

School Strategic Plan 2018-2022

Roxburgh Homestead Primary School (5443)



Submitted for review by Julie Lowerson (School Principal) on 07 December, 2018 at 09:31 AM

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School vision	To empower our students to make informed decisions to reach their full potential and contribute within a global community.
School values	The school's values of "Respect, Honesty, Pride and Success," are understood by members of the community and are a clear point of reference as we go about our daily interactions. These values are effective and relevant to our Vision and have come about as a legacy of past grade six student leadership conferences where all students had an opportunity to have input into devising values that supported and enhanced our school context. They are revisited annually to determine ownership and relevance and have stood the test of time by remaining as those chosen and agreed upon by members of our school community.
Context challenges	<p>Roxburgh Homestead Primary School has a current enrolment of 707 students. Established in 1997, we are located in the suburb of Roxburgh Park, a culturally diverse outer northern suburb. Our enrolment is beginning to trend upward over the past 18 months. We are a multicultural school in the highest category of English as Additional Language (EAL) schools with 406 students funded through this category. The culturally and linguistically diverse nature of the school community continues to be represented through 29 different cultures with the majority of students coming from Turkish and Arabic backgrounds. In the previous few years we have seen an influx of Indian and Sri Lankan families and more recently refugee and asylum seeker families from Syria and Iraq. We have 354 students currently receiving an EAL report and 24 students with refugee status. Our EAL students, who qualify to attend the Language Centre, do so and return to us after they complete the intense program. Upon their return, we provide EAL support through a dedicated EAL teacher and small group instruction. We have identified the need to upskill staff to a greater extent, in the understanding and use of the EAL Continuum and do this through Team meetings, Professional Learning and individual meetings. In order to keep our EAL parents informed and connected to our school, we have Multi Cultural Aides who assist in translating when needed and providing support to students with</p> <p>Roxburgh Homestead strategically focuses on the development of Literacy, Numeracy and Curiosity through a curriculum that places the learner at the centre of all decision making.</p> <p>Our 2018 AIP Improvement Priorities include: Excellence in Teaching and Learning (Building practice excellence) and Positive Climate for Learning (Empowering students and building school pride). These priorities were decided upon as a result of the analysis of different data sets in-line with our Strategic Plan. It is through being strategic and considered with our work that will bring about improvement in student outcomes. Determining our main areas of focus without losing sight of all that is expected, has enabled us to align our resources, financial, human and physical to maximise our efforts. RHPS has two Assistant Principals, two substantive Lead Teachers. This school organisational design promotes distributive leadership and clear lines of sight in our work. 2018 saw the appointment of a Lead Teacher in 21st Century Critical and Creative Thinking and a Lead Teacher in Math as well as Acting lead Teachers in Literacy, equivalent EFT 1.6. Both Assistant Principals have designated areas of responsibility and are allocated to</p>

	<p>oversee specific teaching teams. The Principal oversees the Foundation and Specialist Team as well as having other responsibilities in the areas of teaching and learning. 2017 saw the appointment of a new substantive Principal.</p> <p>A set of modules was contextually designed to develop Middle Level Leaders. Two groups of staff were targeted for this initiative. Team Leaders were automatically included to attend and others were asked to put in an EOI to participate. Therefore, two groups were formed and this initiative is taking place across a two year time frame. In 2018, modules will be designed to further develop members of the Leadership Team. An Assistant Principal completed the "UP" program in 2017 along with another Assistant Principal who promoted out mid 2017.</p> <p>We currently have specialist teachers in the areas of : The Arts (Visual and Performing), H.P.E., Science, LOTE (Italian). The teachers in these areas work together as a team and also collaborate together for their "Problem of Practice." We also</p> <p>A significant amount of resources, human and financial have been committed to upgrading the existing ICT equipment and ensuring this is employed in teaching and learning sessions as well as adding to equipment in the form of drones, robotics, coding opportunities etc.</p>
<p>Intent, rationale and focus</p>	<p>Activate student voice, agency and leadership to empower students to learn and achieve. (FISO – Empowering students and building school pride)</p> <p>The Attitudes to School Survey outcomes showed the factor, student voice and agency, had a lower positive response percentage endorsement than most factors. The panel agreed that a goal to empower students to have greater voice and agency in learning and voice through student leadership would improve engagement, learning outcomes and build confidence that they can contribute to improving their school and community.</p> <ul style="list-style-type: none"> -Develop explicit strategies to embed student voice, agency and leadership within planning and the curriculum delivered. -Embed regular staff, student and parent feedback processes to build student engagement. <p>Improve achievement and learning growth for all students in literacy and numeracy. (FISO – Building practice excellence and Curriculum planning and assessment)</p> <ul style="list-style-type: none"> -Document and embed a sequential curriculum. <p>An analysis of the school's NAPLAN and school-based benchmarking data identified a high proportion of students demonstrating low to medium growth in reading, writing and numeracy. Additionally, the school's panorama report indicated the percentage in the top two bands was lower than similar schools for reading, writing and numeracy. Lower growth was also evident compared to similar schools. Literacy and numeracy were therefore identified by the panel as areas requiring focus for the next SSP.</p> <ul style="list-style-type: none"> -Develop and build teacher and leadership capability to embed a whole school documented approach to evidence-based, pedagogy. -Embed the PLC culture within the school. -Develop teacher proficiency in using data and evidence to plan targeted teaching and learning and to track student progress. <p>Build student resilience and enhance wellbeing. (FISO - Setting expectations and promoting inclusion and building communities)</p>

