



Strategic Plan 2014

North East Region
2014 - 2017

<p>Endorsement by School Principal</p>	<p>Signed..... Name Anne Babich Date 27/2/14</p>
<p>Endorsement by School Council</p>	<p>Signed..... Name Neil Veitch Date 27/2/14</p> <p>School Council President signs indicating that the School Strategic Plan has been endorsed by School Council</p>

The Education Training and Reform Act 2006 section 2.3.24 states schools must have a system of governance that enables a school to develop a strategic direction. The school council president therefore must sign the plan.

SCHOOL PROFILE

<p>Purpose – including vision statement</p> <p>VRQA minimum standard for School Governance – Philosophy</p> <p>Education Training and Reform Act 2006 - Sch. 2, 16 School's philosophy</p>	<p>Through reflective and collaborative practices, we will create a powerful and inspiring learning environment that promotes a sense of community and ensures student focused decision making to develop confident, motivated students who develop a lifelong love of learning. Our instructional practices will be research based, engaging, and challenging while supporting different learning styles. Our student -centred environment will be safe, positive, and nurturing in which student diversity is embraced and caring relationships are evident. Our staff will create a learning environment that promotes collaboration, reflection, and ongoing professional growth. Our school and the community will work together to share the responsibility of educating students through ongoing communication.</p>
<p>Values</p>	<p>Rowville Primary School is a community of learners. Our values reflect the ethos and culture our school community aspires to develop in our students:</p> <ul style="list-style-type: none"> • Doing your best • Care and compassion • Resilience • Responsibility • Understanding and inclusion • Integrity <p>As a school community we endeavour to actively model, promote and teach the competencies associated with our values in all facets of school life. Our purpose is to provide instruction that is research based and challenging for each student in a secure environment that:</p> <ul style="list-style-type: none"> • Respects individual differences; • Establishes expectations for citizenship and responsible behaviour; • Nurtures self-worth and dignity; • Fosters further learning
<p>Environmental Context</p>	<p>Rowville Primary School proudly serves the local community. It was the first primary school in Rowville opening in 1973 with 250 students. The enrolment peaked in the 1980's when it reached 1000 students, when it made Rowville one of the largest schools in the state. The current staffing comprises a Principal, and Assistant Principal and a diverse staff of 40 including Education Support Staff.</p> <p>In 2013 there was an enrolment of 452 students comprising of 335 families that included 11 students on the Program for Students with Disabilities.</p> <p>The School Family Occupation (SFO) Density is currently 0.3770 and 17% come from a Language Background other than English (LBOTE). The school is close to the 75th percentile of all government schools.</p> <p>Rowville Primary School is committed to providing a range of specialist classes and these are offered in Visual and Performing Arts, Italian LOTE, and Physical Education. The school has operated a Stephanie Alexander Kitchen/Garden program since 2011. Technology is integrated across the curriculum to enhance learning outcomes.</p> <p>There is a broad range of programs offered across the school to provide diverse opportunities for student learning. Our students participate in musical performances, school choir, student leadership programs, school production, aerobics competition, and instrumental music; inter school dance and extensive sporting programs. A Beyond Boundaries Adventure Program operates from foundation to year six. All students in the senior school have the opportunity to participate in a Biennial Italian Cultural tour.</p> <p>Rowville Primary School's facilities were upgraded in 2012 with a modern 3 million facility that was provided as part of the Federal Government Building Education Revolution. The facilities also include twenty one permanent classrooms, staffroom, library, art room, sick bay, a data room, Stephanie Alexander kitchen, community aftercare facility and a Gymnasium. The classrooms are ordered to support learning and well equipped with up to date technology. The playground has been updated to include: a synthetic sporting facility that includes a running track, soccer/ cricket and tennis court. A mini soccer pitch has also been constructed. A building fund was established in 2007 to enable the school to continually develop and improve the overall aesthetic working environment for staff, students and parents.</p>

STRATEGIC INTENT

The Education Training and Reform Act 2006 section 2.3.24, states schools must produce a 4 year strategic plan that clearly articulates its goals and targets over that period.

