

School Strategic Plan 2019-2023

River Gum Primary School (5130)



*'Respect. Equality.
Inclusion & Excellence'*



Submitted for review by Roma McKinnon (School Principal) on 18 February, 2020 at 01:17 PM
Endorsed by Anne Martin (Senior Education Improvement Leader) on 18 February, 2020 at 01:40 PM
Endorsed by Ben Goetjens (School Council President) on 19 February, 2020 at 08:20 AM

School Strategic Plan - 2019-2023

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School vision	<p>“At River Gum Primary School students own their own learning and teachers use their pedagogical knowledge to personalise learning. We value community, relationships and reflection.”</p> <p>River Gum Primary School’s mission is to provide students with the best possible foundation in life through a well-rounded education. This will allow opportunities for our students to live fulfilling, productive and responsible lives.</p>
School values	<p>Our school purpose and all of our community’s collective work is underpinned by our core values of:</p> <p>Respect: for relationships, ourselves, each other and our environment and understand that our attitudes and behaviours have an impact on the people around us.</p> <p>Equality: each member of our community is and will be treated the same and take every opportunity to ensure that everyone has equal access and opportunities to succeed and grow.</p> <p>Inclusion: each member of our community is welcomed and valued for the contribution they make and take every opportunity to embrace diversity.</p> <p>Excellence: each member of our community will be challenged to achieve their personal goals and aspire to excel in all that they do.</p> <p>Our Motto: Together We Can- for every child, every day.</p>
Context challenges	<p>The Student Family Occupation (SFO) index was 0.71 and the Student Family Occupation Education (SFOE) index was 0.63 in 2017–18.</p> <p>Sixty-five per cent of students are from families where English is not the main language spoken at home.</p> <p>ACHIEVEMENT:</p> <p>The Panel found that changing strategies to improve student Reading outcomes, without sufficient and differentiated professional learning to cater for experienced and new teacher needs, was a barrier to achieving the targets. This was identified as an issue to be addressed, by staff during the fieldwork workshop session with Panel members. Further, inconsistent application of benchmarks and</p>

	<p>triangulation of assessment data to inform accurate teacher judgements were contributing factors.</p> <p>The PRSE reported data analysis showed phonics and phonemic awareness for students F–Year 6 needed to be addressed. Many students did not have the opportunity to regularly read at home. The high level of family transience impacted upon capacity to provide 12 month or more growth for 12 months learning and teaching.</p> <p>The Panel noted the student cohort profile with 77 per cent from culturally and linguistically diverse backgrounds, and of the English as an Additional Language (EAL) funded students 35 per cent have a refugee background with disrupted or no prior schooling. Panel discussion with key staff identified that teacher understanding of the EAL continuum needed to be enhanced to underpin diagnostic assessment in order to meet differential points of learning entry.</p> <p>ENGAGEMENT:</p> <p>The Panel found that the strategies pursued to decrease student absence levels were barriers to achieving Target 1. The school's efforts were largely focused upon unexplained absences with a declining trend evident, however reduction in absence from illness and family holidays was not achieved. The PRSE reported that over the Review period the school consistently had higher than the state student absences of 30 plus days.</p> <p>The Panel noted that whilst attitudes to attendance (AtoSS) were significantly positive at 95 per cent for Years 4–6 students, absence data showed highest levels of absence for F–Year 2 students in 2017 and 2018. The presentation to the Review Panel identified this was a challenge, with necessity to build understanding of the relationship between attendance and learning progression for Foundation and Junior school students, staff and families.</p> <p>The high transient population and increasing Student Family Occupation Education index impacted upon capacity to build relationships between teachers and students, and with parents/carers, as motivation for regular student attendance. A focus upon increased collective responsibility of leaders, staff and families was warranted.</p> <p>WELLBEING:</p>
<p>Intent, rationale and focus</p>	<p>ACHIEVEMENT:</p> <p>An analysis of the school's 2019 NAPLAN data identified a high proportion of students achieving in the bottom two bands in Year 5 Reading and Numeracy. The School Performance Report had an overall result of transform in Reading, reflected in the three measures. The proportion of students achieving below benchmark growth and achieving above benchmark growth in Reading both showed an increased trend over the review period. In Numeracy the proportion of students achieving above benchmark growth increased, whilst the proportion achieving below benchmark growth also increased.</p>

The school hypothesized that building the instructional practice of every teacher (through professional learning, coaching, mentoring, peer observation and feedback) will embed the use of high impact teaching strategies for consistent application of the pedagogical model. Further, the collaborative application of the FISO improvement cycle will embed analysis of evidence and assessment data to plan for differentiated learning.

