

# School Strategic Plan 2022-2026

Rowellyn Park Primary School (5313)



Submitted for review by Mark Henderson (School Principal) on 18 December, 2023 at 04:11 PM

Endorsed by Michael Devine (Senior Education Improvement Leader) on 18 January, 2024 at 03:06 PM

Awaiting endorsement by School Council President

# School Strategic Plan - 2022-2026

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<b>School vision</b>	Our school community is an engaging and inclusive environment inspired by shared responsibility, collaborative spirit and a continuous commitment to becoming the best versions of ourselves.
<b>School values</b>	<p>Respect:</p> <p>We accept each other and treat others how we would like to be treated. We use good manners and always speak calmly to each other. We care for our belongings, the belongings of others and the shared places where we learn and play.</p> <p>Resilience:</p> <p>We have a growth mindset and high expectations for our learning. We manage our emotions and seek support when needed to ensure we are the best version of ourselves. We are adaptable and can overcome challenges.</p> <p>Responsibility</p> <p>We are accountable for the words that we choose to use and the actions we choose to take. We value our relationships with others and use a restorative approach to ensure a safe and happy learning environment. We organise our time, our learning materials and our uniform to ensure we are successful in school.</p> <p>Reflection</p> <p>We are solution focused and use problem solving skills to improve situations. We celebrate the effort, achievements and growth of ourselves and others. We consider our behaviour and attitude to learning to identify ways that we can improve.</p>

<p><b>Context challenges</b></p>	<p>Our current context and challenges the school faces are as follows:</p> <ul style="list-style-type: none"> <li>- New leadership team for 2023 including Principal, Assistant principals and Learning specialists;</li> <li>- Rebuilding trustful relationships between staff, from leadership team, from leaders to teachers/ES and from form peer to peer;</li> <li>- Management of an SRP deficit which stems from a 'top-heavy' staffing profile;</li> <li>- A school-wide lack of consistency in instruction and responses to student behaviour in the classroom;</li> <li>- Transitioning from a culture of acceptance of inappropriate student behaviour, including bad language and violence, into a culture of high expectations and taking responsibility for actions;</li> <li>- Inconsistent delivery of the structured synthetic phonics program in the junior school;</li> <li>- Repair and improvement of some buildings that have fallen into a state of disrepair, including the staffroom.</li> </ul>
<p><b>Intent, rationale and focus</b></p>	<p>As a school, we are trying to achieve:</p> <ul style="list-style-type: none"> <li>- Consistent, highly effective instructional practices across the school;</li> <li>- The consistent implementation of a highly effective behaviour response framework, based on MTSS and SWPBS;</li> <li>- A calm and orderly learning environment, where students feel safe and appreciated;</li> </ul> <p>This is important as we want to achieve the best possible outcomes for the students.</p> <p>Our 4 year strategic plan will focus on the following year-to-year:</p> <p>2023:  LEARNING: Facilitate collaboration, develop and implement a positive learning culture through the PLC approach  WELLBEING: Develop, document and implement a whole school approach to wellbeing and student behaviour (School-wide behaviour framework MTSS and SWPBS)</p> <p>2024:  LEARNING: Develop, document and implement a whole school instructional model. Implement Little Learners Love Literacy in the Junior School.  WELLBEING: Develop, document and implement a whole school approach to wellbeing and student behaviour (With a specific focus on Tier 2/3 preventions)</p> <p>2025:  LEARNING: Implement and embed a whole school instructional model. Writing focus.  WELLEBING: Develop and implement strategies from the Berry Street Educational Model to improve student relationships and behaviour.</p>