	GOALS	TARGETS	KEY IMPROVEMENT STRATEGIES
<p>Achievement</p>	<p>To ensure that the annual learning growth of every student in English, Mathematics and Inquiry is more than one year, with a focus on high quality instructional practice.</p>	<p>By 2017</p> <p>Reading: An additional 20% of students will be at Australian Curriculum Standards A& B in Reading and Viewing as follows: VELS 42% in 2013 to AUSVELS 62% in 2017</p> <p>Speaking and Listening: An additional 40% of students will be at Australian Curriculum Standards A& B in Speaking and Listening as follows: VELS 14% in 2013 to AUSVELS 54% in 2017</p> <p>Writing: An additional 24% of students will be at Australian Curriculum Standards A& B in Writing as follows: VELS 27% in 2013 to AUSVELS 51% in 2017</p> <p>Number and Algebra: An additional 19% of students will be at Australian Curriculum Standards A& B in Number and Algebra as follows: VELS 33% in 2013 to 52% in 2017</p> <p>Measurement and Geometry: An additional 18% of students will be at Australian Curriculum Standards A& B in Measurement and Geometry as follows: VELS 21% in 2013 to 39% in 2017</p> <p>Statistics and Probability: An additional 17% of students will be at Australian Curriculum Standards A& B in Statistics and Probability as follows: VELS 22% in 2013 to 39% in 2017</p>	<ol style="list-style-type: none"> 1. Develop, document and implement a cohesive whole school curriculum in English, Mathematics and Inquiry Units that includes assessment. 2. Build the effectiveness and efficacy of every teacher by implementing an agreed and research-based instructional classroom delivery model and instructional practices across the school 3. Embed a whole school approach to the use of data and evidence, to track the progress of every student and inform action. 4. Implement targeted school-based professional learning and coaching across the school that is aligned with school priorities outlined in the school strategic plan.
<p>Engagement</p>	<p>To improve student engagement through a particular focus on high quality instructional practice and the development of quality parent/school partnerships.</p>	<p>By 2017</p> <p>The Student Attitudes to School survey overall mean variables will increase as follows:</p> <p>Stimulating learning to 4.51</p> <p>Student motivation to 4.64</p> <p>School Connectedness to 4.55</p>	<ol style="list-style-type: none"> 5. Build leadership across the school and an effective and aligned whole school structure of Professional Learning Teams (PLTS) that focus on student learning and engagement. 6. Ensure challenging goals and effective feedback for all teachers and students. 7. Implement a transition program from year to year that is based on student learning.

STRATEGIC INTENT *continued...*

	GOALS	TARGETS	KEY IMPROVEMENT STRATEGIES
Wellbeing	To further develop the wellbeing of students, staff and the parents within our learning community.	<p>By 2017</p> <p>The Student Attitudes to School survey overall mean variables will increase as follows:</p> <p>Wellbeing to 6.5</p> <p>Student Relationships to 4.6</p> <p>The parent opinion survey overall mean score will increase as follows:</p> <p>Social Skills to 5.9</p> <p>School Connectedness to 5.8</p>	<p>8. Develop, document and implement a parent/school partnership action plan.</p> <p>9. Agree, develop and document a whole school approach to student management and wellbeing.</p>
Productivity	To align the allocation of resources (human, financial, time, space and materials) to maximize student achievement, wellbeing and engagement.	<p>By 2017</p> <p>Improved student learning outcomes as per achievement targets reflect the investment in onsite coaching and additional Mathematics intervention support.</p> <p>The English budget has supported the purchase of high quality mentor texts to support instructional practice.</p> <p>The investment in ICT support and hardware is integrated to deliver high quality instructional practice and improved student engagement and wellbeing.</p> <p>The professional learning budget has supported the development of research based instructional strategies.</p>	<p>10. Monitoring and evaluation process of the school strategic resource plan 2014 – 2017.</p>

