

School Strategic Plan - 2020-2024

Rockbank Primary School (0919)

School vision	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, resilient and motivated to learn. Our motto is Nurture. Believe. Achieve. We nurture student's interests by providing them with individualised programs that promote growth. We believe that all children can learn. We endeavour to create optimal conditions for all students to achieve maximum success.
School values	The Rockbank Primary School values are; Learning Focusing on the fact that all students can learn. This is accomplished by providing Individualised programs based on assessment and ensuring students are engaged. Teachers work in teams to analyse student data and come up with plans for success. Respect Teaching mutual respect is fundamental to success at Rockbank Primary School. Students are taught to show respect towards teachers, parents, visitors and each other. This enables greater focus on classroom tasks, which then enhances the learning experience for all at this school. Togetherness Working with others is a vital skill to teach young people. Students at Rockbank Primary School are encouraged to develop their socialisation skills and to understand the concepts associated with give and take. Safety It is a basic human right that all people should feel safe. We encourage our students to make sensible decisions in regard to their own safety and the safety of others.
Context challenges	Rockbank Primary School is located in the old township of Rockbank adjacent to the Western Highway. The school was opened in 1868 and has a current enrolment of 213 in 2021, with this number declining compared to 303 enrolments in 2020 due to the opening of a new school nearby. The school moved to its current location in 2009 and received four relocatable classrooms since the end of 2018 to deal with growth. The school has a current capacity of 300. The Rockbank Primary School motto 'Nurture. Believe. Achieve.' highlights the school's commitment to catering for the diverse needs of our students. Our school values of respect, learning, togetherness and safety guide our practise and ensure that students have a clear understanding of the expectations and culture of this school. The school has experienced significant growth with the development of several new estates within the school's Designated Neighbourhood Area. The majority of these new enrolments are from new estates. The Student Family Occupation and Education Index (SFOE) at Rockbank PS in 2020 is 0.5078, which is significantly lower than

	<p>2019 where it was 0.5363. This shows that there is a shift in the school's demographic as more people move into the area.</p> <p>The school is developing a diverse cultural population, which has been welcomed by an inclusive community. 45% of the student population speak one of over 22 different languages at home. In 2020 Rockbank PS expanded to twelve classes. In 2021 the structure includes 3 x Foundation/1 classes, 4 x Year 1/2s, 2 x Year 3/4s and 3 x Year 5/6s.</p> <p>The school has Specialist subjects in Physical Education, AUSLAN and The Arts and there is a strong wellbeing program to cater for a number of students with Additional Needs. Rockbank PS is a School Wide Positive Behaviour Support School and is also an early adopter of the Respectful Relationships program. 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. In 2021 we have included a Values shop where students can spend Dojo points they earn for positive behaviours in the classroom.</p> <p>There is strong support for children with additional needs with the school employing a full time Education Support person to coordinate supportive structures such as our Social Skills programs. There has also recently been the inclusion of a dedicated Wellbeing space to assist these students. Our Assistant Principal, leads the Wellbeing program as well as taking part in the School Improvement Team and driving Curriculum. Rockbank PS currently has 16 students who are funded for additional needs. These students are supported in various ways and all have access to Education Support.</p> <p>Chronic student absence is a challenge at Rockbank Primary School. The school has implemented a range of incentives to have children attend more regularly such as an attendance mascot, Principal barbeque and attendance awards each term. The school has also participated in a Community of Practice to improve this situation. There is now a more individualised approach to attendance and a relationship has been established with DET to assist in more difficult cases.</p> <p>Rockbank Primary School currently has three students who identify as Aboriginal. These students are supported through individualised Koori education plans and links have been established with Koori Education Support Officers. All staff at Rockbank Primary took part in the Cultural Understanding and Sensitivity Training in 2019.</p>
<p>Intent, rationale and focus</p>	<p>Intent</p> <p>Our key focusses for this Strategic Plan are to improve student engagement, attendance and wellbeing processes. Our focus on attendance and student engagement is as a result of information obtained during the review, which indicates that attendance is a chronic problem for many students at our school. We believe that this can be addressed through increased student engagement and connection with the wider community. We currently have a number of attendance initiatives that have been implemented over the previous strategic plan that have had a significant positive effect on our overall attendance data. Student agency is an area for improvement at Rockbank Primary School and we feel that this is a space that will be explored</p>

