

School Strategic Plan 2020-2024

Romsey Primary School (0366)



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<p>School vision</p>	<p>Romsey Primary School's vision is "To create an inclusive and empowering learning community which fosters confident, creative, caring, curious and collaborative learners who "dare to be excellent".</p>
<p>School values</p>	<p>Underpinning and informing our school vision are our school values of;</p> <p>Responsibility: Make responsible choices, care for our school environment and the safety and wellbeing of others and yourself.</p> <p>Respect: Be cooperative, honest and tolerant of others.</p> <p>Integrity: Be honest, sincere, truthful and trustworthy.</p> <p>Our vision, values and supporting frameworks combine to form the Romsey Primary School Triangle. The base of the triangle is formed by five keys of success, Organisation, Getting Along, Resilience, Persistence and Confidence. These keys describe the qualities members of our school community need to develop and model in order to demonstrate our core values. When these values are honoured, our vision is achievable by all.</p>
<p>Context challenges</p>	<p>Through a thorough review of our current practices and policies within the school, we were able to identify a number of areas which require further investigation and focus for our future SSP.</p> <p>Although we are a PLC school and teams work within PLC units, the efficacy of teacher to generate, interpret, and apply learning strategies still requires improvement. In recent years, we have had a number of trained PLC staff move onto different positions or different schools. This has caused a gap within our consistency of practice. In 2021, we will be releasing our trained PLC Learning Specialist to attend all curriculum planning sessions. The specialist will use a gradual release of responsibility model to build our teachers' understanding of data literacy strategies and improve their ability to identify each student's zone of proximal development. This will improve their ability to scaffold learner ability and differentiate learning tasks. It will be addressed by the following Key Improvement Strategies:</p> <p>1a - Embed agreed pedagogical practice of staff and leadership using PLC approach. 1b - Enhance teacher efficacy in data literacy to support point of need teaching</p> <p>Throughout the life of the previous Strategic Plan, the school focused on Reading and met its goals and targets. Such a strong focus on Reading improvement has proven to be a barrier for improvement in Writing & Numeracy. Through the development of a school wide instructional model and support from the Learning Specialist the following Key Improvement Strategy will support the full development and embedding of the instructional model into the practice of all teachers.</p> <p>1c - Build practice excellence with a particular focus on Writing and Numeracy</p> <p>We found through our self-evaluation, we are still in the evolving stage for shared ownership with all stakeholders in the area of curriculum throughout the school. The implementation of strategies to promote student voice and leadership, and to a lesser extent agency, were evolving but not embedded throughout the school. As a school we need to build on all opportunities to strengthen student metacognition. This has led to the following Key Improvement Strategies to support a stronger development of shared student voice and agency throughout the school.</p> <p>2a - Build teacher and student capacity to activate learner agency. 2b - Enhance opportunities for authentic learning partnerships between students, teachers and parents. 2c - Promote a culture of high expectations for all learners.</p> <p>During the previous Strategic Plan, RPS implemented a number of strategies to strengthen the positive climate for learning, including the Romsey Positive Behaviour Matrix. This was found to support and structure improvements in building positive relationships. However, to ensure this program extends throughout all areas of the school, it will be important to extend this strategy to each student's physical, social and emotional wellbeing. The following Key Improvement Strategies have been developed to address this need:</p> <p>3a – Embed a consistent, school-wide approach to the development of physical, social and emotional health and wellbeing. 3b – Enhance the capacity of staff to support students' social-emotional skills, physical activity and mental health. 3c – Strengthen partnerships with families and community groups to foster students' physical, social and emotional health and wellbeing.</p>
<p>Intent, rationale and focus</p>	<p>In our previous Strategic Plan, Romsey Primary school focused on the following goals:</p>

- Goal 1: To maximise the learning growth of every child in literacy and numeracy as measured by multiple and rigorous school-wide sources of evidence.
- Goal 2: Build practice excellence through a collaborative and accountable culture that has high expectations for all learners including students, staff and parents.
- Goal 3: To build the capacity of School Leaders to lead the learning in the school.
- Goal 4: To implement a consistent Romsey based school-wide positive behaviour approach (RPB) that ensures all students feel safe, learning time is maximised and students are engaged.

As part of the 2020 review, it was identified that we had partially met Goal 1, Goal 2 & Goal 4. These goals will be continued with a slightly different focus for the new Strategic Plan. We successfully met Goal 3.

The following areas will be our focus and key directions for the new Strategic Plan.

- consistent instructional practices
- data literacy
- learner agency
- partnerships between students, teachers and parents
- support social-emotional skills, physical activity and mental health needs.

By adopting these key directions, we aim to consolidate the improvements that is already happening within the school.

We will focus on the PLC model across the school and strengthen the use of the Instructional model in both Literacy and Numeracy in order to inform our teaching and learning process. The use of a consistent planning document in all areas across the school will become an embedded practice. The use of data to inform teaching and learning and the strengthening of the teacher's data literacy will be a focus throughout the life of this Strategic Plan. SMART spelling will continue across the school and we will be introducing Kimochi's as part of our Wellbeing program P-6. We will be working with the Network and SSS staff to implement this program. Our SWPB program will also continue across the school with a focus on the collection and collation of data. We will be trialling Top 10 Maths in classrooms as a way to engage and build on Numeracy practices already happening within the school.

