

School Strategic Plan 2023-2027

Rangebark Primary School (5232)



Submitted for review by Adriana Allan (School Principal) on 30 November, 2023 at 04:26 PM

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School Strategic Plan - 2023-2027

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School vision	At Rangebank Primary School we believe that all students can be successful, lifelong learners. We strive to foster their belief in themselves as resilient, self-confident members of our community. We are dedicated to providing a safe and inclusive learning environment with a shared commitment to our school values, which supports students to reach their full potential.
School values	Rangebank Primary School's values are: Be Respectful - look after people and property Be Safe - protect yourself and others Be Kind - be friendly and considerate to others Be a Learner - be motivated and try your best At Rangebank, we focus on positive behaviours and celebrate those who display our values. We do this because we know when we are being respectful, safe, kind and being learners, we are being the best we can be as individuals and a whole school community. Our whole school agreed values are visible, lived and celebrated.
Context challenges	<p>Rangebank Primary School is located in an established, residential neighbourhood in Cranbourne, in Melbourne's south-east, and was established in 1983. The staffing profile of the school includes 1 substantive principal, 2 assistant principals, 30 classroom teachers and 18 education support staff.</p> <p>There are 360 students enrolled in 2023, including 19 students that identify as Aboriginal or Torres Strait Islander, 100 funded-EAL students, 150 equity-funded students and 28 students funded under the Program for Students with Disabilities. The SFOE currently sits at 0.4818 which has steadily decreased over the last five years, and which is reflective of the shifting demographic of the school community. Over the last four years, enrolment numbers fluctuated, impacted by the changing of designated neighbourhood boundaries and the opening of new schools in adjacent suburbs. With an aging demographic in the local neighbourhood, long-term enrolment projections have the school's enrolment continuing to decline over the duration of this strategic plan.</p> <p>Compared to similar schools, the school performs comparatively well academically, especially in Grade 5 NAPLAN. There is room for growth with greater disparity between our school, similar schools and network schools at Grade 3. In contrast, the school achieved strong positive endorsement in all measures in the 2023 Attitude to School Survey, with on average, 10% higher endorsements for stimulated learning, classroom behaviour, managing bullying, student connectedness and student voice and agency.</p>

Terms of Reference Focus Question 1: To what extent does the school's instructional model inform teaching and learning practices at this school?

Rationale:

Evidence and data presented during Validation Day found a 64 per cent positive endorsement on the 2022 School Staff Survey (SSS) for Academic emphasis and a 61 per cent positive endorsement for Collective efficacy. There was also a significant neutral and not positive response to both factors in the staff survey. The panel saw the school review as a good opportunity to explore the impact the school's instructional model was having on teaching and learning practices and the extent to which this model was understood and used to drive school improvement

The school review panel found teachers had embraced the school's instructional model and were committed to using it within their classrooms. In practice a level of variability was observed with a varied lesson flow, a reliance on whole group instruction, an absence of small group differentiated instruction and limited evidence of the use of reflection at the end of each lesson. The panel found the current model to be overly complex and established the need to strip the model back to ensure there was clarity for staff and students around each stage of the model. The panel concluded that a refinement of the current instructional model was needed to maximise the impact on school improvement.

The panel found non-equity funded students performed slightly better on NAPLAN Reading and significantly better on NAPLAN Writing and Numeracy. The panel recommended additional actions and strategies be introduced to further support equity funded students.

Terms of Reference Focus Question 2: To what extent are the SWPBS practices known, understood and embedded within the school?

Rationale:

Evidence detailed in the pre-review self-evaluation (PRSE) and presented during Validation Day highlighted an inconsistency of practice in the continued implementation of the SWPBS model.

The panel saw the school review as a good opportunity to explore the fidelity of the SWPBS model and the impact this model was having on student engagement and wellbeing.

The school review panel found staff and students had embraced the SWPBS model and were committed to using it within their classrooms. In practice it was found that even though staff and students knew and understood the model it was yet to be fully embedded with fidelity. There was a belief from some staff that SWPBS was not a universal model and as such did not fully support all students and that a different approach was required to manage the more complex behaviours.

The panel concluded that the school needed to revisit the SWPBS model to ensure it was being implemented with fidelity and fully supporting student wellbeing and engagement. A need was also identified to develop a school tiered framework of support to assist students in regulating their behaviour and to assist teachers in supporting student engagement and wellbeing.