SCHOOL STRATEGIC PLAN 2014- 2017: INDICATIVE PLANNER

KEY IMPROVEMENT STRATEGIES (KIS ACROSS THE 4 OUTCOMES AREAS)		ACTIONS	ACHIEVEMENT MILESTONES (CHANGES IN PRACTICE AND BEHAVIOURS)
Achievement	YEAR 1	<p>The professional learning community will be divided into a series of research teams to investigate research and develop a Guaranteed and Viable Curriculum in Reading P-8; and Number and Algebra P-8 with assessment schedules. Each research group will operate using a four week cycle and will lead whole staff learning.</p> <p>Professional learning teams are organised as: P-2, 3-4, 5-6 and specialist. All professional learning team agendas are clearly focussed around student learning. The four DuFour questions guide the agenda: What is it we want our students to learn? How will we know if they are learning? How will our team respond when students don't learn? How will we enrich and extend the learning for the students who have demonstrated proficiency?</p>	<p>All staff effectively delivers the developed curriculum content through research based instructional practice.</p> <p>Teachers are using Student Performance Analyser (SPA) to track and monitor student learning in Reading and Number and Algebra.</p> <ul style="list-style-type: none"> • All Professional learning teams have established NORMS • All teams understand their purpose and their individual role • Professional learning team meetings are focused on enhancing student learning • Data charts are established to monitor student learning developments • Minutes of meetings include an 'Action' that will take place prior to the next meeting
	YEAR 2	<p>The research teams continue to lead the development of a guaranteed and viable curriculum in Writing and Word Study P-8; Measurement and Geometry P-8 which includes an assessment schedule.</p> <p>All professional learning team agendas are clearly focussed around student learning utilising the four DuFour Questions. All professional learning teams refine their processes for differentiation.</p>	<p>All staff effectively delivers the developed curriculum content through research based instructional practice</p> <p>Teachers use Student Performance Analyser (SPA) to track and monitor student learning in Writing and Measurement and Geometry to inform teaching and learning.</p> <p>Teachers demonstrating greater efficacy in use of data to inform teaching and pinpoint when extension or intervention is required. Minutes of meetings include an 'Action' that will take place prior to the next meeting. This sets the agenda for the following meeting.</p>
	YEAR 3	<p>The research teams to investigate continue to lead the development of a guaranteed and viable curriculum in Statistics and Probability P-8 and statistics and Geometry P-8 including an assessment schedule.</p> <p>All professional learning team agendas are clearly focussed around student learning using the four DuFour Questions. All professional learning teams refine their processes for differentiation.</p>	<p>All staff effectively delivers the developed curriculum content through research based instructional practice</p> <p>Teachers use Student Performance Analyser (SPA) to track and monitor student learning in Statistics and Probability P-8 and statistics and Geometry P-8 to inform teaching and learning.</p> <p>Teachers demonstrating greater efficacy in use of data to inform teaching and pinpoint when extension or intervention is required. Minutes of meetings include an 'Action' that will take place prior to the next meeting. This sets the agenda for the following meeting.</p>

