

School Strategic Plan 2019-2023

Rangebark Primary School (5232)



Submitted for review by Benjamin Vevers (School Principal) on 26 February, 2020 at 01:02 PM

Endorsed by Anne Martin (Senior Education Improvement Leader) on 26 February, 2020 at 01:04 PM

Awaiting endorsement by School Council President

School Strategic Plan - 2019-2023

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School vision	TBCC - To be co constructed in term 1 2020.
School values	<p>The school values (matrix attached), developed with parents, students and staff, using the School Wide Positive Behaviour Support programme are;</p> <ul style="list-style-type: none"> Be Respectful Be Safe Be Kind Be a Learner
Context challenges	<p>Terms of Reference Focus Question 1: To what extent is student data understood, analysed and used, to inform both teaching and learning? The Panel found that teachers knew their students well and utilised data to differentiate the curriculum, particularly in the areas of literacy and numeracy. The panel concluded that the school needed to further develop teacher capacity in order to build effective data/assessment literacy practices, thereby informing teaching and tracking the learning growth for all students.</p> <p>Terms of Reference Focus Question 2: To what extent has the school adopted consistent and accountable approaches to teaching and learning? The panel found via fieldwork that some teachers had clear understandings of their teaching approaches in the classroom, but not all. The panel noted that although selected teaching and learning approaches existed within some teams, whole school approaches were neither visible nor consistently embedded.</p> <p>Terms of Reference Focus Question 3: To what extent has the school developed a professional learning culture? The Panel found that there were opportunities for teachers to attend professional learning activities in order build their professional capacity, but a whole school strategic approach to professional learning was not clearly evident.</p> <p>Terms of Reference Focus Question 4: To what extent has the school formed effective learning partnerships with the school community that it serves? The panel determined that parents found the school to be supportive and caring towards the students. Parents had some understanding of their children’s learning and progress based on student reports. The panel noted however, that there were few</p>

	opportunities for parents to become effective partners in the school's learning process.
Intent, rationale and focus	Is our intent simply to achieve our 4 year goals? I will seek advice on this.

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Goal 1	To improve the learning growth of all students in literacy and numeracy.
Target 1.1	By 2023, the percentage of Year 5 students assessed in top two bands in NAPLAN in; <ul style="list-style-type: none"> • By 2023, the percentage of Year 5 students assessed in top two bands in NAPLAN reading will be at or above 36% from 28% in 2019. • By 2023, the percentage of Year 5 students assessed in top two bands in NAPLAN numeracy will be at or above 25% from 14% in 2019
Target 1.2	By 2023, the percentage of Year 5 students assessed as meeting or making above benchmark growth in <ul style="list-style-type: none"> • numeracy will be at or above 20% from 10% in 2019. • reading will be at or above 82% from 78% in 2019.
Target 1.3	By 2023, achieve an 80% match rate between teacher judgement and year 5 NAPLAN reading, writing and numeracy.
Key Improvement Strategy 1.a Building practice excellence	Develop and embed a culture of collaboration and collective responsibility to develop effective and consistent teaching practices and to improve student achievement.
Key Improvement Strategy 1.b Curriculum planning and assessment	Build, document and implement a guaranteed and viable curriculum based on the Victorian Curriculum.

Key Improvement Strategy 1.c Building leadership teams	Build a strong distributive leadership approach focused on high expectations and modelling professional engagement throughout the school community.
Key Improvement Strategy 1.d Evidence-based high-impact teaching strategies	Develop and embed an evidence-based instruction model.
Key Improvement Strategy 1.e Evidence-based high-impact teaching strategies	Action Plan to accelerate improvement
Goal 2	To improve student engagement in their learning.
Target 2.1	By 2023, the percentage of students responding positively to the AtoSS. factor; <ul style="list-style-type: none"> • 'Student voice and agency' will be at or above 75% from 67% in 2019. • 'Stimulating learning' will be at or above 80% from 74% in 2019. • 'Sense of confidence' to be at or above 80% from 74% in 2019.
Target 2.2	By 2023, student days absent will be at or below 15 days (average absence days per student) from 19 (as of Nov 8th) in 2019.
Key Improvement Strategy 2.a Empowering students and building school pride	Define, develop and implement what student voice and agency means and looks like in the classroom.
Key Improvement Strategy 2.b	Develop and embed targetted teaching procedures to address the full range of learning needs for all students.

Evidence-based high-impact teaching strategies	
Key Improvement Strategy 2.c Setting expectations and promoting inclusion	Review and monitor the school's attendance improvement strategies.
Goal 3	To improve the health and wellbeing of all students.
Target 3.1	By 2023, the percentage of students responding positively to the AtoSS. factor; <ul style="list-style-type: none"> • 'Sense of connectedness' will be at or above 85% from 76% in 2019. • 'Effective classroom behaviour' will be at or above 80% from 70% in 2019. • 'Resilience' will be at or above 85% from 79% in 2019. • 'Self-regulation and goal setting' will be at or above 90% from 86% in 2019.
Target 3.2	By 2023, the percentage of parents responding positively to the POS factor 'promoting positive behaviours' will be at or above 75% from 65% in 2018.
Key Improvement Strategy 3.a Setting expectations and promoting inclusion	Develop and implement agreed whole school practices to ensure a safe and orderly learning environment including School Wide Positive Behaviour Support Program (ESBSP) (SEPI)