

**[Rockbank Primary School 919] 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:	..... [Darryl Spiteri]	[date]	.....[name].....	[date]	.....[name].....	[date]
School council:	..... [Lyn Courtice]	[date]	.....[name].....	[date]	.....[name].....	[date]
Delegate of the Secretary:	..... [Tony Simpson]	[date]	.....[name].....	[date]	.....[name].....	[date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p>We aim to make Rockbank Primary School a school of choice for people within the growing local community that can also be a hub for connecting people and families. Students at Rockbank will embody the values of Respect, Learning, Togetherness and Safety by being inclusive, tolerant and motivated to learn. Student Leaders will be more active and student voice will be ever-present in the school.</p>	<p>Rockbank Primary School has implemented the School Wide Positive Behaviour Support Program.</p> <p>The school values are;</p> <ul style="list-style-type: none"> <li>• We are Respectful,</li> <li>• We are Learners,</li> <li>• We Value Togetherness</li> <li>• We are Safe.</li> </ul> <p>Students take part in values lessons weekly and there is a shared approach to the way this is implemented in the school.</p>	<p>Rockbank Primary School is located in Westcott Parade Rockbank just off the Western Highway in the next growth corridor of the Western Suburbs. We have a current enrolment of 82 students that work in two distinct teams – Prep-2 and Grade 3-6. This is the highest enrolment we have had for several years. The school moved to this structure in 2017 and will review this yearly depending on the inevitability of increasing enrolments in the local area.</p> <p>Rockbank PS predicts an imminent significant increase in enrolments due to several estate developments within our designated neighbourhood area. There are no current known plans for new Government schools in the local Rockbank area.</p> <p>Our school vision ‘<b>Nurture Believe Achieve</b>’ and our four school values of <b>respect, togetherness, learning</b> and <b>safety</b> reflect our school’s culture. At the end of 2016, we added <b>Safety</b> as an important component and value to support digital spaces and to support the implementation of the Child Safety Standards. Our school values are used as common language and underpin every decision; with the values linked to our school wide expected behaviours, which are represented on our school matrix. Our school wide house system is used to support a team approach to achieving success with Peacock, Harrison, Missen and Fisher all equally represented. All of our staff take responsibility for the wellbeing of our students by taking an active role in our Rockbank Connections Program where every student is able to speak to and connect with an adult at the school to support their educational and emotional needs. This has been a highly successful program.</p>	<p><b>Intent</b> At Rockbank Primary School we have begun to implement an Instructional Model that focusses on teaching students at the point of need. We are utilising Professional Learning Team time to collect and analyse data and provide clearer teaching and learning foci for our students. Teachers work with an internal coach and a coach from Kororoit Creek Primary School to assist in developing this work as best practice. We have moved significantly towards a more collaborative model of teaching and learning and have found that students are being catered for more intently and at the point of need as a result of these implementations. We still have work to do to refine these processes and we still need to develop and document an Instructional Model that uses the research-based influences of Marzano, Pollock and Hattie. Over the next four years, the school will establish methods consistent with best practice and maximising student outcomes.</p> <p><b>Rationale</b> Students at Rockbank Primary School have been receiving mixed results in NAPLAN over the last 5 years. It can be difficult to ascertain patterns in this data because every student is worth an average of 10% of our data. We have identified though that students at Rockbank Primary School have traditionally shown low relative growth in numeracy and literacy, with numeracy showing minimal high growth. Teaching students at the point of need and establishing strong teaching teams and processes to do this is imperative to the growth and development of the school. Initial implementation has had an extremely positive effect on student outcomes and teacher collaboration and practice.</p> <p><b>Focus</b> Our strategic plan will focus on a number of areas. Our ‘Student Learning’ goal will be to improve numeracy and literacy outcomes for all students. Student outcomes can be expected to improve if:</p> <ul style="list-style-type: none"> <li>- the curriculum is well sequenced and engaging</li> <li>- the capacity of all teachers to teach numeracy and literacy is guided and supported</li> <li>- assessment of and for learning is effective</li> <li>- teachers can analyse data for diagnostic purposes</li> </ul> <p>Our ‘Student Wellbeing and Engagement’ goal will be to improve public perception of the school through addressing deficiencies in the Student Attitudes, Parent Opinion and Staff Opinion surveys. We also aim to reduce the number of absence days per student. That the creation of a stimulating learning environment will improve student engagement and raise the perceptions of students, parents and staff about the school. That identifying students who have unexplained or unnecessary absences will allow targeted action, which together with improved parent engagement will lead to increased learning time and improved student outcomes. Our ‘Framework for Improving Student Outcomes’ goal will be to build practice excellence, build communities and develop sound curriculum, planning and assessment methodology that is embedded. Continuing to implement FISO in a strategic and sequential way will help to ensure that:</p> <ul style="list-style-type: none"> <li>- processes to support the development of staff expertise and knowledge become embedded</li> <li>- the school has the key pre-conditions in place to operate effectively and continue to improve student outcomes</li> <li>- the school community will better engage with and support the school to achieve its goals.</li> </ul>

