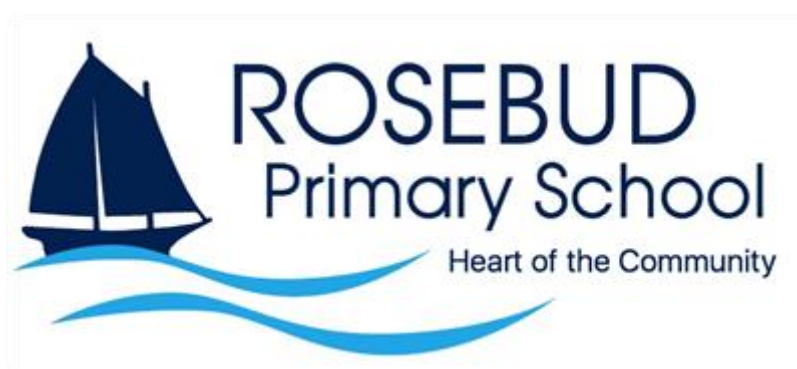


School Strategic Plan 2022-2026

Rosebud Primary School (2627)



Submitted for review by Rhiannon Birkill (School Principal) on 18 July, 2022 at 12:33 PM

Endorsed by Angela Pollard (Senior Education Improvement Leader) on 23 February, 2023 at 01:20 PM

Endorsed by Adam Rizkallah (School Council President) on 24 February, 2023 at 10:58 AM

School Strategic Plan - 2022-2026

Rosebud Primary School (2627)

School vision	<p>Rosebud Primary School is a Victorian Government school located on the Mornington Peninsula. Our school is proud to be the 'HEART' of the community and instill the values of honesty, effort, attitude, respect and team-work in all that we do. We revolve around building gratitude and empathy, leading to resilience.</p> <p>Our school strives to provide a dynamic and supportive learning environment that enables our students to fulfill their academic, social, emotional and physical potential.</p> <p>Rosebud Primary School has a strong philosophy of implementing effective programs for all students. This includes our Targeted Learning Program where students from F – 6 are taught at point of need in Mathematics and English, with support from our Maths and English specialists.</p> <p>Our student leadership program is a major pillar of our school and begins in Grade 3. We pride our school on the opportunities we provide in relation to student voice and our Junior School council is a vital component in making whole school decisions.</p> <p>All students attend specialist programs in Physical Education, Art, Music, STEM and Japanese. Our extensive array of enrichment and extra-curricular programs ensure all students are exposed to a range of learning opportunities. These include an extensive outdoor education / camping program for our students from F – 6, providing them with the skills to immerse themselves in our beautiful Mornington Peninsula environment.</p> <p>Our school offers a welcoming, safe and inclusive learning environment for all our students and their families. We use a Restorative Approach when dealing with behavioural issues. We have implemented a highly successful lunchtime clubs program which includes sport, ICT, quiet rooms, music, arts and hands on learning.</p> <p>Despite rapid growth in student enrolments (now a student population of 610 in 2022), Rosebud Primary School has continued to nurture a calm and purposeful environment where all students feel safe and included.</p> <p>We value all members of our school community and promote HEART in all that we do.</p>
School values	<p>Rosebud's values revolve around us being the 'HEART of the community' and developing Gratitude, Forgiveness and Empathy.</p> <p>Honesty: With yourself and all the people you come in contact with.</p> <p>Effort: Adopting a Growth Mindset when attempting tasks and challenges.</p> <p>Attitude: Having a positive outlook on life.</p> <p>Respect: Respecting yourself, others, our community and the environment.</p> <p>Teamwork: Working together to achieve outcomes that benefit us all.</p>
Context challenges	<p>Rosebud Primary School has a strong positive culture that revolves around children being the best version of themselves. We provide the opportunities and employ excellent teachers who can facilitate this outcome. Rosebud Primary School is located on the corner of Point Nepean Road in the township of Rosebud on the Mornington Peninsula. It is approximately 90 kilometres from the</p>