extensively over the next four years, which will subsequently improve student engagement and self-regulated learning. We also aim to improve student learning outcomes in Writing, Mathematics and Reading. This is a focus because our school has found it challenging to maintain students in the top 2 bands for NAPLAN from Year 3 to Year 5. It is also due to the immense growth that this school has experienced over the last four years. Our school has developed a transient population, which can make it difficult to track and assess new students. We have engaged with the work of Lyn Sharatt and Clarity to introduce Case Management Meetings, Data Walls and Bump It Up Walls, as well as creating purposeful assessment and improved data analysis through the Professional Learning Community initiative. Our school has engaged with several consultants over the past four years of the strategic plan and we will continue to engage experts in Literacy and Numeracy to help improve our practice. This includes providing Professional Learning and Curriculum Days for all staff. Rockbank Primary School has introduced an active School Improvement Team, Literacy, Numeracy and Marrung Champions over the last four years to guide success in these areas and to support students to achieve maximum outcomes. These leaders take part in Communities of Practice pertaining to their area of expertise and enable our focusses to be aligned with South Western Victoria and Brimbank/Melton initiatives. There has also been the inclusion of Team Leaders in 2020 to guide team data analysis and planning aligned with school goals. This has become a necessary component of our school's success, therefore all future workforce planning tries to ensure that teams are present and Team Leaders are appointed. Survey data from teachers, parents and students has been improving steadily each year. It is our goal to maintain and improve this data over the next four years.

Rationale

Attendance has been a focus since 2017, however there is still room for improvement. Ensuring students are engaged and working towards clear goals, whilst supporting those who need assistance with attendance will be a feature of this next four years.

We aim to include a greater degree of student agency into our planning and individualised goal setting. This is an area that we feel we need to develop further as a school, as much of the curriculum at Rockbank PS is still very teacher driven. It is important to enable students to be part of their learning and goal setting as it has a greater effect size and ensures students are more successful and engaged.

Improved outcomes in Literacy and Numeracy are key to this school's success. Teachers have been making huge strides in their Professional Learning Communities to analyse data and plan for individualised success using data walls and Individual Learning Plans. This will remain a focus for the duration of this Strategic Plan as it will enable teachers to hone in on specific skills that students might need to move up to the next level in their learning.

Introducing and embedding practices of peer observation is also a focus enabling teachers to learn from each other.

Students at Rockbank Primary School do not consistently achieve high growth in NAPLAN for all areas, so a more strategic approach to supporting and extending those students who identify as being potentially high achieving is a major goal for our school. This will be monitored by our High Achievement Practice Coordinator and the program will be implemented through the Tutor Learning Initiative as students missed so much in 2020.

Focus

We will continue to embed the School Wide Positive Behaviour Support approach by promoting positive interactions between students and their peers, as well as the wider community. The Rockbank PS values of Respect, Learning, Togetherness and Safety will continue to underpin all wellbeing decisions and will drive improvements in student behaviours and their attitudes towards our

school, particularly in regard to respect for teachers and their peers. SWPBS will be an ongoing priority that will be built upon each year. An SWPBS steering committee has been established with a representative from each team to highlight the importance of this at our school. Teachers participate in ongoing Professional Learning to maintain current knowledge of this program. Our school also continues to implement the Respectful Relationships program.

Increasing numbers of students are attending Rockbank Primary School from various Multicultural backgrounds. It will be important to support new students and their families into our school by ensuring we are able to clearly identify the needs of every new student as soon as possible. An English as an Additional Language (EAL) Coordinator will be appointed to coordinate this program. We will continue to develop clear Curriculum documentation for literacy and numeracy and identify a guaranteed and viable curriculum. We will work with Consultants for literacy and numeracy to identify areas of need through data analysis and establishing processes to plan at the point of need. Our current practice is to create Individual Learning Plans for each student and to post work on SeeSaw for parents to see regularly over the year. The intention over this Strategic Plan period is to evolve this further to create new goals on an ongoing basis and share these on SeeSaw. Parent meetings will then become an additional part of the reporting process that will enable home/school partnerships to remain strong.

Student agency is an area that will need to be further developed as much of the Curriculum at Rockbank Primary School is teacher driven. Teachers will be provided with support through Professional Learning and connection with other schools who do this work successfully to enable students to become a regular part of the learning and planning process. Using the work of Clarity we will continue to complete Case Management meetings and Bump It up Walls, whilst also accessing the HITS - worked examples, metacognitive strategies and feedback, to enable teachers to hone their skills in this area and provide students with greater agency. Contributing to Student Agency, we will continue to enhance the Student Leadership program within the school. The current program enables students to be part of the School Leadership team as a School Captain or House Captain. They can also become Class Captains or Peer Mediators. In the past the students have brought forward ideas from the student body that have been discussed in a forum. Where possible, these ideas have come to fruition. Students have been leading assemblies for several years and assist in the running of the current house system. The next step is to include students in planning and to enable them to set personal academic and social goals.

Attendance has been a chronic problem at Rockbank over the last five years. There have been improvements in this areas with the introduction of 'Rocky' the school attendance mascot, individual awards and a focus on providing engaging activities towards the start of the day.

