

# School Strategic Plan 2022-2026

Rosedale Primary School (0770)



Submitted for review by Brett Wilson (School Principal) on 20 November, 2023 at 09:44 AM

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# School Strategic Plan - 2022-2026

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<b>School vision</b>	We foster friendly, learned students who conduct themselves with acceptance, integrity and respect in a positive, engaging environment. School Motto: Growing for Life
<b>School values</b>	At Rosedale Primary School we explicitly teach our values and acknowledge students when they demonstrate the expected FLAIR behaviours and values. The values which form the basis for all of our actions are: Friendship - I will be a friend Learning - I will learn Acceptance - I will be accepting Integrity - I will show integrity Respect - I will be respectful School Wide Positive Behaviour Support (SWPBS) is used based on our school's values.
<b>Context challenges</b>	<p>Rosedale Primary School is located in the Shire of Wellington approximately 185 kilometres east from the Melbourne Central Business District. Enrolments at the time of the review in 2023 were approximately 97 students, with four classes: Prep, Year 1/2, Year 3/4 and Year 5/6. Enrolments dropped to 83 students at the beginning of 2022, but the community is growing with promising recent incoming prep cohorts. The staffing profile of Rosedale Primary School includes a Principal, 6.0 teachers, a tutor and 4.0 full time equivalent Education Support (ES) whose duties include administration, student support and wellbeing. Rosedale Primary School provides a wellbeing program supported by a Mental Health and Wellbeing Leader, School Chaplain, Social Worker and Attendance Support Officer. The Student Family Occupation (SFO) index is 0.61 and the Student Family Occupation Education (SFOE) index was 0.53 in 2018. There are four students supported by the Program for Students with Disabilities in 2023.</p> <p>Rosedale Primary School is developing agreed whole school approaches to curriculum planning, the delivery of the Victorian Curriculum, formal and robust assessment practices and whole school instructional models. Learning intentions and success criteria are in use across all classes and there is general consistency in the application of the workshop model in literacy lessons. Staff are currently working to develop a guaranteed and viable curriculum. We have ensured more consistent teaching of key learning areas through adjustments to the school timetable and teaching and learning times in 2023.</p>

	<p>We have excellent community support with very positive data from parents and from students. In particular, recently improved communication processes have led to positive feedback and parent connection to the school. Student attitudes to school data is very positive as well, with students feeling supported by staff.</p> <p>A key challenge for Rosedale PS is in improving the data literacy of teaching staff. A lack of longitudinal data, monitoring of data to set learning targets for cohorts of students, consistency in teacher judgement and use of data to reflect on the effectiveness of instructional strategies were identified as issues impeding school progress. Teachers are yet to use formative assessment routinely during lessons to differentiate teaching and provide feedback to students. Processes to develop consistency of teacher judgement, validated by rigorous data analysis and the planning and review of instructional strategies using data and evidence are yet to be consistently implemented. Data is not yet closely monitored to set learning targets for cohorts of students and to support them to achieve and maintain medium to high growth. The development of data driven planning with an agreed whole school instructional model to ensure differentiated teaching and learning are seen as priorities.</p> <p>A further challenge is in developing student voice. There needs to be stronger development of student voice and agency in the classroom and giving students opportunities to direct their learning and express and receive feedback.</p>
<p><b>Intent, rationale and focus</b></p>	<p><b>Intent</b> The intent of Rosedale Primary School is to deliver high quality education that promotes an inclusive and supportive environment to cater for the individual needs of each student. We aim to ensure that each student achieves academic gains at or above the expected achievement and continued social and emotional development.</p> <p><b>Rationale</b> With our core business being teaching and learning, it is important that the school is striving to deliver this at the highest level possible to maximise the ongoing individual development of each student.</p> <p><b>Focus</b></p> <ul style="list-style-type: none"> <li>- Develop high quality teaching strategies with a consistent whole school instructional model across the school</li> <li>- Develop collaborative approaches to the development of curriculum planning and consistency in delivering the Victorian Curriculum</li> <li>- Maximise the learning growth of every student through improved data literacy to inform differentiation and target student need</li> <li>- Embed multi-tiered systems of support to enhance student wellbeing</li> <li>- Develop whole school approaches to student agency in learning and wellbeing</li> </ul>

