ROMSEY PRIMARY 0366 Strategic Plan 2017-2020

Endorsement	**Re-Endorsement** (if a Goal, KIS or Target is changed)	**Re-endorsement** (if a Goal, KIS or Target is changed)
Principal: Loren Peavey	.....[name] ..... [date]	.....[name].....[date]
School council: Elizabeth McDonell	.....[name] ..... [date]	.....[name].....[date]
Delegate of the Secretary: ..... [date]	.....[name] ..... [date]	.....[name].....[date]

School vision	School values	Context and challenges	Intent, rationale and focus
RPS strives to be a creative, inclusive and stimulating learning community where we all "dare to be excellent".	• Respect: showing care and concern for other people and property. • Integrity: Being honest, sincere, truthful and trustworthy. • Responsibility: for self, others and the environment.	**Context:** Romsey Primary School was established in 1865 and was relocated to it's present location in 1994.Romsey is a slow growing satellite town 60kms north-west of Melbourne. Currently there are 270 students enrolled, drawn mainly from the town and immediate area. There has been a downward trend in enrolment over the last two years. The students at Romsey Primary School draw from families with a socio-economic profile higher than the state average. The student family occupation (SFO) index of the school in 2016 was 0.4001. Buildings and grounds are well-established with most of the school having been refurbished in the past 5 years. Learning spaces are flexibly designed. **Challenges** • To build student engagement in their role in their learning • To build a culture of learning across all stake holders in the school community • To consistently implement a school wide approach to positive behaviour support. • To improve student learning growth and achievement to be at or above National standards. • To build a culture and practice of distributed leadership across the school. • To use the school's flexible learning spaces to their full capacity to support 21st century learning.	**Intent** – To build teacher capacity in pedagogy and deep content knowledge of literacy, numeracy and assessment practices to meet the differentiated student learner needs. **Rationale** – Student engagement in their learning and having a positive growth/ learning mindset is essential to improvement in student learning outcomes. Effective teaching is one of the biggest determinant of student improvement in the school. Teachers not only have a direct impact on student achievement but also student engagement and motivation for learning. What teachers do in the classroom and know about their students is vital. **Focus** –Positive Climate for learning- Setting expectations and promoting inclusion. Excellence in teaching and learning – building practice excellence.

Four-year goals (for improving student achievement, engagement and wellbeing)	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets (for improving student achievement, engagement and wellbeing)
To maximise the learning growth of every child in literacy and numeracy as measured by multiple and rigorous school-wide sources of evidence.	*FISO Priority* – Excellence in Teaching and Learning **Curriculum Planning and Assessment**	Engage students in and taking responsibility for their learning. Building a positive learning culture across all stakeholder groups. Adopt and embed the Department evidence based action learning cycle resource. Develop and adopt a holistic, school-wide, evidence based assessment practice. Establish student tracking system to monitor learning growth and achievement in all areas of the curriculum.	**Vic Curriculum** **1.** The average growth of students is a minimum of twelve months progression in Victorian Curriculum in all English and Mathematics areas using triangulated data. **2.** The number of students achieving in the top 2 bands as measured by Victorian Curriculum standards will increase to: - 40 % in Reading (2015: 33%) - 25% in Speaking and Listening (2015: 15%) - 25% in Writing (2015: 19%) - 25% Measurement and Geometry (2015: 17%) - 30% in Number and Algebra (2015: 24%) - 20% in Statistics and Probability (2015: 11%) **Naplan:** **3.** Increase percentage of students with high relative growth to: - 25% in Writing (2016: 9%) - 25 % in Reading (2016: 6%) - 25 % Numeracy. (2016: 14%)

Build practice excellence through a collaborative and accountable culture that has high expectations for all learners, including students, staff and parents.	*FISO Priority –* Excellence in Teaching and Learning **Building Practice Excellence**	Develop and adopt whole school approaches to: — teaching and learning — curriculum documentation — planning for teaching and learning — use of data for planning and monitoring of learning outcomes	**1.** To be at or above the state mean in the staff opinion survey in the components of the school climate, professional learning and leadership module. **2.** To be at or above the state mean in the student attitude to school survey in the teaching and learning variables. **3.** To be at or above the state mean in the parent opinion survey in the school climate variables.
Build capacity of School Leaders to lead the learning in the school.	*FISO Priority-* Professional Leadership **Building Leadership Teams**	Build a strong distributed leadership team (School Improvement Team SIT) to lead the implementation of the SSP and AIP. Build leadership capacity of all teachers across the school as leaders of learning.	**1.** To be at or above the state mean in the staff opinion survey in the components of the leadership module.
To implement a consistent school-wide positive behaviour approach that ensures all students feel safe, learning time is maximised and students are engaged.	FISO Priority- Positive climate for learning. **Setting expectations and promoting inclusion**.	Engage students in and taking responsibility for their learning. Building a positive learning culture across all stakeholder groups. Build relationships and trust across the RPS learning community. Build understanding and capacity across all stakeholder groups to support learners to develop responsibility and resilience as learners. Develop and implement a school-wide positive behaviour approach. Develop student, parent and teacher surveys to administer semiannually to track key measures and enable the adjustment of employed improvement strategies.	**1.** Improve the measures of behaviour management, student motivation, safety and school connectedness in the parent opinion survey to be at or above state and region mean scores. **2.** Improve the measures of classroom behaviour, learning confidence, safety and school connectedness in the student attitude to school survey to be at or above state and region mean scores. **3.** Improve the measures of trust in students and parents and collective responsibility in the staff opinion survey to be at or above state and region mean scores.

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