

Romsey Primary School

No. 366



School Strategic Plan

2013 -2016



<p>Endorsement by School Principal</p>	<p>SIGNED  NAME...Joan Gibbs DATE 13th February 2013</p>
<p>Endorsement by School Council</p>	<p>SIGNED  NAME...Lynda Grierson DATE...13th February 2013 School Council President signs indicating that the School Strategic Plan has been endorsed by School Council</p>

School Profile

<p>Purpose</p>	<p>Romsey Primary School aims to provide students with a supportive, stimulating and challenging learning environment that promotes self-motivated, responsible individuals who will be active and aware global citizens.</p>
<p>Values</p>	<p>Respect: Be co-operative, honest and tolerant of others</p> <p>Responsibility: Make responsible choices, care for our school environment and the safety and wellbeing of yourself and others</p> <p>Resilience: Believe in yourself and persevere with challenges</p>
<p>Environmental Context</p>	<p>Romsey Primary School was established in 1865 and relocated to its present 11.5 hectare site in 1994. Romsey is a growing satellite town 60km north-west of Melbourne with a current enrolment of 365 students drawn principally from the town and immediate area.</p> <p>The school is committed to continuous improvement and fostering life-long learning through challenge and excellence in a safe and nurturing environment. Our aim is to extend and cater for students’ individual needs and abilities, allowing all to fulfil their potential while living the school values of respect, responsibility, and resilience.</p> <p>Romsey Primary School provides a high quality, broad and challenging curriculum. The gradual release of responsibility lesson model underpins our whole school approach to teaching and learning. Student learning is carefully monitored and tracked, and analysed data is used to inform planning and monitor student personal learning goals. Specialists programs include Visual Arts, Performing Arts and Physical Education with a wide range of extra-curricular activities offered.</p> <p>The school is strongly committed to the development and integration of information and communication technologies across the curriculum. All classrooms have interactive whiteboards, Prep-Year 4 students regularly access computers in the classroom and computer laboratory, and all Year 5 and 6 students lease a netbook.</p> <p>Our whole school approach to positive behaviour management and resource allocation ensures student engagement is rigorous and challenging. The school’s excellent kinder, in-school and secondary school transition program ensures smooth transitions for all students.</p> <p>Parental support and involvement is an important priority with excellent support at all levels provided from School Council, Parent Club and Parent Representatives. Parents are encouraged to participate in all school activities and to become partners with their teachers in developing positive educational outcomes for their students.</p> <p>Romsey Primary School has outstanding building and equipment facilities including a library, performing arts centre, gymnasium, art room, uniform shop and canteen. Within the spacious grounds the school has a soccer pitch, football oval, athletics track, cricket oval, basketball courts and tennis courts. Environmental projects within our school grounds that augment the school curriculum program include the frog pond area, Honeyeater Haven, Indonesian Garden, Dinosaur Garden, vegetable garden and corridor plantations.</p>

Strategic Intent

	Goals	Targets	Key Improvement Strategies
Student Learning	To improve literacy and numeracy outcomes of every student at Romsey Primary School.	<p>Literacy & Numeracy</p> <p>Improve the percentage of students performing at above their previous levels each year from 2012-2015 as assessed by teacher judgements.</p> <p>By 2015 the percentage of year three students achieving at or above expected bands in literacy and numeracy will continue to achieve at or above expected bands in literacy and numeracy in year 5.(as assessed by NAPLAN).</p>	Further develop the school community’s capacity to support a whole school consistent approach to the teaching of literacy and numeracy.
Student Engagement and Wellbeing	To improve student engagement and wellbeing in all aspects of their learning.	<p>Scores relating to student behaviour and management in student, staff and parent survey improving each year.</p> <p>Improving the scores for all variables in the school climate component of the parent opinion survey to improve each year.</p>	<p>Building the school communities capacity to implement a rigorous approach to school management.</p> <p>Expanding student involvement in the school environment.</p>
Student Pathways and Transitions	To improve the transition of all students coming into the school, moving through the school and exiting the school.	The score for the variable of transitions in the parent opinion survey will increase each year.	Building the school community’s capacity to implement effective processes and programs that support all students throughout their schooling at Romsey Primary School.

