School Strategic Plan 2024-2028

Roslyn Primary School (4663)

Submitted for review by Leanne Knight (School Principal) on 05 June, 2024 at 12:34 PM
Endorsed by Alan Davis (Senior Education Improvement Leader) on 11 June, 2024 at 01:39 PM
Endorsed by Ryan Winchester (School Council President) on 11 June, 2024 at 01:47 PM

VICTORIA State Government | Education and Training

School Strategic Plan - 2024-2028

Roslyn Primary School (4663)

School vision	Our motto is 'Rocketing to Success'. Vision 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. Together, we strive to cultivate a community of lifelong learners who embrace change with optimism and determination. Mission Through a commitment to creativity, innovation, and problem-solving, we equip our students with the skills and resilience to navigate the challenges of the future with care and compassion.
School values	At Roslyn Primary School, we embed our school values of Respect, Optimism, Creativity and Kindness into all aspects of school life. In showing respect it 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. Being kind at Roslyn Primary School is being friendly, generous and considerate of others. It is living our values in all we do that make us who we are at Roslyn Primary School.
Context challenges	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 rigour with decision making and program delivery that's outlined in the strategic plan. Inducting new staff and leaving staff is an important part of developing constancy across the school and retain corporate knowledge. A key challenge is to 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 learning. Implementing a structured literacy program across a primary school poses a significant challenge within the strategic plan, primarily centred on ensuring staff are equipped with the necessary professional learning to execute evidence-based practices with rigour. Moreover, aligning the program with the existing scope and sequence, and then updating it when the new curriculum is in place, while maintaining fidelity to evidence-based strategies adds another layer of complexity. Thus, addressing the professional development needs of the staff emerges as a pivotal aspect in successfully integrating the structured literacy program into the school's strategic framework, ensuring its efficacy in promoting student literacy outcomes.
Intent, rationale and focus	At Roslyn Primary School we want to give every student 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. Our current curriculum program reflects the belief that 'thinking' is the foundation of all learning 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. Furthermore, our students experience the opportunity to build their knowledge in all areas of the Victorian curriculum. For these reasons, over the next four years we would like to achieve the following goals. Goal One: Optimise learning growth and achievement for all students Staff will continue to embed the structured literacy program with the support of our curriculum leader. Staff will be guided through the implementation of the new Maths and English 2.0 curriculum through support, professional learning, and PLC and planning dedicated time. All staff need to be knowledgeable in and inducted with the processes and expectations of the teaching of English and Mathematics 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 cycles of inquiry using data to inform decision making in English and

	Mathematics. We want all staff to be able to understand, monitor and analyse data to inform teaching decisions using the Professional Learning Communities process, which will also be linked to the peer learning process. • Quick on-boarding, upskilling and reviewing the expectations for teaching English and Mathematics 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. Goal Two: Improve student wellbeing and engagement • Refine and embed a whole school approach to implementing a positive behaviour framework (School Wide Positive Behaviour Supports) • Continue to build the capacity, capability and confidence of all staff to provide a positive, effective and inclusive learning environment

School Strategic Plan - 2024-2028

Roslyn Primary School (4663)

Goal 1	Optimise learning growth and achievement for all students

Target 1.1	NAPLAN:
	• Numeracy: Increase the percent of exceeding and strong proficiency for students in:
	  ○ year 3 from 79 percent in 2023 to more than 80 percent by 2027
	  ○ year 5 from 63 percent in 2023 to more than 75 percent by 2027.
	• Reading: Increase high growth for year 5 students from 17 percent in 2023 to 27 percent by 2027.

Target 1.2	Teacher Judgment Prep to Year 6: • Reading: Maintain the percent of students assessed as at or above the expected level from 88 percent in 2023 to more than 88 percent by 2027. • Number: Maintain the percent of students assessed as at or above the expected level from 88 percent in 2023 (Number and Algebra result) to more than 88 percent by 2027.
Target 1.3	School Staff Survey measures • Increase the positive endorsement of Academic emphasis from 72 percent in 2023 to 76 percent by 2027. • Increase the positive endorsement of Teacher collaboration from 62 percent in 2023 to 70 percent by 2027. • Increase the positive endorsement of School level support from 67 percent in 2023 to 75 percent by 2027.

Target 1.4	Attitudes of Students to School Survey • Increase the positive endorsement of Differentiated learning challenge from 77 percent in 2023 to 83 percent by 2027. • Increase the positive endorsement of Stimulated learning from 76 percent in 2023 to 80 percent by 2027.
Key Improvement Strategy 1.a Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Continue to strengthen the school's approach to the use of learning, wellbeing and engagement data across all levels of the school
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Key Improvement Strategy 1.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian	Deepen the capacity of all staff to use evidence-based instructional practices as part of the proactive and responsive teaching and learning model

Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Key Improvement Strategy 1.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
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	Continue to build distributed instructional leadership capacity
Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Key Improvement Strategy 1.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
Goal 2	Improve student wellbeing and engagement

Target 2.1	Attendance • Reduce the percent of students with more than 20 days absent per year from 33 percent to 27 percent
Target 2.2	Attitudes to School Survey • Increase the positive endorsement of Sense of connectedness from 70 percent in 2023 to 75 percent by 2027 • Increase the positive endorsement of Teacher concern from 71 percent in 2023 to 74 percent by 2027 • Increase the positive endorsement of Sense of confidence from 67 percent in 2023 to 75 percent by 2027
Key Improvement Strategy 2.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	Refine and embed a whole school approach to implementing a positive behaviour framework
Key Improvement Strategy 2.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	

Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Continue to build the capacity, capability and confidence of all staff to provide a positive, effective and inclusive learning environment
Key Improvement Strategy 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
Key Improvement Strategy 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	