	<p>Our focus for this period of the Strategic Plan will start with a focus on instructional practices and use of data in mathematics. Our aim is to continue to develop the data literacy of teaching staff while simultaneously developing agreed teaching and curriculum planning approaches. Wellbeing and inclusion practices and development of student voice and agency will be the focus in years 2 and 3.</p>
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<b>Goal 1</b>	Maximise the learning growth of every student.
<b>Target 1.1</b>	By 2026 (using a 3 year rolling average), increase the percentage of year 5 students strong or exceeding in NAPLAN proficiency levels: <ul style="list-style-type: none"><li>• Reading from 62% (2023) to 67%</li><li>• Numeracy from 50% (2023) to 55%</li></ul>
<b>Target 1.2</b>	<b>Teacher Judgement</b> By 2026 increase the percentages of students P-6 achieving at or above expected growth each year: <b>Reading</b> 70% (2018-2022 rolling average) to 80% (2026) <b>Writing</b> 80% (2018-2022 rolling average) to 85% (2026) <b>Number and algebra</b> 67% (2018-2021 rolling average) to 80% (2026)
<b>Target 1.3</b>	<b>School Staff Survey</b> By 2026, increase the positive endorsement responses in the following factors: <b>Use data for curriculum planning</b> , 50% positive endorsement (2022) to 75% (2026) <b>School Climate Module</b> , 62% (2022) to 75% (2026)
<b>Target 1.4</b>	<b>NAPLAN benchmark growth</b>

	<p>By 2026, increase the percentages of Year 5 students at high and medium benchmark growth in NAPLAN:</p> <p><b>Reading</b> from 58% (2017-2019 average) to 75% (2026)</p> <p><b>Writing</b> from 62% (2017 – 2021 average) to 75%% (2026)</p> <p><b>Numeracy</b> By 2026, maintain the 84% average of Year 5 students at high and medium benchmark growth in NAPLAN. <b>(To be confirmed)</b></p>
<b>Target 1.5</b>	<p><b>NAPLAN Bands</b></p> <p>By 2026, decrease the percentages of Year 5 students in the bottom 2 bands in NAPLAN:</p> <p><b>Reading:</b> from 15% (2022) to 10% (2026)</p> <p><b>Writing:</b> 35% (2022) to 30% (2026)</p> <p><b>Numeracy:</b> 20% (2022) to 15% (2026) <b>(To be confirmed)</b></p>
<p><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</p>	<p>Further develop, document and embed whole school collaborative approaches to curriculum planning to deliver the Victorian Curriculum.</p>
<p><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</p>	<p>Develop, document and embed an agreed instructional model for literacy and numeracy</p>
<b>Key Improvement Strategy 1.c</b>	<p>Develop teachers' capability to use data to inform planning for differentiation and monitoring student growth.</p>

<p>Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	
<p><b>Goal 2</b></p>	<p>Empower students to be engaged and self-reliant learners</p>
<p><b>Target 2.1</b></p>	<p><b>School Staff Survey</b>  By 2026, increase the positive endorsement responses in the following factors:  <b>Collective efficacy</b>, 54% (2022) to 75% (2026)  <b>Trust in students and parents</b>, 49% (2022) to 75% (2026)  <b>Understand formative assessment</b>, 50% (2022) to 75% (2026)</p>
<p><b>Target 2.2</b></p>	<p><b>Attitudes to School Survey</b>  By 2026, maintain or improve the positive endorsement responses in the following factors:  <b>Student voice and agency</b> at 82%  <b>Self-regulation and goal setting</b> at 88%</p>
<p><b>Target 2.3</b></p>	<p><b>Attendance</b>  By 2026, the average number of student absences be reduced from 23 days (2022) to 16 days (2026)</p>
<p><b>Key Improvement Strategy 2.a</b>  Responsive, tiered and contextualised approaches and strong relationships to</p>	<p>Embed multi-tiered systems of support that enhance student wellbeing and inclusion</p>

<p>support student learning, wellbeing and inclusion</p>	
<p><b>Key Improvement Strategy 2.b</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Embed formal reciprocal feedback practices to measure and monitor student engagement and wellbeing</p>
<p><b>Key Improvement Strategy 2.c</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</p>	<p>Embed a whole school approach to student agency in learning and wellbeing</p>