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 improve and maximise student learning outcomes for all students in numeracy and literacy.	<b>Excellence in Teaching and Learning</b> <i>Building practice excellence</i> <i>Curriculum planning &amp; assessment</i>	<ul style="list-style-type: none"> <li>Ensure there is a GVC, based upon Victorian curriculum and incorporating STEM</li> <li>Provide support for all staff to access high quality, research based Professional Learning in teaching numeracy and literacy.</li> <li>Support staff to work with external coaches to improve their knowledge of and practice in using assessment and data.</li> <li>Develop, implement and continually review an effective classroom instruction model.</li> </ul>	<p><b>NAPLAN Relative Growth</b></p> <ul style="list-style-type: none"> <li>Achieve at least similar to similar schools in all domains reported through panorama</li> </ul> <p><b>NAPLAN top 2 bands</b></p> <ul style="list-style-type: none"> <li>Improve percentage of students achieving in the top two bands of NAPLAN Reading, Numeracy and Writing to above state levels.</li> </ul> <p><b>Teacher Judgement</b></p> <ul style="list-style-type: none"> <li>Students at Victorian Curriculum level C (middle NAPLAN band) in numeracy and literacy are to achieve a minimum of 12 months growth in 12 months</li> <li>At minimum, maintain the percentage of students achieving Victorian Curriculum levels A &amp; B (upper NAPLAN band) in numeracy and literacy.</li> <li>Students at Victorian Curriculum levels D &amp; E (bottom two NAPLAN bands) in numeracy are to achieve 18 months growth in 12 months</li> </ul> <table border="1" data-bbox="2083 682 2902 861"> <thead> <tr> <th>School Staff Survey</th> <th>2016</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td>Academic emphasis</td> <td>43%</td> <td>75%</td> </tr> <tr> <td>Teacher Collaboration</td> <td>49%</td> <td>75%</td> </tr> <tr> <td>Collective focus on Student Learning</td> <td>67%</td> <td>75%</td> </tr> </tbody> </table> <table border="1" data-bbox="2083 882 2902 1018"> <thead> <tr> <th>Attitudes to School Survey</th> <th>2016</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td>Stimulating Learning</td> <td>24%</td> <td>75%</td> </tr> <tr> <td>Teacher Effectiveness</td> <td>59%</td> <td>75%</td> </tr> </tbody> </table> <table border="1" data-bbox="2083 1039 2902 1182"> <thead> <tr> <th>Parent Opinion</th> <th>2016</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td>Stimulating Learning</td> <td>5.09</td> <td>6.5</td> </tr> <tr> <td>Learning Focus</td> <td>4.96</td> <td>6.0</td> </tr> </tbody> </table>	School Staff Survey	2016	2020	Academic emphasis	43%	75%	Teacher Collaboration	49%	75%	Collective focus on Student Learning	67%	75%	Attitudes to School Survey	2016	2020	Stimulating Learning	24%	75%	Teacher Effectiveness	59%	75%	Parent Opinion	2016	2020	Stimulating Learning	5.09	6.5	Learning Focus	4.96	6.0
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To strengthen and develop student engagement, whilst continuing to provide individualised programs for students with additional needs.	<b>Positive climate for learning</b> <i>Setting expectations and promoting inclusion</i> <i>Empowering students and building school pride</i>	<ul style="list-style-type: none"> <li>Create a stimulating learning environment through the use of technology, 1:1 iPad program, data to drive teaching and greater teacher collaboration</li> <li>Enable student voice in planning</li> <li>Increase parent engagement to enable greater attendance and increased focus on learning</li> </ul>	<table border="1" data-bbox="2083 1182 2902 1360"> <thead> <tr> <th>Attitudes to School Survey</th> <th>2016</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td>Stimulating Learning</td> <td>24%</td> <td>75%</td> </tr> <tr> <td>Teacher Effectiveness</td> <td>59%</td> <td>75%</td> </tr> <tr> <td>Teacher Empathy</td> <td>59%</td> <td>75%</td> </tr> </tbody> </table> <table border="1" data-bbox="2083 1381 2902 1480"> <thead> <tr> <th>Parent Opinion</th> <th>2016</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td>General Satisfaction</td> <td>59%</td> <td>75%</td> </tr> </tbody> </table>	Attitudes to School Survey	2016	2020	Stimulating Learning	24%	75%	Teacher Effectiveness	59%	75%	Teacher Empathy	59%	75%	Parent Opinion	2016	2020	General Satisfaction	59%	75%												
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<p><b>School Alignment with FISO</b></p> <p>That over the period of the next strategic plan the school fully implements FISO initiatives of:</p> <ul style="list-style-type: none"> <li>- Building practice excellence</li> <li>- Curriculum planning and assessment</li> <li>- Building communities</li> </ul>	All FISO Initiatives	<p>Implement FISO in a strategic and sequential way to ensure that:</p> <ul style="list-style-type: none"> <li>- processes to support the development of staff expertise and knowledge become embedded</li> <li>- the school has the key pre-conditions in place to operate effectively and continue to improve student outcomes</li> <li>- the school community will better engage with and support the school to achieve its goals.</li> </ul>	<p>That the school's self-evaluation on the FISO continuum for the initiatives of Excellence in Teaching &amp; Learning and Community Engagement in Learning be assessed at Excelling by 2020.</p>
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