A continuing emphasis on improving student achievement in English and Mathematics was warranted within the next School Strategic Plan, with a particular focus on Reading

ENGAGEMENT:

Panel observations and staff feedback identified an inconsistent approach to developing and monitoring learning goals and success criteria. Focus group discussions raised student's reliance upon teacher feedback to determine their next steps in learning. The Panel concluded that students were passive in directing their own learning. The school hypothesized that by fully enacting their motto of 'Together we can for every child, every day in every classroom', would underpin improvement in student voice and agency

The 2019 Attitudes to School Survey factor of Student voice and agency of 84 per cent positive endorsement had improved compared to 69 per cent (2018) and 61 per cent (2017). However, was lower than other factors in the Social Engagement domain.

The Panel endorsed the FISO continua assessment of Global citizenship as Emerging.

The Panel concluded that strengthening student voice, agency and leadership in their learning was an important focus for the next School Strategic Plan.

WELLBEING:

Research indicated that metacognition and self-management approaches have high levels of impact on student achievement and wellbeing, enhancing students' resilience through building social and emotional skills.

The 2019 Attitudes to School Survey reflected gender differences for the Domains:

- Managing bullying with Year 4 females' higher positive endorsement than male students
- Experiencing bullying with Year 4 males' greater endorsement than female students.

The Panel acknowledged school contextual factors of an increasing trend of the Student Family Occupation and Education Index to 0.64 in 2019, the high level of transience throughout a calendar year and sizeable cohorts of students with disabilities and vulnerable students (out of home care).

Absence is a lead indicator for student achievement and engagement. The School Performance Report showed that the overall attendance rate had increased to 92.6 per cent, with low average unapproved absence days. The average days absence (accountable) was higher for F-Year 2 students than for Years 3-6 students.

	<p>The Panel concluded that enhancing student social and emotional learning aligned with a focus upon student health and wellbeing was an important focus for the next School Strategic Plan.</p>
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Goal 1	To improve learning growth for each student in English and Mathematics, with a particular focus upon Reading.
Target 1.1	By 2023 Increase the proportion of students (matched cohort, school) meeting benchmark growth or above in NAPLAN assessments for: <ul style="list-style-type: none">• Reading from 69 per cent to 75 per cent• Writing from 69 per cent to 75 per cent• Numeracy from 81 per cent to at least 85 per cent.
Target 1.2	By the end of 2023, increase the match rate between teacher judgements as assessed against the Victorian Curriculum in English Language Modes and Mathematics strands and NAPLAN Year 3 & Year 5 Reading and Number to 70%
Target 1.3	By 2023, triangulated school-based assessment data will demonstrate improved student literacy and numeracy outcomes above 2020 benchmarks
Key Improvement Strategy 1.a Building practice excellence	Embed a consistently applied instructional model across the school

Key Improvement Strategy 1.b Evidence-based high-impact teaching strategies	Build staff capability to challenge students at their point of leaning need
Key Improvement Strategy 1.c Evaluating impact on learning	Embed a culture of student and staff feedback
Goal 2	To improve student voice, learner agency and leadership.
Target 2.1	By 2023 the proportion of Years 4–6 students’ positive endorsement of the Attitudes to School Survey factor Student voice and agency will be at or above 90 per cent, averaged over four years (84% in 2019).
Target 2.2	By 2023, School-based F–Year 6 student-staff surveys, and student led surveys will demonstrate improved engagement in learning, to be above 2020 benchmarks.
Target 2.3	By 2023 the Staff Opinion survey will improve Trust in students and parents from 71% to 85%
Key Improvement Strategy 2.a Empowering students and building school pride	Enhance opportunities for student leadership development across the school
Key Improvement Strategy 2.b	Build student and staff capacity to co-develop learning goals, success criteria, and to monitor learning growth, report upon achievements and identify next steps

Intellectual engagement and self-awareness	
Key Improvement Strategy 2.c Global citizenship	Identify local community and global opportunities for students to scope and engage in project and authentic learning challenges
Goal 3	To improve the social, emotional, physical health and wellbeing of students.
Target 3.1	By 2023 reduce the gender differential in the Years 4–6 Attitudes to School Survey for the Domains of <ul style="list-style-type: none"> • Managing bullying to comparable levels of at or above 90 per cent (89% in 2019) • Experiencing bullying to comparable levels of at or below 10 per cent (19% in 2019).
Target 3.2	School-based surveys/ focus groups will show progressive increases over 2020 benchmarks for identified factors such as growth mindset, positive attitudes, psychological and physical wellbeing of students.
Target 3.3	By 2023, reduce the average days accountable absence for F–Year 2 students from 17.9 (2018) to 14.5 days.
Key Improvement Strategy 3.a Health and wellbeing	Embed explicit development of social emotional learning capabilities across the curriculum.
Key Improvement Strategy 3.b Setting expectations and promoting inclusion	Implement a whole school health and wellbeing framework inclusive of existing approaches (such as Respectful Relationships), and strengthened positive behaviours (such as the School Wide Positive Behaviour Support).

Key Improvement Strategy 3.c Setting expectations and promoting inclusion	Collaborate with parents/carers to implement a shared approach in support of student inclusion, engagement and wellbeing.
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