School Strategic Plan for

Rosewood Downs Primary School

2015-2018

## **Endorsements**

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| 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**

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| **Purpose** | At Rosewood Downs Primary School our mission is to support our students to grow to love learning, become lifelong learners, be confident, generous and responsible global citizens and be capable of facing the future with resilience and optimism. |
| **Values** | Rosewood Downs Primary School embraces and actively supports the Values for Australian Schooling:   * Care and Compassion – care for self and others * Doing Your Best – seek to accomplish something worthy and admirable * Fair Go – pursue and protect the common good where all people are treated fairly for a just society * Freedom – enjoy all the rights and privileges of Australian citizenship, free from unnecessary interference or control, and stand up for the rights of others * Honesty and trustworthiness – be honest, sincere and seek the truth * Integrity – act in accordance with the principles of moral and ethical conduct, ensure consistency between words and deeds * Respect – treat others with consideration and regard, respect another person’s point of view * Responsibility – be accountable for one’s own actions, resolve differences in constructive, non-violent and peaceful ways, contribute to society and to civic life, take care of the environment * Understanding, Tolerance and Inclusion – be aware of others and their cultures, accept diversity within a democratic society, being included and including others * Generosity – giving or ready to give freely, free from meanness or prejudice. (a value that our school community believes is important.) |

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| **Environmental Context** | Rosewood Downs Primary School is “Open for Learning” which is reflected in the welcoming culture, caring atmosphere and in the purposefully designed flexible learning spaces set in landscaped gardens (internal and external). It is situated in an established residential area of North Dandenong, 40 Kilometres east of Melbourne CBD, which ensures a safe and secure local community environment. The school’s current enrolment is 360 with over 50% of students having English as an Additional Language (EAL) from diverse cultural backgrounds and 6.4 students funded through the Program for Students with Disabilities (PSD). The school’s Student Family Occupation index is 0.55. The school has a stable and cohesive staff with a mix of committed experienced and beginning teachers. The school is structured around four open plan units each providing a comprehensive curriculum through integrated learning and explicit teaching. Specilaist areas of Art, Information and Communication Technology, Mandarin, Music and Physical Education are delivered by qualified staff in well-designed separate spaces. An extensive extra-curricular program is offered as whole school and unit events; through lunchtime activities (both active and passive) and community engagement. Student individual learning needs are catered for through goal setting and digital portfolios (Year 3-6); an intervention program (Literacy); learning plans (EAL and PSD students); and extension sessions (Maths, Literacy, Drama/Dance and Science with assistance of Lyndale Secondary College).  The National Assessment Program-Literacy and Numeracy (NAPLAN) demonstrates that students continuing to attend this school from Years 3-5 achieve medium to high gain in all measured elements of Literacy learning and for Numeracy learning growth. Teacher assessments in relation to the National Curriculum (AusVELS) are above the median for all Victorian government schools and in Mathematics are higher than schools with similar student characteristics.  Rosewood Downs Primary School has achieved a high degree of student motivation and engagement in learning, beginning with an extensive transition program into the Foundation year (Prep) and in preparation for secondary schooling. A whole school focus on implementation of the Think Plus program is a major feature of the student centred approach. Rosewood Downs Primary School actively supports the Values for Australian Schooling, adding a school community value of Generosity, with a rotating weekly focus for student awards. The Student Attitudes to School Survey trends in the three overall factors of Student Relationships, Wellbeing and Teaching and Learning show sustained high percentile outcomes from 2012 to 2014. The Parent Opinion Survey trends up in the three overall factors of School Climate, Student Behaviour and Student Engagement in 15 of the 18 elements, in comparison to state wide school means.  The school is positioned to build upon student voice expressed through leadership opportunities into regular classroom experiences. Rosewood Downs Primary School Council and Leadership have aligned policies, procedures and resources with strategies for continuous improvement in student outcomes. |
| **Service Standards** | The School Council expects parents to uphold the goals of the school and encourages their involvement in the educational development of their children. Opportunities are made available for parents to participate in curriculum and school policy development through such groups as School Council, its sub-committees and the Parents’ and Friends Association. The School continues to be an active participant in the Greater Dandenong Network of schools and in our relationships in particular with our secondary feeder schools and Early Childhood Centres. We are committed to ensuring that our ‘culture of excellence’ pervades all aspects of school life for our students and staff and that all individual learners achieve their best. |

