

School Strategic Plan 2022-2026

Roxburgh Homestead Primary School (5443)



Submitted for review by Teresa Stone (School Principal) on 07 November, 2022 at 09:12 AM

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School Strategic Plan - 2022-2026

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<p>School vision</p>	<p>Roxburgh Homestead strategically focuses on the growth of every child through an inclusive and engaging learning environment. Our vision is to “Create the leaders of tomorrow.” Our mission is “To empower our students to make informed decisions to reach their full potential and contribute within a global community.”</p>
<p>School values</p>	<p>This is demonstrated through our values of Respect, Honesty, Pride, and Success.”</p>
<p>Context challenges</p>	<p>EAL With more than 50% of the school community coming from an EAL background and that percentage rising in Foundation enrolments over the past few years, our approach to address students literacy needs has been through EAL in the mainstream. Strategies such as our use of Dialogic approach, MEA’s in the foundation classes, Grin Ready In Numeracy, Levelled Literacy Intervention and greater emphasis on Inquiry have been implemented. As a result of this approach, student who were previously assessed against the EAL continuum are now marked against the mainstream literacy curriculum and only those coming from the language school or with little to no English when beginning with us being marked on the EAL continuum.</p> <p>PSD Our current enrolment of PSD students totalling 20.6 EFT with funding of \$491,359. From a human resources perspective, we can support our educational intervention programs focusing on literacy, numeracy and social and emotional needs of our PSD students. Our SEL team is in the process of establishing our Kitchen Garden program. We have supported our PSD students through building teacher capacity e.g., by working alongside the NCESE we have experienced professional learning in Trauma-Informed Approaches, Executive Function, and Social Emotion learning to develop strong teacher-student relationships. In addition, our PBIS team have engaged with the Berry Street Model professional training to strengthen our toolkit for working with vulnerable students. Our Staff professional learning, and the increase in non-contact time, has further extended our teachers’ abilities to write and review targeted goals in the IEPs of PSD students. We are very much focused on Partnering to Learn opportunities with external support organisations. We work closely with Project Real to foster positive school engagement for some of our Tier 3 disengaged students and LOOKOUT for out-of-home care students. We have engaged with YarraMe and Learning Places Connect to support some of our students exhibiting behavioural and/or social and emotional challenges. Our work with Tranvencore assists us to support staff working to support the mental health of our PSD students. Our school-based strategies are supported by our StAR (Student at Risk) referral team which is responsible for gathering and monitoring student data and making support recommendations, alongside referrals to our SSSO. It should be noted that a significant number of our students that need support are unfunded. To support StAR, we have a Prep Transition and Screening process to further identify the needs of our students. We work with a psychologist on site to support students with a Mental Health Plan. In addition to our PSD funded students we also have many who require additional support. Many of these students</p>

Equity

Equity funding has been targeted at building the horizons and pathways for our students over the previous four years. Over the previous two years, staff have identified some of the challenges to meeting this aim. These include-

- tension between getting through the curriculum and teaching at the point of need of students
- high levels of well-being and trauma needs in both our students and our families
- community connectedness and participation in school events seen as low by both staff and families
- strategic plan being disrupted due to significant staffing changes, excess process, and COVID/Remote Learning

Working within the constraints of declining enrolment and the pressures of potential excess, the organisational structure is designed to support and grow our collective capacity to serve the children's learning and social and emotional needs. Strategies implemented to do this include-

Increase opportunities for student engagement and inclusion by

- lowering class sizes
- building a specialist program that supports our diverse EAL and wellbeing needs using a Dialogic and Translanguaging approach

- Additional Specialist teachers (4.8 instead of 3)

- Attendance Officer to track student absence data

Product branding to encourage increase in enrolment and recruitment of quality staff

- Seeding money for translanguaging approach using a Kitchen Garden as a context
- Setting up a safe and collaborative environment
- Ensuring 1:1 learning program is agile in the event of any future Remote Learning
- Greater clarity in communication with parents, eg Compass, etc

Differentiation and point of need support

- Intervention programs (LLI and GRIN) 2 teachers and 4 ES staff. This was funded beyond the money allocated through Tutor Learning Initiative funding

Learning Initiative funding

- Greater collaboration with Allied Health professionals, eg speech therapist, OT,
- Partnership with Northern Centre of Excellence in Student Engagement

Professional Capacity Building

- Coaching and peer observation

Staffing

The challenge of staffing the school with consistent teachers has been difficult over the last couple of years, particularly in light of Covid-19 epidemic as well as declining enrollments. An excess process that began in 2020 led to number of teachers and educational support staff leaving the school to take opportunities elsewhere and led to a large number of new teachers joining our school. The availability of teachers to fill fixed term contract positions has been limited and employing CRT's has also been problematic. This has led to several disruptions to the operation of the school such as collapsing classes and splitting classes across communities within the school.