SCHOOL STRATEGIC PLANNER 2013 - 2016: INDICATIVE PLANNER

Key Improvement Strategies (Prioritised KIS across the three student outcomes areas)	Actions		Achievement Milestones (Changes in practice and behaviours)
Further develop the school community's capacity to support a whole school consistent approach to the teaching of literacy and numeracy.	Year 1	<ul style="list-style-type: none"> ▪ Maintain a consistent common language in the teaching of literacy and numeracy from prep to year 6 ▪ Implement differentiated learning strategies in all classrooms ▪ Ongoing Professional Learning in exemplary practices in Literacy and Numeracy ▪ Monitor consistent assessment practices and teaching in all classrooms ▪ Maintain the tracking and analysis of student data within and across teams. ▪ Establish and implement a moderation schedule ▪ Review and revise the use of digital learning as a tool to support the whole school approach to teaching and learning ▪ Explore further ways to use ICT to engage parents in their children's learning 	<ul style="list-style-type: none"> ▪ All teachers receive targeted, focused feedback on their teaching practice by end of term 4. ▪ New staff have received professional learning on the consistent whole school approach to teaching and learning by the end of term 1. ▪ Teachers are differentiating the curriculum in their planning to cater for and engage all students by the end of term 2 ▪ All teachers are involved with the interpretation of NAPLAN data by end of Term 3 2013. ▪ Moderation Schedule completed by end of term 1 and implemented during planning at the end of each term. ▪ By the end of 2013 the school website will provide information on the whole school consistent approach to teaching literacy and numeracy.
	Year 2	<ul style="list-style-type: none"> ▪ Maintain the tracking and analysis of student data within and across teams ▪ Further develop differentiated learning tasks ▪ Consolidate and review consistent assessment practices and teaching in all classrooms ▪ Continued use of ICT to engage parents 	<ul style="list-style-type: none"> ▪ All teachers receive targeted, focused feedback on their teaching practice by end of term 4. ▪ Teachers are differentiating the curriculum in their classroom practice by the end of term 2. ▪ All staff regularly use moderation to ensure consistency of assessment, by the end of Term 2 ▪ All teachers are involved with the interpretation of NAPLAN data by the end of Term 3.
	Year 3	<ul style="list-style-type: none"> ▪ Maintain the tracking and analysis of student data within and across teams. ▪ Consolidate consistent assessment practices and teaching in all classrooms. ▪ Continue to develop differentiated learning tasks. 	<ul style="list-style-type: none"> ▪ Teachers are differentiating the curriculum in their planning to cater for and engage all students by the end of term 2 ▪ All staff regularly use moderation to ensure consistency of assessment, by the end of Term 2 ▪ All teachers are involved with the interpretation of NAPLAN data by the end of term 3 2015

	Year 4	<ul style="list-style-type: none"> Review student learning 	<ul style="list-style-type: none"> Review of student learning completed by end of Term 3
<p>Building the school communities capacity to implement a rigorous approach to school management</p> <p>Expanding student involvement in the school environment</p>	Year 1	<ul style="list-style-type: none"> Introduce You Can Do It program Maintain consistent approach to behavior management, including regular parent contact Continue to build stronger partnerships with parents and the wider community Continue and expand on lunchtime activities Expanding opportunities for student leadership across the whole school Continue Values program and revisit at beginning of semester two. Extend cybersafety to all year levels 	<ul style="list-style-type: none"> All teachers implement You Can Do It by end of Term 3 All teachers implement the school-wide policy of positive behaviour management Lunch time activities program operating three days a week All classes appoint leadership positions by end of Term 2 ELearning team meets regularly
	Year 2	<ul style="list-style-type: none"> Consolidate You Can Do It program Continue consistent approach to behavior management, including regular parent contact Explore additional links with community organisations Extend opportunities for students to act as ambassadors for the school Develop and implement a plan for addressing lateness and consistent absences Continue Values program and revisit at beginning of semester two. 	<ul style="list-style-type: none"> All teachers implement You Can Do It by end of Term 1 All teachers implement the school-wide policy of positive behaviour management All teachers implement the school-wide policy for student management Lunch time activities program operating three days a week All classes appoint leadership positions by end of Term 1
	Year 3	<ul style="list-style-type: none"> Consolidate You Can Do It program Continue consistent approach to behavior management, including regular parent contact Consolidate links with community organisations 	<ul style="list-style-type: none"> All teachers implement the school-wide policy for student management Lunch time activities program operating three days a week All classes appoint leadership positions by end of Term 1
	Year 4	<ul style="list-style-type: none"> Review Student management practices 	<ul style="list-style-type: none"> Policy review complete by end of term 3

Building the school community's capacity to implement effective processes and programs that support all students throughout their schooling at Romsey Primary School.	Year 1	<ul style="list-style-type: none"> ▪ Communicate clearly to parents the transition program, using a range of media ▪ Improve the processes for managing and sharing information between teachers ▪ Monitor student achievement and opinion data between year levels ▪ Review formal meetings for new prep parents during student transition visits 	<ul style="list-style-type: none"> ▪ Formal transition visits held focusing on Literacy, Numeracy and class for following year ▪ Articles about transition in school and class newsletters in term 1 and 4 ▪ All teachers and integration aides participate in formal "hand over" of data and information at the end of term 4
	Year 2	<ul style="list-style-type: none"> ▪ Regular communication with parents about transition program within school ▪ Update transition information on school web site ▪ Monitor assessment moderation processes across all AusVELS levels ▪ Review the scope and sequence plan 	<ul style="list-style-type: none"> ▪ Articles about transition in school and class newsletters in term 1 and 4 ▪ Formal transition visits held focusing on Literacy, Numeracy and class for following year ▪ All teachers and integration aides participate in formal "hand over" of data and information at the end of term 4
	Year 3	<ul style="list-style-type: none"> ▪ Regular communication with parents about transition program within school ▪ Update transition information on school web site ▪ Monitor assessment moderation processes across all AusVELS levels ▪ Use proforma for handover of student 	<ul style="list-style-type: none"> ▪ Articles about transition in school and class newsletters in term 1 and 4 ▪ Formal transition visits held focusing on Literacy, Numeracy and class for following year ▪ All teachers and integration aides participate in formal "hand over" of data on proforma at the end of term 4
	Year 4	<ul style="list-style-type: none"> ▪ Review transition and pathways program ▪ Review the scope and sequence plan 	<ul style="list-style-type: none"> ▪ Transition and pathways program review completed by end of Term 3