	<p>The school review panel recommended the following areas for improvement:</p> <ul style="list-style-type: none"> • Monitor and implement evidence-based strategies and actions to improve student learning and wellbeing in response to needs identified through the improvement cycle. • Invest in the development of a middle-level leadership team and teacher leaders through targeted professional learning, coaching and mentoring. • Maintain a relentless focus on setting high standards and high expectations. • Embed a culture of shared responsibility and accountability for student learning. • Build a collective understanding of and embed all phases of the instructional model into daily classroom practice. • Reframe the literacy and numeracy models. • Increase staff capacity through the PLC process. • Ensure teachers differentiate their pedagogy, lesson plans and assessments to enable learners of all abilities to access the school curriculum. • Establish sustainable routines for collaboration and professional learning, ensuring classroom observation, internal/external programs and the modelling of effective practice and feedback are effectively embedded in the school. • Establish systems and structures that enhance students' participation and engagement and foster a sense of connectedness. • Establish consistent expectations, behaviours and language in responding to and supporting student behaviour. • Review and develop a whole-school approach to student behaviour. • Further expand the work on increasing community involvement and build the visibility and reputation of the school in the local area. • Build an online presence and promote school programs, including the partnership with the sister school, Bluebells International in Delhi.
<p>Intent, rationale and focus</p>	<p>Rangebank Primary School strives to provide a rich and holistic learning program that supports the academic, social and emotional learning needs of all students, regardless of their starting point. We recognise that there is strength in diversity, and respect and celebrate our points of difference to build a school community that is considerate and inclusive of all students. We value the important partnership in learning that exists between school and home, and actively promote parent and community involvement to ensure we support and meet our student learning and wellbeing needs.</p> <p>The school has made significant progress over the past four years, and we now have the opportunity to consolidate and refine practices to ensure consistency and delivery of a rigorous learning and teaching program which maximises the learning and wellbeing opportunities for all students. The school and community wholeheartedly believe in the coherence between learning and wellbeing and as a result, is placing emphasis on both over the next four years. The four-year strategic goals have been kept deliberately broad, to enable targeted work on developing, implementing and embedding</p>

whole-school frameworks that support both learning and wellbeing.

The school review panel found a level of variability existed in the understanding and implementation of the school's instructional model, thereby lessening the impact on student learning. The panel found an inconsistency in lesson flow, a reliance on whole group instruction, an absence of small group differentiated instruction and limited evidence of the use of reflection at the end of each lesson. This evidence established the need to review and refine the school instructional model to ensure there was clarity around staff and student expectations at each stage of the model. The school review panel found that PLCs had not been fully implemented with fidelity and recommended the school revisit the intent of PLCs and align them with the PLC model to maximise the impact of teacher collaboration and the effective use of data to improve teaching practice. There is an opportunity for the school to review the teaching of literacy and numeracy to ensure it is evidence-based and consistently implemented across the school, along with the consistent use of data to inform teaching practice.

Evidence detailed in the pre-review self-evaluation (PRSE) and validated through fieldwork activities highlighted an inconsistency of practice in the implementation of the SWPBS model and identified that further refinement was required to implement the model with fidelity. Evidence throughout the review process led the panel to discuss an opportunity for the school to link the existing elements of wellbeing practice with more explicit engagement strategies leading to the development of a coherent whole school approach to wellbeing and engagement. This was seen as especially important with the implementation of the mental health reforms and the disability and inclusion initiatives.

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Goal 1	To improve student achievement and learning growth with a particular focus on literacy and numeracy.
Target 1.1	The percentage of students achieving strong or exceeding proficiency in NAPLAN: <ul style="list-style-type: none">• Grade 3 Reading - to improve from 53%• Grade 3 Writing - to improve from 62%• Grade 3 Numeracy - to improve from 51%• Grade 5 Reading - to improve from 70%• Grade 5 Writing - to improve from 70%• Grade 5 Numeracy - to improve from 55%
Target 1.2	By 2027, increase the percentage of F–6 students displaying at or above expected growth in teacher judgement in: <ul style="list-style-type: none">• Writing from 60% (Semester 2, 2022) to 72%.• Number and algebra from 65% (Semester 2, 2022) to 77%.
Target 1.3	By 2027, increase the percentage of positive endorsement on the School Staff Survey for: <ul style="list-style-type: none">• Academic emphasis from 65% (2022) to 73%.• Collective efficacy from 78% (2022) to 86%.

<p>Target 1.4</p>	<p>By 2027, increase the percentage of positive endorsement for students in Years 4–6 on the Attitudes to School Survey for:</p> <ul style="list-style-type: none"> • Sense of confidence from 79% (2023) to 83%. • Stimulated learning from 85% (2023) to 89%.
<p>Key Improvement Strategy 1.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</p>	<p>Review, refine and embed the school's instructional model.</p>
<p>Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	
<p>Key Improvement Strategy 1.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	
<p>Key Improvement Strategy 1.b 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</p>	<p>Investigate, develop, and implement whole school evidence-based frameworks for literacy and numeracy.</p>

<p>Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	
<p>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</p>	<p>Review, implement and embed PLCs as the essential structure to develop consistent teacher practice and the effective use of data.</p>
<p>Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	
<p>Key Improvement Strategy 1.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	
<p>Goal 2</p>	<p>To improve the engagement and wellbeing of all students.</p>
<p>Target 2.1</p>	<p>By 2027, increase the percentage of positive endorsement for students in Years 4–6 on the Attitudes to School Survey for:</p> <ul style="list-style-type: none"> • Student voice and agency from 78% (2023) to 82%.

	<ul style="list-style-type: none"> • Sense of connectedness from 89% (2023) to 93%.
Target 2.2	<p>By 2027, decrease the percentage of F–6 students with:</p> <ul style="list-style-type: none"> • Thirty or more absences days from 27% (2022) to 20%. • Between 20 and 29.5 absences days from 19% (2022) to 15%.
Target 2.3	<p>By 2027, increase the percentage of F–6 students with ninety per cent or above attendance from 52% (2022) to 65%.</p>
<p>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</p>	<p>Audit, review, implement and embed a whole school approach to student wellbeing, engagement, and inclusion.</p>
<p>Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students’ participation and engagement in school</p>	
<p>Key Improvement Strategy 2.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	