	<p>Re-engagement/Attendance Our students attendance at school still remains a concern. Average absence days per student (year to date) is at 32.1.</p>
<p>Intent, rationale and focus</p>	<p>Improve student outcomes in literacy and numeracy The school improved the percentage of students achieving in the top two bands of NAPLAN in Year 3 reading and Year 5 writing, however results in numeracy were inconsistent and the percentage of students achieving below benchmark growth was higher than that for similar schools and state in 2021. The school adopted instructional models for literacy and numeracy.</p> <p>Improve student outcomes in engagement The percentage positive responses on the Attitudes to School Survey decreased between 2019 and 2021. Although there was a small increase for some factors in 2022, the percentages remained below those in 2018 and 2019. Absence data was also above that for state and similar schools.</p> <p>Improve student outcomes in wellbeing Evidence in the school's Pre-review Self-evaluation and from the Panel's fieldwork findings indicated there was opportunity to build student connectedness to school and parent, family and community partnerships.</p> <p>The school will be prioritising Safe and collaborative Learning Environment, Effective differentiation and a guaranteed and viable curriculum and instructional models in literacy and numeracy. The school will prioritise Universal Social and Emotional strategies through PBIS and Mental Health strategies through the Mental Health Framework.</p>

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Goal 1	Improve student outcomes in literacy and numeracy
Target 1.1	By 2026 improve the percentage of students meeting or achieving above NAPLAN benchmark growth in: <ul style="list-style-type: none">• reading from 65% in 2021 to 77%• writing from 63% in 2021 to 75%• numeracy from 53% in 2021 to 76%
Target 1.2	By 2026, increase the percentage of students in the top two NAPLAN bands for: Year 3 <ul style="list-style-type: none">• reading from 46% in 2021 to 53%• writing from 29% in 2021 to 36%• numeracy from 9% in 2021 to 24% Year 5 <ul style="list-style-type: none">• reading from 19% in 2021 to 27%• writing from 14% in 2021 to 18%• numeracy from 8% in 2021 to 16%
Target 1.3	By 2026 increase the percentage positive response on the School Staff Survey for:

	<ul style="list-style-type: none"> • <i>teacher collaboration</i> from 39% in 2021 to 65% • <i>collective efficacy</i> from 38% in 2021 to 65% • <i>staff trust in colleagues</i> from 54% in 2021 to 70%
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Strengthen staff capability to differentiate learning to meet each child's point of need by deepening knowledge of curriculum and assessment design, pedagogy and sequences of learning
Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embed collaborative practice and observing to learn strategies to build teacher knowledge, understanding and skill
Goal 2	Improve student outcomes in engagement
Target 2.1	By 2026 improve the percentage of positive responses on the Attitudes to School Survey for the domains of: <ul style="list-style-type: none"> • <i>effective teaching for cognitive engagement</i> from 71.8% in 2021 to 80% • <i>learner characteristics and disposition</i> from 72.6% in 2021 to 80%
Target 2.2	By 2026 improve the percentage of positive responses on the School Staff Survey for: <ul style="list-style-type: none"> • <i>use student feedback to improve practice</i> from 40% in 2021 to 60% • <i>plan differentiated learning activities</i> from 70% in 2021 to 80%

	<ul style="list-style-type: none"> • <i>understand formative assessment</i> from 45% in 2021 to 65%
Target 2.3	<p>By 2026 improve attendance:</p> <ul style="list-style-type: none"> • average absence from 31.8 days per student in 2021 to 17.0 • percentage of students with more than 20 days absence from 58% in 2021 to 40%
Key Improvement Strategy 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build teacher capability to know their students and select from a range of pedagogies and curriculum to scaffold their curiosity and confidence to be self-directed learners
Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Embed the deep learning framework to ensure productive challenge for students
Goal 3	Improve student outcomes in wellbeing
Target 3.1	<p>By 2026 increase the percentage of positive responses on the Attitudes to School Survey for the domains of:</p> <ul style="list-style-type: none"> • <i>school safety</i> from 67% in 2021 to 75% • <i>social engagement</i> from 69% in 2021 to 78%

Target 3.2	<p>By 2026 increase the percentage of positive responses on the School Staff Survey for:</p> <ul style="list-style-type: none"> • <i>trust in students and parents</i> from 29% in 2021 to 60% • <i>shielding and buffering</i> from 35% in 2021 to 65% • <i>parent and community involvement</i> from 44% in 2021 to 70%
Target 3.3	<p>By 2026 increase the percentage of positive responses on the Parent Opinion Survey for the domains of:</p> <ul style="list-style-type: none"> • <i>parent community engagement</i> from 40% in 2021 to 55% • <i>student cognitive engagement</i> from 53% in 2021 to 68% • <i>teacher communication</i> from 53% in 2021 to 68%
Key Improvement Strategy 3.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Strengthen the consistent implementation of the agreed structures, strategies and practices to ensure a safe and collaborative learning environment
Key Improvement Strategy 3.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Document and implement the agreed social emotional learning curriculum and practices
Key Improvement Strategy 3.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Implement the Positive Behavioural Intervention and Supports framework to ensure an inclusive and tiered response to intervention to ensure students have access to learning - socially, emotionally and academically