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Goal 1	To improve student learning outcomes in Writing, Mathematics and Reading
Target 1.1	<p>Improve the level of student learning as assessed by of Teacher Judgments against the Victorian Curriculum:</p> <p>Improved percentage of students assessed at Above Level in:</p> <ul style="list-style-type: none">• Reading and Viewing from 29% in 2019 to 35% in 2023• Writing from 11% in 2019 to 19% in 2023• Number & Algebra from 18% in 2019 to 25% in 2023 <p>And reduce the percentage of students assessed at Below Level in:</p> <ul style="list-style-type: none">• Reading and Viewing from 25% in 2019 to 20% in 2023• Writing from 35% in 2019 to 20% in 2023• Number & Algebra from 21% in 2019 to 15% in 2023
Target 1.2	<p>Improve percentages of students in the Top 2 bands on NAPLAN at Year 5 in:</p> <ul style="list-style-type: none">• Reading from 23% in 2019 to 30% in 2024• Writing from 0% in 2019 to 10% in 2024• Numeracy from 0% in 2019 to 20% in 2024

Target 1.3	<p>Reduce the percentage of student in the bottom two Bands on NAPLAN at Year 5 in:</p> <ul style="list-style-type: none"> • Reading from 46% in 2019 to 20% in 2024 • Writing from 46% in 2019 to 23% in 2024 • Numeracy from 42% in 2019 to 20% in 2024
Target 1.4	<p>Improve the NAPLAN Benchmark Growth from Years 3-5 in:</p> <ul style="list-style-type: none"> • Reading by reducing below benchmark growth from 50% in 2019 to 25% in 2024 • Writing by reducing below benchmark growth from 70% in 2019 to 25% in 2024 • Writing by increasing above benchmark from 0% in 2019 to 20% in 2024 • Numeracy by increasing above benchmark from 0% in 2019 to 20% in 2024
Key Improvement Strategy 1.a Curriculum planning and assessment	<p>Building staff capacity to develop and implement a guaranteed and viable curriculum</p>
Key Improvement Strategy 1.b Evaluating impact on learning	<p>Build leadership and staff capacity in assessment, data analysis and evaluation.</p>
Key Improvement Strategy 1.c Building practice excellence	<p>Embedding of the Professional Learning Communities (PLCs) in the school, including the use of assessment data, induction of new staff into PLC processes, PLC leader professional learning and refining the inquiry cycle.</p>
Goal 2	<p>To improve student engagement with learning</p>
Target 2.1	<p>Improve average absences from 22 days in 2019 to 18 days in 2023 and reduce the percentage of student with 20+ days absence from 38% in 2019 to 30% in 2023.</p>

Target 2.2	<p>Improve the percentage of positive response on the Student Attitude To School Survey (SATSS) in:</p> <ul style="list-style-type: none"> • Student Agency and Voice from 78% positive response rate in 2020 to 82% in 2024 • School Connectedness from 80% positive response rate in 2020 to 84% in 2024
Target 2.3	<p>Improve the percentage of positive response on the Parent Opinion Survey (POS) in:</p> <ul style="list-style-type: none"> • School Connectedness from 90% positive response rate in 2020 to 94% in 2024 • Student Agency and Voice from 80% positive response rate in 2020 to 84% in 2024
Key Improvement Strategy 2.a Setting expectations and promoting inclusion	Develop, implement and evaluate a revised attendance strategy to embed procedures to maximise attendance.
Key Improvement Strategy 2.b Empowering students and building school pride	Develop staff capacity to enhance student voice and agency in their learning.
Goal 3	To improve student wellbeing
Target 3.1	<p>Improve the percentage of positive response on the Student Attitude To School Survey (SATSS) in:</p> <ul style="list-style-type: none"> • Managing Bullying positive response rate from 77% in 2020 to 82% in 2024 • Respect for Diversity positive response rate from 80% in 2020 to 84% in 2024

Target 3.2	Improve the percentage of positive response on the School Staff Survey (SSS) in: <ul style="list-style-type: none"> • Trust in Parents and Students from 62% positive response in 2020 to 72% in 2024
Target 3.3	Improve the percentage of positive response on the Parent Opinion Survey (POS) in: <ul style="list-style-type: none"> • Managing Bullying from 88% positive response in 2020 to 92% in 2024 • Positive transitions from 86% positive response in 2020 to 90% in 2024
Key Improvement Strategy 3.a Setting expectations and promoting inclusion	Further develop, embed and evaluate the School Wide Positive Behaviour Support approach in the school.
Key Improvement Strategy 3.b Parents and carers as partners	Develop school processes in transition for students and families into the school to ensure student wellbeing and learning needs are addressed.
Key Improvement Strategy 3.c Building practice excellence	Develop school processes and staff capacity for multi-tiered support strategies for complex student behaviour.