necessary skills and expertise to drive the strategic plan. School budgets support key learning areas.</p> <p>All new and returning staff including part-time will participate in professional learning development to strengthen and develop their professional capacity.</p> <p>Development of hand- over policy for exiting staff.</p> <p>Provide Coaching to support part time staff who miss professional development sessions due to time fraction.</p> <p>Build the most effective teams to give maximum coverage across a week. Align resources to key priority areas.</p> <p>Ensure facilities match the type of learning required for achieving school targets.</p>	<p>Staff opinion survey reflects teacher confidence in leadership team. Student data reflects improvement Parent opinion survey reflects confidence in the leadership team. Staff has direct line of management and processes are easily understood and articulated.</p> <p>Transition of staff into and across the school is documented and becomes part of the Induction manual. Analysis of staff opinion survey and identification of areas for further development</p> <p>Hand over policy document drafted, distributed and understood by all staff</p> <p>Support timetabled and implemented</p> <p>Teams Established Student outcome data analysed and key priority areas identified</p> <p>Identification and consultation process with students and school community in relation to design and use of outdoor spaces for learning and wellbeing. Withdrawal areas for support groups identified and utilised</p>
	Year 2	<p>Align human resources to effectively support learning programs. School budgets support key learning areas.</p> <p>All new and returning staff including part-time will participate in professional learning development to strengthen and develop their professional capacity.</p> <p>Consolidation of hand over policy for exiting staff.</p>	<p>Key personnel are selected to drive school initiatives for strategic plan. Termly review of budgets.</p> <p>All staff familiar with the processes in the Induction Manual</p> <p>Hand over policy document distributed and staff understanding consolidated</p>

		<p>Provide Coaching to support part time staff who miss professional development sessions due to time fraction.</p> <p>Build the most effective teams to give maximum coverage across a week. Align resources to key priority areas.</p> <p>Ensure facilities match the type of learning required for achieving school targets.</p>	<p>Documented process of professional responsibilities for teachers who are taking leave incorporated into handover policy document</p> <p>Semester audit of programs to ensure they are not compromised with role sharing and part time staff.</p> <p>Further consultation with students and school community in relation to design and use of indoor and outdoor spaces for learning and wellbeing. Withdrawal areas for support groups utilised</p>
	Year 3	<p>Align human resources to effectively support learning. School budgets reflect and support key learning initiatives.</p> <p>All new and returning staff including part-time will participate in professional learning development to strengthen and develop their professional capacity.</p> <p>Consistent use of hand over policy for exiting staff.</p> <p>Provide Coaching to support part time staff who miss professional development sessions due to time fraction.</p> <p>Build the most effective teams to give maximum coverage across a week. Align resources to key priority areas.</p> <p>Ensure facilities match the type of learning required for achieving school targets.</p>	<p>Semester analysis of student data to inform human resourcing. Regular audits of budgets to reflect key learning priorities.</p> <p>Transition of staff into and across the school is monitored through the Workforce Plan. Analysis of staff opinion survey and identification of areas for further development</p> <p>Clear, consistent handover between exiting and returning staff. Clear processes for communication</p> <p>Part – time staff identified as missing Professional development have met with facilitators and undertook Professional Reading and question/ answer forums with facilitators.</p> <p>Semester audit of programs to ensure they are not compromised with role sharing and part time staff. Student outcome data analysed and key priority areas identified</p> <p>Review of learning spaces as programs change or student population shifts.</p>

	Year 4	<p>Align human resources to effectively support key learning areas. All new and returning staff including part-time will participate in professional learning development to strengthen and develop their professional capacity.</p> <p>Evaluation of hand over policy for exiting staff.</p> <p>Provide Coaching to support part time staff who miss professional development sessions due to time fraction.</p> <p>Build the most effective teams to give maximum coverage across a week. Align fiscal resources to key priority areas.</p> <p>Ensure facilities match the type of learning required for achieving school targets.</p>	<p>The key improvement strategies identified within this plan are reviewed to provide clear and purposeful direction with regard to resource allocation in the next strategic plan</p> <p>Review of induction manual in relation to workforce plan</p> <p>Audit of process in relation to part time staff missing Professional development on a regular basis</p> <p>Semester audit of programs to ensure they are not compromised with role sharing and part time staff. Student outcome data analysed and key priority areas identified</p> <p>Review of learning and wellbeing spaces as programs change or student population shifts.</p>