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Goal 1	Improve students' learning growth in literacy and numeracy.
Target 1.1	By 2024 increase the percentage of students 'above' benchmark growth in NAPLAN: <ul style="list-style-type: none"> • in Reading from 23% (2019) to 25% • in Writing from 29% (2019) to 35% • in Numeracy from 21% (2019) to 23%
Target 1.2	By 2024 increase the percentage of students achieving at or above age expected level in teacher judgement (based on triangulated, norm referenced/standards-based data sets). <p>In Writing:</p> <ul style="list-style-type: none"> • Prep from 62% (2020) to 70% • Year 1 from 70% (2020) to 75% • Year 2 from 60% (2020) to 70% • Year 3 from 45% (2020) to 60% • Year 4 from 67% (2020) to 75% • Year 5 from 62.5% (2020) to 70% • Year 6 from 45% (2020) to 65% <p>In Numeracy:</p> <ul style="list-style-type: none"> • Prep from 95% (2020) to 95% • Year 1 from 71% (2020) to 75% • Year 2 from 78% (2020) to 80% • Year 3 from 69% (2020) to 75% • Year 4 from 70.5% (2020) to 75% • Year 5 from 59% (2020) to 70% • Year 6 from 47% (2020) to 65%
Target 1.3	By 2024 increase the percentage of students achieving in the top two bands in Year 3 NAPLAN: <ul style="list-style-type: none"> • in Numeracy from 10% (2019) to 40% • in Reading from 24% (2019) to 50% • in Writing from 27% (2019) to 50%
Target 1.4	By 2024, increase the percentage of positive endorsement in the SSS for the following factors: <ul style="list-style-type: none"> • School climate—Academic emphasis from 68% (2020) to 75%

	<ul style="list-style-type: none"> • Teaching and Learning implementation—Understand formative assessment from 77% (2020) to 80% <p>By 2024, have retained the percentage of positive endorsement for the SSS factor Teaching and Learning—Evaluation—Understand how to analyse data at 85 per cent (2020)</p> <p>By 2024, increase participation (Principal/teacher) in the SSS from 81 per cent (2020) to 95 per cent.</p>
Key Improvement Strategy 1.ay Building practice excellence	Embed agreed pedagogical practice of staff and leadership using PLC approach.
Key Improvement Strategy 1.by Curriculum planning and assessment	Enhance teacher efficacy in data literacy to support point of need teaching.
Key Improvement Strategy 1.cy Building practice excellence	Build practice excellence with a particular focus on Writing and Numeracy.
Goal 2	Strengthen student intellectual engagement, voice and learner agency.
Target 2.1	<p>By 2024, increase the percentage of positive endorsement in the student AToSS for the following factors:</p> <ul style="list-style-type: none"> • Student voice and agency from 66% (2020) to 80% • Learning confidence from 72% (2020) to 80% • Attitude to attendance from 81% (2020) to 90% • Self-regulation and goal setting from 76% 2020 to 90% • Motivation and interest from 71% to 85%
Target 2.2	<p>By 2024, increase the percentage of positive endorsement in the POS for the following factors:</p> <ul style="list-style-type: none"> • Student development—Student agency and voice from 75% (2020) to 81% • Cognitive engagement—Student motivation and support from 67% (2020) to 80% • School ethos and environment—School pride and confidence from 75% (2020) to 86% <p>By 2024, increase participation in the POS from 20 per cent (2019) to 45 per cent of the random sample cohort.</p>
Target 2.3	<p>By 2024, increase the percentage of positive endorsement in the SSS for the following factors:</p> <ul style="list-style-type: none"> • Climate—Trust in students and parents 80% in 2020 to 85% • Teaching and Learning—Evaluation—Use student feedback to improve practice from 85% (2020) to 86% • Teaching and Learning—Implementation—Promote student ownership of learning goals from 92% to 95%
Target 2.4	By 2024, reduce the percentage of students with 20 or more absence days from 27 per cent (2019) to 24 per cent.

Key Improvement Strategy 2.ay Evidence-based high-impact teaching strategies	Build teacher and student capacity to activate learner agency.
Key Improvement Strategy 2.by Parents and carers as partners	Enhance opportunities for authentic learning partnerships between students, teachers and parents.
Key Improvement Strategy 2.cy Setting expectations and promoting inclusion	Promote a culture of high expectations for all learners.
Goal 3	Strengthen the physical, social and emotional health and wellbeing of every student.
Target 3.1	By 2024 increase the percentage of positive endorsement in the student AToSS for the following factors: <ul style="list-style-type: none"> • Managing bullying 80% (2020) to 85% • School Connectedness (Sense of belonging) 73% (2020) to 80%
Target 3.2	By 2024 increase the percentage of positive endorsement in the POS for the following factors: <ul style="list-style-type: none"> • Student development—Confidence and resilience skills from 83% (2020) to 87% • Student cognitive engagement—Student motivation and support from 67% (2020) to 80% • General satisfaction 77% (2020) to 80%
Target 3.3	By 2024 increase the percentage of positive endorsement in the SSS for the following factors: <ul style="list-style-type: none"> • Climate—Collective efficacy from 80% to 85% By 2024, have retained the percentage of positive endorsement in the SSS for the following factors: <ul style="list-style-type: none"> • Climate—Collective focus on student learning at 98% (2020)
Key Improvement Strategy 3.ay Health and wellbeing	Embed a consistent, school-wide approach to the development of physical, social and emotional health and wellbeing.
Key Improvement Strategy 3.by Building practice excellence	Enhance the capacity of staff to support students' social-emotional skills, physical activity and mental health.
Key Improvement Strategy 3.cy Parents and carers as partners	Strengthen partnerships with families and community groups to foster students' physical, social and emotional health and wellbeing.

