

School Strategic Plan 2024-2028

Romsey Primary School (0366)



Submitted for review by Melanie Stewart (School Principal) on 06 November, 2024 at 02:26 PM

Endorsed by Stephen Brain (Senior Education Improvement Leader) on 06 November, 2024 at 02:28 PM

Awaiting endorsement by School Council President

School Strategic Plan - 2024-2028

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School vision	Whole school vision - Romsey Primary strives to be an inclusive and empowering learning community, which fosters confident, creative, caring, curious and collaborative learners who “dare to be excellent”.
School values	Our values underpin our School Wide Positive Behaviour Framework. They are Respect; Be cooperative, honest and tolerant of others, Integrity; Be honest, sincere, truthful and trustworthy and Responsibility; Make responsible choices, care for our school environment and the safety and wellbeing of others and yourself, these are positioned in our values triangle overarching the You Can Do it Keys of Resilience, Confidence, Getting Along, Persistence and Organisation as the skills which form a strong base for our excellent learners. 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 honored, our vision is achievable by all.
Context challenges	<p>Due to changes in leadership and COVID-19 there was challenges in maintaining school improvement over the course of the previous SSP.</p> <p>The school now has stable leadership and through a transitional approach of building trust, teamwork and confidence building a positive culture has been rebuilt. Staff are ready to collaboatively work towards the new SSP focus and goals. Student reengagement will continue to be a focus as we have seen a rise in complex and challenging student behaviours, particulary student anxieties towards school. Empowering students to become engaged and self-regulated learners and engaging parents in supporting students to strive and aspire to acheiving their personal and learning goals. Intervention and tutoring will continue with a focus on equity students as well as a focus on high ability learners. Building staff capacity in data literacy and analysis through a PLC framework and FISO inquiry cycles will support all teams to establish and maintain strong cultures of collaboation and feedback leading to strengthening of instructional practice. A focus on consistent approaches to curriculum planning and documentation will support continuity and impact of instruction across the school.</p> <p>Attendance will continue to be a priority due to a change in family attitudes Post COVID19 towards attendance, with families taking opportunities to go on holidays.</p>
Intent, rationale and focus	<p>The school review panel recommended that the following areas of focus be prioritised in this SSP.</p> <ul style="list-style-type: none">-consistent implementation of the schools instructional models-differentiation-embedding SWPBS

- numeracy and literacy
- student voice, agency and leadership
- attendance, in particular reducing absences of more than 20 days

GOAL 1 Teaching and Learning

The panel agreed improving learning growth for all students should be a continued focus using teacher judgements of student achievement, NAPLAN, and SSS and AtoSS data as measures. The panel acknowledged the DSPM 2023 performance report classified the school as transform in numeracy achievement based on a significant decrease in the percentages of students achieving medium or high NAPLAN relative growth in numeracy. They also considered lower than expected performance in AtoSS data for some key factors, and variations in approaches to classroom practice. Data informed teacher planning and instruction was suggested to strengthen explicit teaching. The panel determined a focus to review the agreed instructional models and their implementation to positively impact teacher knowledge and capabilities, whilst strengthening the impact and consistency of teaching and learning school-wide for the next School Strategic Planning period.

GOAL 2 Wellbeing

The panel agreed the deepening of student engagement in learning would positively impact student wellbeing. They determined strengthened learning partnerships with parents and the embedding of consistent approaches to student agency and voice in their learning would be beneficial. Fieldwork, panel discussions and observations confirmed whilst approaches to positive and respectful behaviours had been a focus for the school, implementation across the school was inconsistent. Leadership opportunities for students were well established, however, agency in learning was yet to be fully developed. Observations confirmed students were yet to maximise input into their own learning through opportunities provided in the school's instructional models, teacher conferencing with students, and goal setting practices informed by student knowledge of their own data. The panel identified a goal to empower students to take greater responsibility for their learning and wellbeing.