	<p>Melbourne Central Business District. The school was opened on September 4th, 1884 with Head Teacher Mr John Rowe appointed and 37 students attended at the time. Rosebud Primary School is extremely proud of the State Government grant we received to upgrade our school. The impressive new facilities include a new state of the art Basketball Stadium, STEM room, Art room and senior school building. The new configuration of our school has enabled space for our brand new, large oval at the bottom of the school. Our BER buildings have exceptional sized classrooms that open up into communal learning spaces for collaborative learning, they also include amenities inside the building for students.</p> <p>Rosebud Primary School continues to grow and our enrolments currently stand at 610 students this year (2022). Our wonderful name in the community has attracted children and families to the school, and the schools reputation, is built on providing outstanding programs and very skilled staff members who engage in our community. We pride our school on it's Targeted Learning Model, whereby groups are fluid and informed by assessment data to ensure students are working in a group that meets their current learning needs. We teach to point of need and consistently work within our Professional Learning Communities (PLCs) to review these groups. Students thrive in their learning groups and all have the opportunity to succeed and maintain confidence to take risks in their learning, feeling safe to challenge themselves. The extra curricular programs at this school are a trademark, our lunch time clubs program has seen many students engage in their interests during recess and lunchtime. Our Life Skills program on a Friday afternoon provides a chance for students to explore their passions and participate in various activities from fishing to jewellery making. A focus on activating learner voice and agency and what this comprises of, will continue to become a school wide focus, to ensure that students are active stakeholders in their own educational journey here at Rosebud Primary School. We pride our school on adopting a restorative approach when dealing with undesirable choices and behaviours. We successfully work with students to improve their behaviour in a positive way ensuring they take accountability and reflect on their actions to improve these for the future. We have employed a Wellbeing Officer and Social Worker whom work closely with our staff and students to facilitate positive wellbeing and engagement across the school.</p> <p>School's key challenges - The past two years have caused disruption within our 'normal' classroom teaching environment due to Covid. We were extremely pleased with the exceptional quality of lessons being delivered online, however as lock-downs continued, the engagement levels of students decreased over time. Our Targeted Learning Model complemented our ability to 'catch' students up with their learning upon the return of face to face learning. We are the HEART of the community and found the lack of parent face-to-face support within the classroom challenging however are excited to welcome all our volunteers back. In order to foster the development of the whole child, partnerships between students, staff and parents play a vital role in improving student wellbeing and learning outcomes.</p>
<p>Intent, rationale and focus</p>	<p>GOAL 1: Continue to improve our students' literacy and numeracy outcomes.</p> <p>RATIONALE: The findings of our School Review found that our relative growth in the area of mathematics could be improved. This is found to be a state wide area of concern but one we know we can progress across our school.</p>

FISO Key Improvement Strategies -

- +Build capacity of teacher practice within the phases of the instructional model.
- +Develop the capabilities of professional learning teams to expertly use data and the FISO improvement cycle to improve student learning outcomes.
- +Activate learner agency.
- +Develop a whole-school approach to involving parents and carers in learning.

Four Year Focus:

By 2026, increase the proportion of Year 5 students with high benchmark NAPLAN growth in:

- Reading from 28% (2021) to 30%
- Writing from 24% (2021) to 28%
- Mathematics from 8% (2021) to 22%.

By 2026, increase the proportion of students in the top two NAPLAN bands in:

- Year 3 Reading from 60% (2021) to 65%
- Year 3 Writing from 47% (2021) to 55%
- Year 3 Mathematics from 41% (2021) to 50%
- Year 5 Reading from 47% (2021) to 52%
- Year 5 Writing from 29% (2021) to 35%
- Year 5 Mathematics from 20% (2021) to 35%

By 2026, increase the percentage of students working at or above level against the Victorian Curriculum in:

- Number and Algebra from 80% (2021) to 85%
- Reading and Viewing from 70% (2021) to 86%
- Writing from 70% (2021) to 81%

GOAL 2: Continue to improve student wellbeing and engagement at Rosebud Primary School.