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| **Strategic Direction** | | | |
| **Achievement** | **Goals** | **Targets** | **Key Improvement Strategies** |
| To improve student literacy outcomes with a focus on Foundation-Year Four in preparation for Years Five and Six  To improve student numeracy outcomes with a focus on Foundation-Year Four in preparation for Years Five and Six | * All teachers assign accurate AusVELS levels based on multiple sources of assessment including moderation * To increase value-added growth in Literacy and Numeracy for all students. Data to be tracked using SPA * To progressively increase the % of students achieving at or above Band 3 (Year 3) and Band 5 (Year 5) in Reading, Writing and Numeracy * For each student to have a Personalised Learning Log by 2016 * For goal setting and student-led conferences to be fully implemented across the whole school by 2016 | * Develop whole school Literacy and Numeracy year plans with agreed pedagogies * Embed accurate and consistent approaches to assessment of individual students and groups of students against expected standards across all year levels * Build teacher capacity in the use of data to inform personalised student learning * Provision of appropriate professional development for staff |
| **Engagement** | **GOALS** | **TARGETS** | **Key Improvement Strategies** |
| To improve student connectedness to school, community and global society.  To provide a stimulating learning environment for all students by increasing opportunities for higher levels of student cognitive engagement, challenge, independence, self-directed inquiry and deep thinking | * Parent Opinion Survey -*School Connectedness* to exceed a score of 6.18 by 2018   Sustain the current high score of 6.2 for *Student Motivation*  Increase the score for *Learning Focus* from 5.85 to 6.0 by 2018  Increase in *General Satisfaction* in Parent Opinion Survey from 6.0 to 6.2 in 2018   * Sustain Student Attitudes to School Survey outcomes | * Enhance school wide student participation in local, national and global learning opportunities * To provide a challenging, engaging and rigorous curriculum across all Learning Areas and Year levels * Consolidate student involvement and participation in their learning and decision-making through a continuing whole school commitment to student voice and leadership * Build parent involvement in student learning by providing increased opportunities for their engagement |

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| **Wellbeing** | **GOALS** | **TARGETS** | **Key Improvement Strategies** |
| To enable all students to develop as independent, confident and resilient learners | * To develop a whole school approach to Social and Emotional Learning * Parent opinion survey response to *social skills* variable will increase from 2014 benchmark of 5.82 to exceed 6.00 by 2018 * To progressively reduce the school means for student absence to below the State means by 2018 * Sustain Student Attitudes to School Survey outcomes | * Adopt a whole school approach to Social and Emotional Learning * Embed Think Plus as a whole-school approach and engage parents and wider community * To continue to track student absence at the classroom and administration levels using a personalised approach * To extend KidsMatter into an ongoing cycle and ensure it is fully embedded across the whole school community |

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| **Productivity** | **GOALS** | **TARGETS** | **Key Improvement Strategies** |
| To optimise resource allocation (human, physical, technological and financial) to support student achievement, engagement and wellbeing of all students | * Budget alignment to school strategic plan * Increased Foundation enrolments from 46 students in 2015 to 60 in 2018 * Documented marketing and promotional plan * Parent Opinion Survey *General Satisfaction* to exceed a score of 6.0 by 2018 | * Create a shared educational vision in the context of the directions for the next four years * Raise the school profile within the community to increase enrolments * Continue sound financial management approaches to maintain optimum standards in staffing, curriculum, facilities, resources |