SCHOOL STRATEGIC PLAN 2014- 2017: INDICATIVE PLANNER *continued...*

KEY IMPROVEMENT STRATEGIES (KIS ACROSS THE 4 OUTCOMES AREAS)		ACTIONS	ACHIEVEMENT MILESTONES (CHANGES IN PRACTICE AND BEHAVIOURS)
Achievement	YEAR 4	<p>Research teams to review and evaluate the effectiveness of the school curriculum: Reading P-8; and Number and Algebra P-8; Writing and Word Study P-8; Measurement and Geometry P-8; Statistics and Probability P-8 ; Statistics and Geometry P-8.</p> <p>All professional learning team agendas are clearly focussed around student learning utilising the four DuFour Questions.</p>	<p>Refinements are made to enhance the school based guaranteed and viable curriculum.</p> <p>Professional learning teams assume accountability for the learning outcomes of all students within a cohort. Members of the team use data in a systematic way to inform teaching. Minutes of meetings include an 'Action' that will take place prior to the next meeting. This sets the agenda for the following meeting.</p>
Engagement	YEAR 1	<p>Appointment of leading teacher with expertise in Mathematics teaching and learning. The new leading teacher to team with school based English leader to lead onsite coaching of teacher instructional practice.</p> <p>Implementation of Teacher Feedback strategy that was developed as part of the National Partnerships Project.</p> <p>The establishment of a digital pedagogies research team to investigate and develop a vision paper around enhancing learning through the integration of emerging learning technologies into instructional practice.</p> <p>The professional learning community to work together to develop a scope and sequence chart of essential learnings for Inquiry units of work that incorporate the Australian Curriculum.</p> <p>Every professional learning team to develop modes of communication that provide information to parents in an ongoing way about student learning.</p>	<p>All teachers have participated in onsite coaching around research based instructional strategies. This will be linked to each teacher's professional development plan and each teacher will demonstrate professional growth through the evidence collected in relation to student learning. There is consistency in instructional strategies across the school.</p> <p>All teachers have participated in observation and feedback process and incorporated feedback to reflect and refine practice.</p> <p>A three year vision paper outlining the integration of technologies in the instructional process prepared by the end of the year and is utilised to make decisions and drive instruction.</p> <p>A whole school inquiry learning map that identifies essential learnings and incorporates the Australian Curriculum.</p> <p>School teams to community to the wider school community through a range of modes including blogs, email and term overviews.</p>

SCHOOL STRATEGIC PLAN 2014- 2017: INDICATIVE PLANNER *continued...*

KEY IMPROVEMENT STRATEGIES (KIS ACROSS THE 4 OUTCOMES AREAS)		ACTIONS	ACHIEVEMENT MILESTONES (CHANGES IN PRACTICE AND BEHAVIOURS)
Engagement	YEAR 2	<p>Continuation of onsite coaching of teacher instructional practice.</p> <p>Implementation of Teacher Feedback strategy that was developed as part of the National Partnerships Project and extending it to involve teams of teachers observing each other.</p> <p>The future technologies research team to oversee the first year of the vision statement.</p> <p>The professional learning community to work together to further refine the scope and sequence chart for Inquiry units of work to ensure links to the essential learning of the Reading and Writing curriculum.</p> <p>Every professional learning team continues to develop modes of communication that provide information to parents in an ongoing way about student learning.</p>	<p>All teachers have participated in onsite coaching around research based instructional strategies. This will be linked to each teacher's professional development plan and each teacher will demonstrate professional growth through the evidence collected in relation to student learning. There is consistency in instructional strategies across the school.</p> <p>All teachers have participated in observation and feedback process and incorporated feedback to reflect and refine practice.</p> <p>The first year of futures technologies vision paper is implemented and includes supporting teachers to integrate technologies for teaching and learning.</p> <p>A whole school inquiry program where the essential learnings incorporate the Multi disciplines of the Australian Curriculum and the essential learnings of the school based Reading and Writing Program is implemented.</p> <p>School teams to communicate to the wider school community through a range of modes including blogs, email and term overviews.</p>
	YEAR 3	<p>Continuation of onsite coaching of teacher instructional practice.</p> <p>Embedding teacher observation and feedback to be a routine form of professional learning.</p> <p>The future technologies research professional learning teams to oversee the second year of the vision paper in relation enhancing learning through the integration of learning technologies.</p> <p>The professional learning community to work together to refine the scope and sequence chart of essential learnings for Inquiry units of work that incorporate the Australian Curriculum.</p> <p>Every professional learning team to continue to develop modes of communication that provide information to parents in an ongoing way about student learning.</p>	<p>All teachers have participated in onsite coaching around research based instructional strategies. This will be linked to each teacher's professional development plan and each teacher will demonstrate professional growth through the evidence collected in relation to student learning. There is consistency in instructional strategies across the school.</p> <p>All teachers have participated in observation and feedback process and incorporated feedback to reflect and refine practice.</p> <p>The second year of futures technologies vision paper is implemented and includes supporting teachers to integrate technologies for teaching and learning.</p> <p>A whole school inquiry program where the essential learnings incorporate the Multi disciplines of the Australian Curriculum and the essential learnings of the school based Reading and Writing Program is implemented.</p> <p>School teams to communicate to the wider school community through a range of modes including blogs, email and term overviews.</p>