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Goal 1	Maximise student performance across literacy and numeracy.
Target 1.1	By 2028, increase the percentage of students from Year 1 to Year 6 assessed above expected growth by semester 2 using Victorian Curriculum (Teacher Judgement Growth-Time Series) for: <ul style="list-style-type: none">• Reading & viewing from 24% (2023) to 30%• Writing from 23% (2023) to 30%• Mathematics to be determined (TBD)
Target 1.2	By 2028, decrease or increase the percentage of students in Year 5 NAPLAN assessed in: <ul style="list-style-type: none">• Reading needing additional support from 20% (2024) to 10%• Writing exceeding expected proficiency from 5% (2024) to 15%• Numeracy needing additional support from 27% (2024) to 15%
Target 1.3	By 2028, increase the percentage of positive endorsements on the SSS for the following framework factors: <ul style="list-style-type: none">• School climate module:<ul style="list-style-type: none">○ Guaranteed and viable curriculum from 71% (2023) to 76%○ Teacher collaboration from 68% (2023) to 73%• Teaching and learning implementation module:<ul style="list-style-type: none">○ Understand formative assessment from 57% (2023) to 65%• Teaching and learning planning module:

	<ul style="list-style-type: none"> ○ Use data for curriculum planning from 76% (2023) to 80% ● Teaching and learning practice improvement module: <ul style="list-style-type: none"> ○ Seek feedback to improve practice from 57% (2023) to 65%
<p>Target 1.4</p>	<p>By 2028, increase the percentage of positive endorsements on the AtoSS for the following framework factors:</p> <ul style="list-style-type: none"> ● Effective teaching practice for cognitive engagement module: <ul style="list-style-type: none"> ○ Stimulated learning from 57% (2024) to 65% ● Learner characteristics and disposition module: <ul style="list-style-type: none"> ○ Motivation and interest from 55% (2024) to 65%
<p>Key Improvement Strategy 1.a 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 culture of professional learning and collaboration.</p>
<p>Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	
<p>Key Improvement Strategy 1.b The strategic direction and deployment of resources to create and reflect shared goals and values; high</p>	<p>Further develop, document and embed a whole school collaborative approach to planning and instructional approaches.</p>

<p>expectations; and a positive, safe and orderly learning environment</p>	
<p>Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	
<p>Key Improvement Strategy 1.c 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>Strengthen teacher capability to analyse and use learning and wellbeing data to inform differentiated learning.</p>
<p>Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	
<p>Key Improvement Strategy 1.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	
<p>Goal 2</p>	<p>Enhance student engagement, wellbeing outcomes and connectedness to school for all students.</p>

<p>Target 2.1</p>	<p>By 2028, increase the percentage of positive responses on POS for the following framework factors:</p> <ul style="list-style-type: none"> • Student cognitive engagement module: <ul style="list-style-type: none"> ○ Stimulating learning environment from 71% (2023) to 76% • Student development module: <ul style="list-style-type: none"> ○ Student agency and voice from 75% (2023) to 80%
<p>Target 2.2</p>	<p>By 2028 increase the percentage of positive endorsements on AtoSS for the following framework factors:</p> <ul style="list-style-type: none"> • Learner characteristics and disposition module: <ul style="list-style-type: none"> ○ Perseverance from 60% (2024) to 65% ○ Self-regulation and goal setting from 63% (2024) to 70% • Social engagement module: <ul style="list-style-type: none"> ○ Sense of connectedness from 59% (2024) to 65% ○ Student agency and voice from 47% (2024) to 55% • Teacher student relations module: <ul style="list-style-type: none"> ○ Teacher concern from 63% (2024) to 70%
<p>Target 2.3</p>	<p>By 2028 increase the percentage of positive endorsements on the SSS for the following framework factors:</p> <ul style="list-style-type: none"> • Teaching and learning evaluation module: <ul style="list-style-type: none"> ○ Use student feedback to improve practice from 52% (2023) to 60% • Teaching and learning implementation module: <ul style="list-style-type: none"> ○ Promote student ownership of learning from 76% (2023) to 80%

Target 2.4	By 2028, decrease the percentage of students with 20 or more days absence from 39% (2023) to 30%.
Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Strengthen the implementation of the School-wide Positive Behaviours Support framework across the whole school.
Key Improvement Strategy 2.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Develop staff and student capabilities to activate student leadership, agency and voice in learning.
Key Improvement Strategy 2.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Embed a framework of student goal setting and feedback across the school.