School Strategic Plan 2020-2024

Roslyn Primary School (4663)

Victoria State Government | Education and Training

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School vision	At Roslyn Primary School we aim high, reaching for the stars, in every aspect of school life. We encourage everyone to strive to achieve their greatest potential, and make a positive contribution in a diverse and ever-changing local and global society. In embracing our school's motto of 'Rocketing to Success', we aim for – staff, students and families - to be aspirational in all that we do, endeavouring to develop creative, innovative individuals, who are able to embrace the changes of the future with care and compassion. Our motto is 'Future making for every child'.
School values	Our school values are; Respect, Optimism and Creativity. Showing respect means you act in a way that shows you care about yourself, the feelings and wellbeing of others and the environment that we live in. When we are optimistic we expect the best, maintain a positive outlook and are open to new ideas. We are creative when we problem solve and produce something using our talents and imagination, while being agile in our mindset and flexible in thinking through solutions.
Context challenges	Over the period of the previous strategic plan we saw a large staff turnover at all levels across the school. This has had a huge impact on sustainable practices with a loss of how, what and why we do things in a particular way. Another factor that will have an impact over the next four years is the implementation of an enrolment management plan. This will see a decline in student numbers as we stabilize to our catchment capacity. Our key challenges are: The key challenges during the next strategic plan is to ensure the great work we have started at Roslyn is built upon and sustained during staff change at all levels across the school. We need to ensure we maintain rigor with decision making and program delivery that's outlined in the strategic plan. Inducting new staff and existing leaving staff is an important part of developing constancy across the school and retain corporate knowledge. Build the capacity and confidence of all staff to be leaders. This will be strengthened by improving collaboration and transitions of information, data and learning, across teams to improve school wide consistency. We need to continue to support a reflective/learning mindset for staff, providing opportunities for staff to participate in peer observation. Students indicated through the school review process that they want greater challenge with their work, they are more motivated to learn and would like to be encouraged to explore things they don't know. To do this we need to continue to build the capacity of both staff and students to be successful partners in learning and understanding more deeply the concept of voice and agency for all. We

	want students taking greater ownership in the development and achievement of learning goals across curriculum areas. This will also be reinforced by giving greater opportunities for student voice and agency in learning through an embedded STEAM curriculum. We can do this by regularly revisiting the connection between using rapid cycles of inquiry for curriculum delivery
Intent, rationale and focus	At Roslyn Primary School we want to give every students the opportunities to develop personal qualities and attitudes that will teach them how to build positive relationships and face the challenges of the future with confidence, compassion and respect. We want our students to learn how to be decisions makers, problem solvers and strong communicators. Student will learn how to be leaders, how to work in a team and how to work independently. We want our students to have the skills and attitude to be inspired to be self-motivated learners - working from individualized learning goals in reading, writing, maths and inquiry so that learning can target their needs and interests. Our current curriculum program reflects the belief that 'thinking' is the foundation of all learning and within a rapidly changing world students need to have greater thinking and problem-solving abilities, and be more self-motivated than ever before. We teach students a variety of cognitive thinking processes and strategies that will help equip them with the skills to navigate through an information rich future. Students learn strategies that help them to self-regulate their own emotions, feelings and behaviours so that they are ready and primed for learning. For these reasons, over the next four years we would like: Goal 1: To maximise the learning growth in literacy and numeracy across the school Staff will co-create a shared continuum for reading/writing/number ensuring all staff fully understand the key concepts that underpin the literacy and numeracy curriculum. All staff need to be knowledgeable in and inducted with the processes and expectations of the teaching of literacy and numeracy at Roslyn primary school, this will include: • Building the capacity of staff to improve their skills, knowledge and understanding in the teaching literacy and numeracy. • Building the capacity of staff to implement rapid cycles of inquiry using data to inform decision making in literacy and numeracy. We want all staff to be able to understand, monitor and analyze data to inform teaching decisions using the Professional Learning Communities process, which will also be linked to the peer observation process. • Quick on-boarding, upskilling and reviewing the expectations for teaching literacy and numeracy in the Roslyn way. Provide differentiated support to staff to ensure they have the knowledge, tools and skills to provide point of need teaching for all students. • Ensure students and staff are regularly reviewing and co-constructing point of need learning goals in literacy and numeracy with students. Goal 2: To maximise learning growth for all students in STEAM Make stronger links from our specialised STEAM program to embedding this thinking and methodology into the daily classroom program. We need to deepen, understand and refine our focus on the skills and capabilities that underpin the curriculum. By using of an Inquiry approach to learning, with a focus on Science, Technology, Engineering, Arts, Mathematics (STEAM), we can provide

personalized and authentic learning opportunities for all learners across the curriculum. This helps promote the ability to learn and understand within a national and global context, and enables learning experiences to be broadened and deepened and connected to real-life events. We want students who can actively make observations, collect, analyse, and synthesize information, and draw conclusions, developing useful problem-solving skills to adapt to future.