	<p>2026: LEARNING: Implement and embed a whole school instructional model. Numeracy focus. WELLEBING: Develop and implement strategies from the Berry Street Educational Model to improve student relationships and behaviour.</p>
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<b>Goal 1</b>	Maximise the learning growth of every student.
<b>Target 1.1</b>	Students NAPLAN benchmark growth will show above growth in: <ul style="list-style-type: none"><li>• Reading from average over four years of 29% in 2021 to 40% in 2026</li><li>• Writing from average over four years of 16% in 2021 to 25% in 2026</li><li>• Numeracy from average over four years 14% in 2021 to 30% in 2026</li></ul>
<b>Target 1.2</b>	Students NAPLAN top two bands at Year 3 for Reading, Writing and Numeracy: <ul style="list-style-type: none"><li>• Reading from average over four years in Year 3 of 49% in 2022 to 58% in 2026</li><li>• Writing from average over four years in Year 3 of 45% in 2022 to 51% in 2026</li><li>• Numeracy from average over four years in Year 3 of 29% in 2022 to 39% in 2026</li></ul>
<b>Target 1.3</b>	Students NAPLAN bottom two bands at Year 5 for Reading, Writing and Numeracy: <ul style="list-style-type: none"><li>• Reading from average over four years in Year 5 of 13% in 2022 to 8% in 2026</li><li>• Writing from average over four years in Year 5 of 19% in 2022 to 10% in 2026</li><li>• Numeracy from average over four years in Year 5 of 18% in 2022 to 10% in 2026</li></ul>
<b>Target 1.4</b>	SSS elements below to improve as follows:

	<ul style="list-style-type: none"> <li>• Teaching and learning evaluation variables from 37% positive response in 2022 to 70% in 2026</li> <li>• Teaching and learning planning variables from 42% positive response in 2022 to 70% in 2026</li> <li>• Teaching and learning implementation variables from 39% positive response in 2022 to 70% in 2026</li> <li>• Teaching and learning practice variables from 41% positive response in 2022 to 70% in 2026</li> <li>• Instructional leadership variable from 24% positive response in 2022 to 70% in 2026</li> <li>• Guaranteed and viable curriculum from 25% positive response in 2022 to 70% in 2026</li> </ul>
<b>Key Improvement Strategy 1.a</b> The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Facilitate collaboration, develop and implement a positive learning culture through the PLC approach.
<b>Key Improvement Strategy 1.b</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop, document and implement consistent whole school approaches to Reading, Writing and Numeracy.
<b>Key Improvement Strategy 1.c</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Develop, document and implement a consistent whole school approach to data and assessment.
<b>Goal 2</b>	To improve student engagement and wellbeing.
<b>Target 2.1</b>	SSS elements below to improve as follows:

	<ul style="list-style-type: none"> <li>• School climate variables to increase by 25% in 2022 to 60% in 2026</li> <li>• School staff safety and wellbeing variables to increase from 39% in 2021 positive to 75% in 2026</li> </ul>
<b>Target 2.2</b>	<p>AtoSS elements below to improve as follows:</p> <ul style="list-style-type: none"> <li>• Students with low resilience to decrease from 37% in 2022 to 25% in 2026</li> <li>• Students with high resilience to increase from 6% to 15% in 2026</li> <li>• Teacher concern to improve from 79% positive response in 2022 to 85% in 2026</li> <li>• Effective teaching time from 89% positive response in 2021 to 92% in 2026.</li> <li>• Differentiated learning to improve from 90% to 93%</li> </ul>
<b>Target 2.3</b>	<p>Parent Opinion Survey (POS) elements below to improve as follows:</p> <ul style="list-style-type: none"> <li>• School ethos and environment from 77% positive response in 2021 to 85% in 2026</li> <li>• Confidence and resilience from 78% positive response in 2021 to 85% in 2026.</li> <li>• Parent and community engagement to move from 72% positive response in 2021 to 80% in 2026.</li> <li>• Student cognitive engagement factors 79% in 2021 to 85% in 2026</li> </ul>
<p><b>Key Improvement Strategy 2.a</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	Develop positive and productive professional relationships within the school and its community.
<p><b>Key Improvement Strategy 2.b</b> Activation of student voice and agency, including in leadership and learning, to</p>	Develop, document and implement a whole school approach to wellbeing and student behaviour.

strengthen students' participation and engagement in school	
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