## **School Strategic Plan 2015- 2018: Indicative Planner**

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| **Achievement** | | |
| **Key Improvement Strategies**   * Develop whole school Literacy and Numeracy plans (including Intervention)with agreed pedagogies * Embed accurate and consistent approaches to assessment of individual students and groups of students against expected standards across all year levels * Build teacher capacity in the use of data to inform personalised student learning * Provision of appropriate professional development for staff | | |
|  | **Actions** | **Achievement Milestones** |
| **Year 1** | * Develop a consistent school wide approach to curriculum   Development of a school wide Literacy and Numeracy Plan   * Analysis and interpretation of data using Student Performance Analyser (SPA) * Continue literacy intervention and acceleration * Enhancing the rigour, challenge and level of differentiation of learning and assessment tasks, incorporating strategies for making consistent judgements * Provide professional learning opportunities to build teacher’s capacity in teaching Literacy and Numeracy | * Staff will have participated in the development, documentation and implementation of a consistent school wide approach to literacy and Numeracy – plans completed * Teachers provide documented evidence of student assessment and analysis of data through Student Performance Analyser (SPA) * Documented evidence of literacy intervention and acceleration * Teachers provide evidence of student assessment data analysis through the Performance and Development process * All staff will have completed Literacy and Numeracy professional development |

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|  | **Actions** | **Achievement Milestones** |
| **Year 2** | * Further developing the ability of Curriculum Teams to share resources, research and evidence to improve the range of teaching strategies used by teachers for stimulating learning and for stretching and challenging all students * Analysis and interpretation of data using Student Performance Analyser (SPA). Provide Teachers with Professional Development for Data Analysis.      * Review and refine school wide Literacy and Numeracy Plans * Continue literacy intervention and acceleration | * Teachers implement and document a consistent school wide approach to curriculum as devised by the Curriculum Teams * Teachers provide documented evidence of student assessment and analysis of data through Student Performance Analyser (SPA). In particular demonstrating the growth added to each student * Update documentation and implementation of school wide Numeracy and Literacy plans * Documented evidence of literacy intervention and acceleration |
| **Year 3** | * Whole school Literacy & Numeracy plans and professional development are further refined according to relevant needs. * Set appropriate teaching and learning goals based on rigour, challenge and differentiation of learning and assessment tasks | * Teachers show documented evidence of using school wide Literacy and Numeracy plans. * Teachers are able to produce rigorous documentation that is AusVELS compliant, and incorporates differentiation, common assessment tasks, moderation protocols and exemplars. |

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|  | **Actions** | **Achievement Milestones** |
| **Year 4** | * Review the schools approach to improving Literacy and Numeracy * Review the development of the rigour, challenge and level of differentiation of learning and assessment tasks established in the previous three years | * Numeracy and Literacy Plans have been fully implemented with regular evaluation and refinement * Teacher documentation reflects rigorous, challenging and differentiated learning and assessment tasks |

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| **Engagement** | | |
| **Key Improvement Strategies**   * Enhance school wide student participation in local, national and global learning opportunities * To provide a challenging , engaging and rigorous curriculum across all Learning Areas and Year levels * Consolidate student involvement and participation in their learning and decision-making through a continuing whole school commitment to student voice and leadership | | |
|  | **Actions** | **Achievement Milestones** |
| **Year 1** | * Define and establish common understanding of ‘student voice’ across the school * Extend KidsMatter program into an ongoing cycle * Identify links within the curriculum for local, national and global connections * Enhance student transition through the school. Document induction process for students arriving during the school year | * Clear definition of ‘student voice’- establishment of common understanding * Documentation of KidsMatter program, meetings etc. * Planning Documentation reflects links within the curriculum for local, national and global connections * All students engaged in a transition program with special emphasis on year level to year level transition |
| **Year 2** | * Consolidate and strengthen common understanding of ‘student voice’ across the school * Embed KidsMatter program * Extend links within the curriculum for local, national and global connections * Further enhance student transition through the school. Documented induction process for students arriving during the school year | * Students have greater input into setting their own learning targets * Documentation of KidsMatter program, meetings etc. * Planning Documentation reflects links within the curriculum for local, national and global connections * Parent Opinion Survey *General Satisfaction* to exceed a score of 6.0 by 2018 |
| **Year 3** | * Develop agreed school wide teaching and learning strategies that cognitively engage students ( good learning behaviours) | * All teaching staff undertake professional development on innovative pedagogy that increases student cognitive engagement and participation in learning |
| **Year 4** | * Review the 2015-2018 transition process * Review the level of student involvement and participation in their learning and decision making | * Strategic review affirms all practices and approaches to transition, pedagogy and opportunities for student participation in their learning |

