**School Strategic Plan 2019-2022**

Rosewood Downs Primary School (5087)



Submitted for review by Helen Casey (School Principal) on 16 November, 2018 at 02:55 PM  
Endorsed by Kenneth Robinson (Senior Education Improvement Leader) on 19 November, 2018 at 02:02 PM  
Endorsed by Gosia Zastawnik (School Council President) on 21 November, 2018 at 11:13 AM

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| School vision | Rosewood Downs Primary School is committed to providing a stimulating learning environment and educational programs that will motivate, challenge and support students to become resilient life-long learners. The school aims to maximise student potential in a safe and caring community in which academic achievement, positive self-esteem, cultural diversity and the rights of all are highly valued, respected and celebrated. |
| School values | Rosewood Downs Primary School vision is underpinned by the Values for Australian Schooling. In addition, we promote the eight core values of the Bounce Back Program. These values guide the decisions and behaviours of all members of our school community and include;  • Honesty • Fairness • Responsibility • Support • Cooperation • Acceptance of Differences • Respect • Friendliness and Inclusion |
| Context challenges | Context Rosewood Downs Primary School is comprised of four open plan units, each housing four teaching areas. We also have a library, art/craft room, ICT Lab, a general purpose room and a multi-purpose gymnasium with a music room. Our current enrolment is 304 students, with more than 50 percent of students having a language background other than English. The Student Family Occupation Education index is 0.44.  Rosewood Downs is a KidsMatter school and uses the ThinkPlus and The Resilience Project philosophies to support student achievement and development. Along with a focus on academic achievement, Rosewood Downs prioritises student mental health, wellbeing and inclusion for all.   Challenges Over the past four years enrolments have reduced by approximately 60 students. This decline in enrolments was predicted, but we have worked very hard marketing the school.  Student absences are higher than the state average. This continues to be a challenge especially families taking extended overseas holidays.  To ensure that there is consistency of practice and delivery.for all curriculum areas across the school.  To ensure that there is consistency in teacher planning which shows evidence of identified High Impact Teaching Strategies being implemented.  To extend opportunities for student voice and agency by providing leadership opportunities for students in the junior school and by also increasing student input into curriculum planning and implementation. |
| Intent, rationale and focus | Intent The intent of the strategic plan is to set the solid future direction for the school both in terms of achievement and also student wellbeing and engagement.  Rationale The schools recent review and self-assessment highlighted: • That a consistent approach to the teaching of writing was not established in the school  • That protocols, procedures and structures to support peer observation, feedback and reflection were not in place • That student learning outcomes would be further enhanced with a reduction of chronic absences • That input into curriculum planning and implementation by students was limited   Focus • To build teacher capacity and whole school consistency in instructional practice through collaboration, classroom observation and targeted professional learning • Audit, review and identify best practice in writing to develop, document and implement an agreed high quality writing approach  • To develop, document and implement a coordinated approach to address chronic student absences • Develop a whole school understanding of student voice and agency • Co-design opportunities for students to exercise authentic agency in their own learning |

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| Goal 1 | To improve student outcomes in Literacy and Numeracy. |
| Target 1.1 | By 2022, to increase the percentage of Year 5 students in the top 2 bands of writing to a minimum of 20 per cent. |
| Target 1.2 | To improve the alignment between teacher judgement and NAPLAN in writing and numeracy for Year 3 and 5. |
| Target 1.3 | By 2022, to reduce low growth in Year 3 and 5 NAPLAN numeracy. |
| Target 1.4 | To improve the percentage of positive endorsement in the component of Professional Learning Through Peer Observation in the Staff Opinion survey. |
| Key Improvement Strategy 1.a Building practice excellence | Audit, review and identify best practice in writing to develop, document and implement an agreed, high-quality writing approach. |
| Key Improvement Strategy 1.b Evaluating impact on learning | Refine and embed school-wide practices to collect, analyse and use data to inform pedagogical practice. |
| Key Improvement Strategy 1.c Instructional and shared leadership | Build instructional leadership capacity across the school. |
| Key Improvement Strategy 1.d Evidence-based high-impact teaching strategies | Build teacher knowledge and practice of high impact teaching strategies (HITS). |
| Key Improvement Strategy 1.e Building practice excellence | Build explicit systems for collaboration, classroom observation and modelling of effective practice and feedback. |
| Goal 2 | To improve student wellbeing. |
| Target 2.1 | By 2022, to reduce the percentage of students with 20 or more absence days per year. |
| Target 2.2 | By 2022, improve AtoS results in the components of School Connectedness and School Inclusion. |
| Target 2.3 | By 2022, improve the percentage of positive endorsement in POS in the component of Student Cognitive Engagement. |
| Key Improvement Strategy 2.a Setting expectations and promoting inclusion | To develop, document and implement a coordinated approach to address chronic student absences. |
| Key Improvement Strategy 2.b Parents and carers as partners | To improve parent response rate to Parent Opinion Survey. |
| Key Improvement Strategy 2.c Intellectual engagement and self-awareness | Develop students who are motivated, independent and inquiring learners with growth mindsets. |
| Goal 3 | To improve student engagement in their learning. |
| Target 3.1 | By 2022, improve the percentage of positive endorsement in the AtoS in the component of Student Voice and Agency to be at or above 94 per cent. |
| Target 3.2 | By 2022, improve the percentage of positive endorsement in the POS in the component of Student Voice and Agency to be at or above 85 per cent. |
| Target 3.3 | By 2022, improve the percentage of positive endorsement in the SOS in the components of Using Student Feedback to Improve Practice and Promote Student Ownership of Learning Goals. |
| Key Improvement Strategy 3.a Empowering students and building school pride | Develop a whole school understanding of student voice and agency. |
| Key Improvement Strategy 3.b Empowering students and building school pride | Embed the high impact teaching strategies that support student voice and agency. |
| Key Improvement Strategy 3.c Empowering students and building school pride | Co-design opportunities for students to exercise authentic agency in their own learning. |