

School Strategic Plan 2024-2028

River Gum Primary School (5130)



*'Respect. Equality.
Inclusion & Excellence'*



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School Strategic Plan - 2024-2028

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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>Our mission is to provide students with the best possible foundation in life through a well-rounded education. At River Gum Primary School we believe that “Together We Can- for every child, every day.”</p>
School values	<p>River Gum Primary School’s values are Respect, Equality, Inclusion and Excellence.</p> <p>We respect ourselves, others, our school and property, and understand that our attitudes and behaviours have an impact on the people around us.</p> <p>We model and demonstrate inclusion, and take every opportunity to embrace diversity and ensure others feel welcome.</p> <p>We model and demonstrate equality, and take every opportunity to ensure that everyone has equal access and opportunities to succeed and grow.</p> <p>We strive for excellence, which means trying our hardest and doing our best.</p>
Context challenges	<p>The key challenges faced by River Gum Primary School:</p> <p>Under performance of the 68% of students who were equity funded.</p> <p>Compared with non-equity funded students, equity funded students were:</p> <ul style="list-style-type: none">• Less likely to achieve year 3 NAPLAN results in Exceeding and Strong categories for Reading and Numeracy; and• More like to achieve year 3 & 5 NAPLAN results in Needs additional support for Reading.• As likely to achieve Top 2 band results in year 3 & 5 for Reading, Writing and Spelling. <p>Considerable changeover of staff over the duration of the previous SSP resulting in gaps in consistency of the school’s</p>

	<p>instructional model and confidence to analyse and trust data sets.</p> <p>Difficulty in recruiting appropriate staff to advertised positions.</p> <p>Complex nature of student wellbeing, presenting an increased number of students that require additional supports from the school's leadership, teachers, and ES staff.</p>
<p>Intent, rationale and focus</p>	<p>Our Intent for our next School Strategic Plan period is focus on the following suggested priorities:</p> <ul style="list-style-type: none"> - Review the school's instructional model to move form a lesson design and workshop model, to provide students with explicit direct instruction. - Further refine, document, and embed our whole school collaborative approaches to curriculum planning, PLC inquiry cycles and instructional approaches. - Develop high expectations for all students. - Strengthen opportunities for community engagement. - Embed multi-tiered systems of support and wellbeing approaches that enhance student engagement and inclusion. - Empower students to become active agents, taking ownership over their own learning and wellbeing. - Build staff capacity to use formative assessment strategies to be responsive to students learning needs. <p>The rationale for this focus is:</p> <ul style="list-style-type: none"> - To ensure that we are able to meet the targets outline in the 2024-2028 SSP. - Improve opportunities/access and pathways to success for all students. - Provide with certainty the delivery of effective, consistent practice in every classroom, every day. <p>We will develop an annual plan to strategically prioritise incremental measurable improvements each year, utilising annual targets and key improvement strategies.</p>

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Goal 1	Improve student learning outcomes in literacy and numeracy.
Target 1.1	NAPLAN By 2028 increase the proportion of year 3 students within exceeding and strong proficiency levels for: <ul style="list-style-type: none">• Reading from 53% (2023) to 62%• Writing from 82% (2023) to 85%• Numeracy from 62% (2023) to 66%. By 2028, increase the proportion of year 5 students within exceeding and strong proficiency levels for: <ul style="list-style-type: none">• Reading from 54% (2023) to 70%• Writing from 69% (2023) to 75%• Numeracy from 45% (2023) to 60%
Target 1.2	Teacher Judgements By 2028, achieve teacher judgement above expected growth averages across years 1 to 6 for: <ul style="list-style-type: none">• Reading from 20.8% (2023) to 25%• Writing from 29.6% (2023) to 32%• Numeracy from 32.1% (2023) to 34%.
Target 1.3	Staff Opinion Survey

	<p>By 2028, improve the percentage of positive responses for the following School Staff Opinion Survey factors:</p> <ul style="list-style-type: none"> • Academic emphasis 61% (2023) to 70% • Collective efficacy 72% (2023) to 80% • Instructional leadership 70% (2023) to 80%
<p>Target 1.4</p>	<p>Attitudes to School Survey</p> <p>By 2028, improve the percentage of positive responses for the following Attitudes to School Survey factors:</p> <ul style="list-style-type: none"> • Stimulated learning 89% (2023) to 91% • Student voice and agency 82% (2023) to 85%
<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>Audit, refine, document, and embed an agreed whole school Instructional model and collaborative approaches to curriculum planning for literacy and numeracy.</p>
<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>Key Improvement Strategy 1.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on</p>	<p>Develop the capabilities of professional learning teams to expertly use data and the FISO improvement cycle to improve student learning outcomes.</p>

<p>student learning growth, attainment and wellbeing capabilities</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>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>Develop and strengthen the instructional leadership approach to support staff and student learning.</p>
<p>Key Improvement Strategy 1.d Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	<p>Embed systematic assessment practices to obtain and provide feedback on student learning growth and attainment</p>
<p>Key Improvement Strategy 1.d 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>Goal 2</p>	<p>Strengthen the wellbeing of all students.</p>

<p>Target 2.1</p>	<p>Attitudes to School Survey</p> <p>By 2028, improve the percentage of positive responses for the following Attitudes to School Survey factors:</p> <ul style="list-style-type: none"> • Sense of connectedness 89% (2023) to 92% • Not experiencing bullying 82% (2023) to 85% • I know what to do if I experience racism 66% (2023) to 75%
<p>Target 2.2</p>	<p>Staff Opinion Survey</p> <p>By 2028, improve the percentage of positive responses for the following School Staff Opinion Survey factors:</p> <ul style="list-style-type: none"> • Teacher collaboration 65% (2023) to 70% • Build resilience and resilient supportive environment 58% to 68% • Visibility 36% (2023) to 68%
<p>Target 2.3</p>	<p>By 2028 decrease the percentage of students with 20+ days absence from 36% (2023) to 30%.</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>Activate student voice, agency and leadership to strengthen student participation and engagement in learning.</p>
<p>Key Improvement Strategy 2.a The strategic direction and deployment of resources to create and reflect shared goals and values; high</p>	

<p>expectations; and a positive, safe and orderly learning environment</p>	
<p>Key Improvement Strategy 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Build staff knowledge and capacity to provide universal adjustments, support strategies and interventions to successfully meet the learning needs of Tier 1, 2 and 3 students.</p>
<p>Key Improvement Strategy 2.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>Key Improvement Strategy 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	
<p>Key Improvement Strategy 2.b 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.c Activation of student voice and agency, including in leadership and learning, to</p>	<p>Continue to refine a whole-school approach to improving attendance rates.</p>

<p>strengthen students' participation and engagement in school</p>	
<p>Key Improvement Strategy 2.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>Key Improvement Strategy 2.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	
<p>Key Improvement Strategy 2.d Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Embed multi-tiered systems of support that enhance student wellbeing, engagement, and inclusion.</p>
<p>Key Improvement Strategy 2.d 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>Key Improvement Strategy 2.d Responsive, tiered and contextualised approaches and strong relationships to</p>	

support student learning, wellbeing and inclusion	
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