This will need to include a planned and thorough induction and renewal program providing staff opportunities to constantly deepen their own understandings of the use of inquiry learning. New staff to the school need to be inducted to the deeper understandings of why and what we do at Roslyn especially in relation to how an inquiry approach underpins all aspects of learning at Roslyn.

Goal 3: Improve student voice and agency across the school.
Deepen the understanding and skills in providing students and staff with greater ownership of the learning by actively building voice and agency for all across the curriculum. When students have a voice, the research tells us that they experience a greater self-worth in school, are more likely to be engaged in their learning and are more likely to have a sense of purpose. We want all students at Roslyn Primary School to be active citizens and we will know we are successful when:
1.   Students know how to share their thoughts and ideas in an environment underpinned by trust and respect.
2.   They offer realistic suggestions for the good of the whole and
3.   They accept responsibility for not only what they say but what needs to be done situations.
This will work along-side an internally based classroom observation program where staff have ownership and opportunities to work with, observe and reflect with their peers about improving practice.

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Goal 1	To maximise the learning growth in literacy and numeracy across the school.
Target 1.1	By 2023, the percentage of Years 3 to 5 students achieving below benchmark growth in NAPLAN numeracy will decrease from 47.1 per cent (2019) to 25 per cent (2023)
Target 1.2	By 2023, the percentage of Years 3 to 5 students achieving above benchmark growth in NAPLAN writing will increase from 23.5 per cent (2019) to 30 per cent (2023)
Target 1.3	Increase the proportion of Years F - 6 students achieving above the expected level in the Victorian Curriculum from: • Reading and viewing from 40 per cent (2019) to 48 per cent (2023) • Writing from 22 per cent (2019) to 28 per cent (2023) • Number and algebra from 30 per cent (2019) to 36 per cent (2023)
Key Improvement Strategy 1.a Building practice excellence	Build the capacity of all leaders to support, monitor and evaluate the impact of teaching on student learning outcomes.
Key Improvement Strategy 1.b Building practice excellence	Build teacher capability to utilise data and a range of assessment strategies to teach to a student's point of learning.
Key Improvement Strategy 1.c	Build the capacity of all students to be successful partners in their learning

Empowering students and building school pride	
Goal 2	To maximise learning growth for all students in Science, Technology, Engineering, Arts and Mathematics (STEAM).
Target 2.1	Drafting note: Please consider adding an additional target to triangulate the data for student achievement e.g SSS e.g teacher collaboration, guaranteed and viable curriculum- these could link in with the KIS for this goal By 2023, increase the proportion of Years 3- 6 students achieving above the expected level in the Victorian Curriculum: • Science from 24.2 per cent (2019) to 33 per cent (2023) • Measurement and Geometry from 26.6 per cent (2019) to 33 per cent (2023) • Statistics and Probability from 45.9 per cent (2019) to 50 per cent (2023)
Target 2.2	By 2023, the following AtoSS factors percentage positive responses will increase: • Stimulated Learning from 77 per cent (2019) to 85 per cent (2023) • Motivation and Interest from 79 per cent (2019) to 85 per cent (2023)
Target 2.3	By 2023, the following Staff Opinion Survey(SOS) factors will increase: • Teacher collaboration from 81% (2019) to 90% (2023) • Guaranteed and viable curriculum from 88% (2019) to 95% (2023)

Key Improvement Strategy 2.a Building practice excellence	Build the capacity of all leaders to support, monitor and evaluate the impact of teaching on student learning outcomes, including the utilisation of community partners.
Key Improvement Strategy 2.b Building practice excellence	Build teacher capacity to integrate and teach STEAM.
Key Improvement Strategy 2.c Curriculum planning and assessment	Build teacher capability to utilise data and a range of assessment strategies to teach to a student's point of learning.
Goal 3	Improve student voice and agency across the school.
Target 3.1	Drafting note: Please consider including an additional target with another source of student data to triangulate achievement of this goal e.g Attendance or behaviour data By 2023, the following AtoSS factors percentage positive responses will increase: • Student Voice and Agency from 59 per cent (2019) to 70 per cent (2023) • High Expectations from 93 per cent (2019) to 95 per cent (2023) • Self-regulation and Goal Setting from 86 per cent (2019) to 90 per cent (2023)
Target 3.2	Parent Opinion Survey (POS): • Student Voice and Agency from 79 per cent (2019) to 85 per cent (2023) • High Expectations for success from 92 per cent (2019) to 95 per cent (2023)
Target 3.3	2

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Key Improvement Strategy 3.a Intellectual engagement and self-awareness	Build teacher capacity to activate student voice and agency.
Key Improvement Strategy 3.b Intellectual engagement and self-awareness	Enhance opportunities for authentic partnerships between students, teachers and parents, which develops independent and self-regulated learners.
Key Improvement Strategy 3.c Intellectual engagement and self-awareness	Share student learning data routinely so learning growth and progress are monitored and visible to all.