SCHOOL STRATEGIC PLAN 2014- 2017: INDICATIVE PLANNER *continued...*

KEY IMPROVEMENT STRATEGIES (KIS ACROSS THE 4 OUTCOMES AREAS)		ACTIONS	ACHIEVEMENT MILESTONES (CHANGES IN PRACTICE AND BEHAVIOURS)
Engagement	YEAR 4	<p>Continuation of onsite coaching of teacher instructional practice P-3.</p> <p>Implementation of Teacher Feedback strategy that was developed as part of the National Partnerships Project.</p> <p>The future technologies research professional learning teams to oversee the third year of the vision paper in relation enhancing learning through the integration of learning technologies and conduct a review which will lead to identifying goals for the following three years.</p> <p>The professional learning community to work together to develop a scope and sequence chart of essential learnings for Inquiry units of work that incorporate the Australian Curriculum.</p> <p>Every professional learning team to develop modes of communication that provide information to parents in an ongoing way about student learning.</p>	<p>There is consistency in instructional strategies across the school. Teachers at Rowville are providing learning to teachers across the district in research based instructional practice.</p> <p>All teachers have participated in observation and feedback process and incorporated feedback to reflect and refine practice.</p> <p>The second year of futures technologies vision paper is implemented and includes supporting teachers to integrate technologies for teaching and learning.</p> <p>A whole school inquiry program where the essential learnings incorporate the Multi disciplines of the Australian Curriculum and the essential learnings of the school based Reading and Writing Program is implemented.</p> <p>School teams to community to the wider school community through a range of modes including blogs, email and term overviews.</p>
Wellbeing	YEAR 1	<p>The Assistant Principal to lead wellbeing professional learning team and oversee the development of parent- partnership action plan that incorporates local community initiatives.</p> <p>The wellbeing professional learning team to review processes for tracking student wellbeing and supporting students and make recommendations to the leadership team for improvement.</p> <p>Supporting teachers to implement a range of classroom community building strategies in conjunction with implementation of preserving time on learning strategy.</p>	<p>A parent partnership action plan that makes links with partnerships in the local community is developed and implemented.</p> <p>There is a consistent and clear strategy for referring and supporting student wellbeing across the school.</p> <p>The learning community consistently implements a range of strategies that contribute to an improved climate for learning.</p>
	YEAR 2	<p>Implement a four week learning cycle around understanding emotional-social competencies and the instructional practices that support the development of these competencies.</p> <p>The professional learning community to form research groups that: develop a continuum of emotional-social competencies; whole school instructional practices that promote social-emotional learning; and management strategies that are related to the vision and values of the school.</p>	<p>All staff demonstrates understanding of social emotional competencies and what research informs us about effective instructional practices.</p> <p>A whole school action plan that identifies instructional practices and management techniques is developed and implemented consistently across the school.</p>