	<p>NB – we have to align goals with selected high-impact FISO improvement initiatives</p> <p>The school commenced initial work on introducing school-wide positive behaviour support and the panel confirmed that a focus for the next SSP should be embedding this approach in practice. The panel concluded that the evidence from fieldwork indicated that a coordinated approach to embedding social and emotional learning together with clear expectations for learning and behavior would build student resilience and foster wellbeing. The Parent Opinion Survey general satisfaction was lower than the State and discussion with parents indicated that building communities and partnerships with parents would strengthen student wellbeing.</p> <ul style="list-style-type: none">-Implement school wide positive behavior support with fidelity.-Implement a whole school approach to social and emotional learning.-Building parent partnerships.
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Goal 1	Activate student voice, agency and leadership to empower students to learn and achieve.
Target 1.1	By 2022 improve the percentage of positive responses for the following Attitudes to School Survey factors: <ul style="list-style-type: none"> • Student voice & agency from 69% to 80% • Stimulated learning from 85% to 90% • Self regulation & goal setting from 89% to 92%
Target 1.2	By 2022 reduce the average days absent per student F-6 from 19 days absent (average 2014-2016) to 17 days. <i>(NB. In 2017 the average days absent was 24.5 days)</i>
Key Improvement Strategy 1.a Building practice excellence	Develop explicit strategies to embed student voice, agency and leadership within planning and the curriculum delivered.
Key Improvement Strategy 1.b Empowering students and building school pride	Embed regular staff, student and parent feedback processes to build student engagement.
Key Improvement Strategy 1.c Setting expectations and promoting inclusion	Develop an attendance committee to develop policies and processes, to improve attendance.
Goal 2	Improve achievement and learning growth for all students in literacy and numeracy.

Target 2.1	<p>By 2022 improve the percentage of students in the top two bands on NAPLAN assessments at Year 3:</p> <ul style="list-style-type: none"> • Numeracy from 25% to 30% • Reading from 35% to 40% • Writing from 48% to 51%
Target 2.2	<p>By 2022 improve the percentage of students in the top two bands on NAPLAN assessments at Year 5:</p> <ul style="list-style-type: none"> • Numeracy from 17% to 21% • Reading from 26% to 30% • Writing from 13% to 17%
Target 2.3	<p>By 2022 improve the percentage of positive responses on the School Climate module of the Staff Survey for the following factors:</p> <ul style="list-style-type: none"> • Teacher collaboration from 67% to 85% • Guaranteed and viable curriculum 69% to 85% • Academic emphasis from 50% to be finalised 65%
Target 2.4	<p>By 2022 improve learning growth at each year level using school based benchmark data from PAT R & M ensuring growth targets are set and met each year.</p>
Key Improvement Strategy 2.a	<p>Document and embed a sequential curriculum.</p>

Curriculum planning and assessment	
Key Improvement Strategy 2.b Building practice excellence	Develop and build teacher and leadership capability to embed a whole school documented approach to evidence-based, pedagogy.
Key Improvement Strategy 2.c Building practice excellence	Embed the PLC culture within the school.
Key Improvement Strategy 2.d Curriculum planning and assessment	Develop teacher proficiency in using data and evidence to plan targeted teaching and learning and to track student progress.
Goal 3	Build student resilience and enhance wellbeing.
Target 3.1	By 2022 improve the percentage of positive responses for the following factors on the Attitudes to School Survey: <ul style="list-style-type: none"> • Teacher concern from 80% to 85% • Resilience from 80% to 85% • Respect of diversity 78% to 83% • Sense of confidence 80% to 85%
Target 3.2	By 2022 improve the percentage of positive responses on the Parent Survey for overall satisfaction from 68% to 73%
Key Improvement Strategy 3.a	Implement school wide positive behavior support with fidelity.

Setting expectations and promoting inclusion	
Key Improvement Strategy 3.b Empowering students and building school pride	Implement a whole school approach to social and emotional learning.
Key Improvement Strategy 3.c Parents and carers as partners	Build parent partnerships.