RATIONALE: After the years of Covid, we aim to reengage the minority of students and parents/carers who became disengaged with learning.

FISO Key Improvement Strategies -

- +Develop procedures, protocols, and systems to identify students at risk of disengagement and implement a tiered response to ensure all students are connected to learning.
- +Establish a school-wide approach to student voice.
- +Establish processes to record and track wellbeing and engagement data.

Four Year Focus:

By 2026, increase the percentage of positive responses within AToSS in the following areas:

- Sense of connectedness from 86% (2021) to 90%
- Teacher concern from 74% (2021) to 81%
- School stage transitions from 72% (2021) to 85%
- Motivation and interest from 78% (2021) to 85%

By 2026, decrease the proportion of students with 20+ days of absence from 24% in 2021 to 22%

School Strategic Plan - 2022-2026

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Goal 1	Improve student literacy and numeracy outcomes.
Target 1.1	By 2026, increase the proportion of Year 5 students with high benchmark NAPLAN growth in: <ul style="list-style-type: none">• Reading from 28% (2021) to 30%• Writing from 24% (2021) to 28%• Mathematics from 8% (2021) to 22%.
Target 1.2	By 2026, increase the proportion of students in the top two NAPLAN bands in: <ul style="list-style-type: none">• Year 3 Reading from 60% (2021) to 65%• Year 3 Writing from 47% (2021) to 55%• Year 3 Mathematics from 41% (2021) to 50%• Year 5 Reading from 47% (2021) to 52%• Year 5 Writing from 29% (2021) to 35%• Year 5 Mathematics from 20% (2021) to 35%
Target 1.3	By 2026, increase the percentage of students working at or above level against the Victorian Curriculum in: <ul style="list-style-type: none">• Number and Algebra from 80% (2021) to 85%• Reading and Viewing from 70% (2021) to 86%• Writing from 70% (2021) to 81%

Target 1.4	<p>By 2026, improve the percentage positive endorsement in the School Staff Survey for the following measures:</p> <ul style="list-style-type: none"> • Monitoring effectiveness using data from 65% (2021) to 82% • Understanding formative assessment from 65% (2021) to 80% • Instructional leadership from 71% (2021) to 80%
Target 1.5	<p>By 2026, increase the percent positive responses score on AToSS in the factors:</p> <ul style="list-style-type: none"> • Differentiated learning challenge from 88% (2021) to 90% • Sense of confidence from 79% (2021) to 85% • Stimulated learning from 88% (2021) to 90% • Student voice and agency from 72% (2021) to 85%
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build capacity of teacher practice within the phases of the instructional model.
Key Improvement Strategy 1.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Develop the capabilities of professional learning teams to expertly use data and the FISO improvement cycle to improve student learning outcomes.
Key Improvement Strategy 1.c	Activate learner agency.

Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Key Improvement Strategy 1.d Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Develop a whole-school approach to involving parents and carers in learning.
Goal 2	Improve student wellbeing and engagement.
Target 2.1	By 2026, increase the percent positive responses score on AToSS in the factors: <ul style="list-style-type: none"> • Sense of connectedness from 86% (2021) to 90% • Teacher concern from 74% (2021) to 81% • School stage transitions from 72% (2021) to 85% • Motivation and interest from 78% (2021) to 85%
Target 2.2	By 2026, decrease the proportion of students with 20+ days of absence from 24% in 2021 to 22%
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	Develop procedures, protocols, and systems to identify students at risk of disengagement and implement a tiered response to ensure all students are connected to learning.

<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>Establish a school-wide approach to student voice.</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>Establish processes to record and track wellbeing and engagement data.</p>