SCHOOL STRATEGIC PLAN 2014- 2017: INDICATIVE PLANNER *continued...*

KEY IMPROVEMENT STRATEGIES (KIS ACROSS THE 4 OUTCOMES AREAS)		ACTIONS	ACHIEVEMENT MILESTONES (CHANGES IN PRACTICE AND BEHAVIOURS)
Wellbeing	YEAR 3	The wellbeing professional learning team to monitor the effectiveness of the whole school social-emotional competencies action plan. Implementation of whole school social-emotional competencies Plan.	The wellbeing professional learning team to monitor progress using multiple sources of data and to report progress to the leadership team. Teachers implement the plan consistently and an enhancement of social competencies behaviour is evidenced across our learning community.
	YEAR 4	The wellbeing professional learning team review the effectiveness of the whole school social-emotional competencies action plan. Implementation of whole school social-emotional competencies action plan.	The wellbeing professional learning team to review progress using multiple sources of data and to report progress to the leadership team. Teachers implement the plan consistently and further enhancement of social competencies behaviour is evidenced across our learning community.
Productivity	YEAR 1	Allocation of resources to train teacher in Getting Ready in Numeracy (GRIN) program as part of improvements in Mathematics Strategy. Provide appropriate funding to support professional learning and leadership development. Maintain the position of a teacher leader in English to have a full time coaching role P-6 and a teacher leader in Mathematics to have a two day coaching role in Mathematics P-6. Create a part time teacher leader position4-6 to support the learning of new staff. Targeting resources from the School Wide Positive Behaviour Program to research whole school social-emotional competencies action plan. Allocation of resources to purchase teacher reference materials In English and Mathematics. Allocation of resources to purchase quality mentor texts for Reading and Writing. Allocating two Curriculum Days to support the development of a mathematics Continuum links to the Australian Curriculum.	The GRIN program is implemented in yeas three to six. All staff has identified growth in their practice through the support of professional learning or leadership development. All staff has identified growth in their instructional practice through the support of the teacher leaders. A resource has been developed to assist the development of the whole school social-emotional competencies action plan. Every teacher has a range of research based resources that assists with planning and implementation of English and Mathematics. Teachers and Students have access to further developing library of quality literature. A quality mathamatics a scope and sequence of essential learning and links with both the Australian Curriculum and whole school instructional practice.
	YEAR 2	Maintain the position of a teacher leader in English to have a full time coaching role P-6 and a teacher leader in Mathematics to have a two day coaching role in Mathematics P-6. Maintain a part time teacher leader position4-6 to support instructional practice. Maintain position of Getting Ready in Numeracy (GRIN) teacher and monitor impact. Allocation of resources and materials to support the goals and priorities in relation to English, Mathematics and Emerging Technologies. Provide appropriate funding to support professional learning and leadership development.	All staff has identified growth in their instructional practice. Multiple sources of Data are utilised to monitor impact of the GRIN Program. Teachers have access to high quality instructional materials and staff survey data indicates highly improved capabilities in the use of all resources for teaching and learning. All Staff has identified growth in their practice through the support of professional learning or leadership development.

SCHOOL STRATEGIC PLAN 2014- 2017: INDICATIVE PLANNER *continued...*

KEY IMPROVEMENT STRATEGIES (KIS ACROSS THE 4 OUTCOMES AREAS)		ACTIONS	ACHIEVEMENT MILESTONES (CHANGES IN PRACTICE AND BEHAVIOURS)
Productivity	YEAR 3	<p>Maintain the position of a teacher leader in English to have a full time coaching role P-6 and a teacher leader in Mathematics to have a two day coaching role in Mathematics P-6. Maintain a part time teacher leader position4-6 to support instructional practice.</p> <p>Maintain position of Getting Ready in Numeracy (GRIN) teacher.</p> <p>Allocation of resources and materials to support the goals and priorities in relation to English, Mathematics and Emerging Technologies.</p> <p>Provide appropriate funding to support professional learning and leadership development.</p>	<p>All staff has identified growth in their instructional practice.</p> <p>Multiple sources of data indicate that the GRIN program is having an impact in terms of student learning.</p> <p>Teachers have access to high quality instructional materials and staff survey data indicates highly improved capabilities in the use of all resources for teaching and learning.</p> <p>All staff has identified growth in their practice through the support of professional learning or leadership development through the staff survey.</p>
	YEAR 4	<p>Maintain the position of a teacher leader in English to have a full time coaching role P-6 and a teacher leader in Mathematics to have a two day coaching role in Mathematics P-6. Maintain a part time teacher leader position4-6 to support instructional practice.</p> <p>Maintain position of Getting Ready in Numeracy (GRIN) teacher.</p> <p>Allocation of resources and materials to support the goals and priorities in relation to English, Mathematics and Emerging Technologies.</p> <p>Provide appropriate funding to support professional learning and leadership development.</p>	<p>All staff has identified further growth in their instructional practice as evidenced in the Staff Survey.</p> <p>Multiple sources of data indicate that the GRIN program is having an impact in terms of student learning.</p> <p>Teachers have access to high quality instructional materials and staff survey data indicates highly improved capabilities in the use of all resources for teaching and learning.</p> <p>All staff has identified growth in their practice through the support of professional learning or leadership development. As a result of leadership support new leaders are emerging through the school to take on a variety of leadership roles.</p>