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| **Wellbeing** | | |
| **Key Improvement Strategies**   * Adopt a whole school approach to Social and Emotional Learning * Embed Think Plus as a whole-school approach and engage parents and wider community * To continue to track student absence at the classroom and administration levels using a personalised approach * To extend KidsMatter into an ongoing cycle and ensure it is fully embedded across the whole school community * Build parent involvement in student learning by providing increased opportunities for their engagement | | |
|  | **Actions** | **Achievement Milestones** |
| **Year 1** | * Plan, document and implement an agreed whole-school approach to Social and Emotional Learning * Provide professional learning opportunities to staff to build teacher capacity in teaching social and emotional learning with a special emphasis on ‘The Resilience Project’ * Continue role as pilot school with Think Plus * Extend KidsMatter program into an ongoing cycle * Track student absence at the classroom and administration levels using a personalised approach | * All staff have implemented specific lessons on Social and Emotional Learning (fully documented) * Staff will have completed professional development (documented) * Think Plus continues to be embedded across the school * Documentation of KidsMatter program, meetings etc. * Documentation of student absence collected and analysed |

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| **Year 2** | * Continue to plan, document and implement an agreed whole-school approach to Social and Emotional Learning * Plan to build parent participation to a partnering level * Survey school community on KidsMatter | * Staff continue to implement specific lessons on Social and Emotional Learning- (fully documented) * Increase in *General Satisfaction* variable on Parent Opinion survey from 6.0 to 6.2 * Analysis of KidsMatter survey results |
| **Year 3** | * Continue to plan, document and implement an agreed whole-school approach to Social and Emotional Learning      * Implement any changes or initiatives from KidsMatter survey results * A whole school review of attendance data | * Staff continue to implement specific lessons on Social and Emotional Learning- (fully documented) * Continue to monitor and analyse KidsMatter surveys * Review the effectiveness of tracking student absence at the classroom and administration levels using a personalised approach |
| **Year 4** | * Review of all attendance and approaches to   wellbeing that have been implemented since 2015 | * Strategic Review affirms all practices and wellbeing approaches to maximise student participation and success at every year level |

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| **Productivity** | | |
| * Create a shared educational vision in the context of the directions for the next four years * Raise the school profile within the community to increase enrolments * Continue sound financial management approaches to maintain optimum standards in staffing, curriculum, facilities, resources | | |
|  | **Actions** | **Achievement Milestones** |
| **Year 1** | * Review the existing school vision, mission and values within the development process for the new strategic plan 2015-2018 * Develop a school marketing and promotional plan * Develop a four year master plan for school facilities and grounds * 40th anniversary celebrations to promote school success within the broader community | * New strategic plan completed * Documented marketing and promotional plan * Documented 4 year master plan * School celebrations for 40th anniversary |
| **Year 2** | * Staffing profile to target identified student outcomes * Maximise effective use of internal and external spaces for student and community learning opportunities * Audit ICT infrastructure and plan for future technology use * Begin to implement the four year master plan for facilities | * Staffing profile aligned to student learning needs * Effective utilisation of internal and external spaces * ICT audit completed/documented * Some projects from the four year facilities master plan completed |
|  | **Actions** | **Achievement Milestones** |
| **Year 3** | * Continued commitment to workforce plan including succession planning * Continued commitment to facilities, resources, ICT and financial management reflected in Council budget to ensure highest quality educational experience for all students and staff * Continue to implement the four year master plan for facilities | * Staffing profile reflects commitment to quality recruitment and incorporates succession planning * High standard financial audit achieved * Some projects from the four year facilities master plan completed |
| **Year 4** | * Review of all financial, staffing, facilities, resourcing, professional learning and ICT approaches | * Strategic review affirms all practices and productivity approaches to optimise resource allocation (human, physical, technological and financial) to support student achievement, engagement and wellbeing of all students |