

School Strategic Plan 2023-2027

Rosanna Primary School (4568)



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School vision	The Rosanna Primary School community inspires curiosity for understanding, a love of learning, while celebrating diversity and inclusion in safe, stimulating and nurturing environments. Its Mission is to design and deliver a dynamic and targeted curriculum, within a nurturing and responsive environment, so each child can reach their fullest potential as literate, numerate, healthy and socially responsible contributors of the community.
School values	These central tenants were identified by students, staff and parents the school values in S1 2023. Respect - Valuing differences, accepting others and caring for the world around us. Inclusion - Playing and learning is flexible so everyone can participate. Collaboration - Sharing our voice, ideas, and actions, together. Kindness - Listening, caring and responding positively to each other.
Context challenges	<p>Rosanna Primary School, established in 1940, is located in a predominantly residential part of Rosanna, close to the Rosanna Parklands. Classified rural on establishment, the original school consisted of a brick building and two classrooms. It now comprises five separate buildings with play spaces set in a native bush landscape. The site straddles Bellevue Avenue and incorporates a large open space utilised by students during play periods and sport.</p> <p>The current school enrolment is 345. Enrolments have fluctuated between 304 and 345 during the past ten years. Students are grouped into 14 classes.</p> <p>The 2023 Student Family Occupation Education (SFOE) index was 0.19. While the number of students have increased the proportion of equity funded students has decreased. The number of Aboriginal and Torres Strait Islander students has remained between 8 and 12 students. Students with a disability identified in the NCCD continue to drop from 40% in 2019 to 15% in 2023. Students with learning English as an Additional Language remain consistently at 20%.</p> <p>The school staffing profile comprises 20.9 full time equivalent (FTE) teaching staff and 3.8 FTE education support staff.</p>

	<p>Staffing includes a Principal and Assistant Principal. Since 2019 there has been a significant turnover of teaching staff and leadership. While a significant number of our staff are on Leave Without Pay or family leave, some have returned in part time capacities. The challenge here is to maintain and sustain professional learning and practice to ensure positive learning outcomes.</p>
<p>Intent, rationale and focus</p>	<p>Intention</p> <p>The goal of this strategic plan aims to shape literate, numerate and curious students through enhancing teaching and learning experiences over these approaching four years. It recognises the significance of student voice and agency in a community where their health and wellbeing is supported.</p> <p>Rational</p> <p>The health and wellbeing of all members of our community underpins improvement in student outcomes. It is only through responding to the interrelated relationship between academic achievement and student wellbeing that students can mature and reach their full potential as independent citizens.</p> <p>Priorities</p> <p>In this Strategic Plan a sustained focus on improving Literacy and Numeracy outcomes for all students is central to the school's intent. This focus, along with the support of students' health and wellbeing shape future growth. The previous Strategic Plan saw a focus on Mathematics during the upheaval of COVID. Ongoing support of staff to differentiatie maths experinces and a focus on the 'Big Ideas' from Prep through to Year 6 will continue. Routine and responsive collaborative planning using consistent planners in Mathematics, Writing and Inquiry will continue to ensure students are supported at their point of learning. The shift to focus on enhancing the skills of staff in the teaching of Reading will coincide with the introduction of a cohesive literacy framework that provides consistency across year levels. Exploring the scope and sequences of phonological development along with explicit practice will provide students with firm foundations as they continue to achieve in the later years.</p> <p>Much of the Strategic Plan is underpinned by the professional development of teaching staff. Professional, collaborative learning teams are an important driver to support change at Rosanna Primary and these communities will help improve teacher capacity. These teaching teams will continue on exploring student data in reading, conduct action research into supporting a differentiated literacy program and collaboratively plan in response to the needs of students. The High Impact Teaching Strategies (HITS) and the High Impact Wellbeing Strategies (HIWS) will continue to enhance the</p>

improvement process.

The ongoing implementation of the School Wide Positive Behaviour Support program and the introduction of the Resilience Project in 2024 will provide a firm foundation for students to continue their learning and personal growth. The appointment of a Disability Inclusion Officer will support the transition to the Disability Inclusion model and support staff as the school seeks to respond to the new school value of inclusion.

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Goal 1	Optimise every student's learning growth.
Target 1.1	<p>By 2027, increase the percentage of Year 3 and 5 students assessed as meeting and above benchmark growth in NAPLAN:</p> <ul style="list-style-type: none">• reading from ____% (2022) to ____% <i>NAPLAN target to be confirmed</i>• writing from ____% (2022) to ____% <i>NAPLAN target to be confirmed</i>• numeracy from ____% (2022) to ____% <i>NAPLAN target to be confirmed</i>
Target 1.2	<p>By 2027, increase the percentage of students assessed as working at or above age expected level against the Victorian Curriculum in:</p> <ul style="list-style-type: none">• reading and viewing from 93% (2022) to 95%• writing from 88% (2022) to 90%• number and algebra from 89% (2022) to 91%
Target 1.3	<p>By 2027, increase the percentage of students achieving at least one level of growth in reading, writing, and number and algebra using teacher judgement growth data from:</p> <ul style="list-style-type: none">• reading from 83% (2022) to 87%• writing from 86% (2022) to 90%• number and algebra from 86% (2022) to 90%

Target 1.4	By 2027, increase the percentage positive endorsement on the Parent Opinion Survey for the factor of effective teaching in the student cognitive engagement module from 76% (2022) to 82%.
Target 1.5	By 2027, increase the percentage positive responses on the School Staff Survey for the factors of: <ul style="list-style-type: none"> • collective responsibility from 86% (2022) to 90% • academic emphasis from 67% (2022) to 71%
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Further develop, document, and embed whole school collaborative approaches to curriculum planning and instructional approaches.
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	Build a culture of staff collaboration and inquiry through implementing and adapting the Professional Learning Community (PLC) model.
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	Develop systems and practices to support ongoing data analysis across all levels of the school, to inform teacher practice.

Goal 2	Strengthen student wellbeing and engagement with a focus on resilience, attendance and community participation.
Target 2.1	<p>1 By 2027, increase in the percentage of positive responses on the Attitude to School Survey for Years 4-6 in the factors:</p> <ul style="list-style-type: none"> • student voice and agency from 76% (2022) to 83% • motivation and interest from 81% (2022) to 87% • sense of inclusion from 89% (2022) to 93% • effective classroom behaviour from 85% (2022) to 89%
Target 2.2	By 2027, the percentage of students with 20+ days absence will decrease from 45% (2022) to 25%.
Target 2.3	By 2027, the Parent Opinion Survey factor of student agency and voice will increase from 81% (2022) to 85%.
Target 2.4	<ul style="list-style-type: none"> • By 2027, increase the percentage positive responses on the School Staff Survey for the factor Feedback from 66% (2022) to 70%.
Key Improvement Strategy 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Strengthen teacher knowledge and practice to activate student voice and learner agency so students can act as partners in improving outcomes.
Key Improvement Strategy 2.a	

<p>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.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	<p>Strengthen school policies and practices that promote inclusion, positive behaviour, and a safe environment.</p>
<p>Key Improvement Strategy 2.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Embed a whole school approach to improving attendance rates.</p>