



Rolling Hills Primary School 5241 Strategic Plan 2017-2020

Endorsement

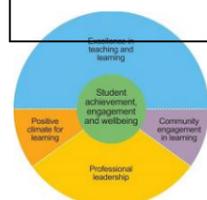
Principal: Robyn English April 26th 2017

School council: Fleur Cousins April 26th 2017

Delegate of the Secretary:

| School vision | School values | Context and challenges | Intent, rationale and focus |
|---|---|--|---|
| Our vision is to inspire all learners to be curious and creative. We will develop resilient and ethical citizens with the skills to thrive in a diverse and global community. | <i>Responsibility</i> <i>Honesty</i> <i>Pride</i> <i>Support</i> | The school self-evaluation and peer review process of 2016 found a number of core elements that had formed barriers to the achievement of the set targets. In summary, these were: <ul style="list-style-type: none"> - An inconsistency in teaching practices and assessment protocols - The use of a variety of models for teaching - A lack of strong data literacy skills and close analysis of available data - A high turnover of staff leading to a drop in consistent understanding created by shared professional learning - A reluctance for teachers to take on leadership roles - A perception that collegiate trust is lacking - An ongoing challenge in connecting parents to what is happening in classrooms | Rolling Hills Primary is well-respected in the community as a learning environment that values the whole child and provides high quality core literacy and numeracy education whilst ensuring a broad range of curriculum opportunities are included in the Inquiry Curriculum model. As well as this, there is a commitment to the provision of high quality extra-curricular opportunities in the Arts, Physical Education and Language learning. Our vision articulates the need for all students to become curious and creative citizens and the aim of RHPS is to ensure each student has the skills to enable them to be a life-long learner, striving for excellence in their chosen field. The pace of change in our world means that the need to know <i>how</i> to learn is a far higher priority than the mastery of a lot of content. This strategic plan prioritises aspects of teaching and learning that ensure all teachers are consistent, proactive and reflective in their approach to teaching. It emphasises the personal and interpersonal skills that have been shown, by evidence-based research, to make a difference to the achievement of all students, regardless of interest, ability or background. |

| Four-year goals (for improving student achievement, engagement and wellbeing) | Improvement Priorities, Initiatives and/or Dimensions | Key improvement strategies | Targets (for improving student achievement, engagement and wellbeing) |
|--|---|--|---|
| To improve the learning growth of every student in literacy and numeracy creating a whole school culture of high performance | Excellent in teaching and Learning <ul style="list-style-type: none"> - Building practice excellence - Curriculum planning and assessment | Build teacher capability to utilise a range of assessment strategies and data and teach to each student's point of learning need. Develop an agreed instructional model that incorporates high impact evidence-based teaching and learning strategies, that is consistently implemented by all staff. | At least 60% of children in the top two NAPLAN bands for Reading, Writing and Numeracy in year 3 with no more than 20% decline in year 5 No children (deemed capable) in the bottom band of any NAPLAN assessment Less than 10% of children (deemed capable) in the bottom two NAPLAN bands for Reading, Writing and Numeracy in year 3 and 5 At least 50% of children (whole school) above expected (ie above 'C' rating) Vic Curric level in Reading, Writing and Numeracy High relative growth in reading, writing and numeracy maintained above 22% across the life of the strategic plan NAPLAN low growth year 5 to 7 to be lower than 25% and high growth to be above 20% in all literacy areas |



| <p>To positively contribute to student wellbeing, resilience and engagement</p> | <p>Positive climate for learning</p> <ul style="list-style-type: none"> - Setting expectations and promoting inclusion - Empowering students and building school pride | <p>Develop the school's leadership capability to build a culture of collective responsibility for improving student outcomes.</p> <p>Articulate and implement processes that support quality planning and decisions-making aligned to staff professional learning plans and the school strategic plan.</p> | <table border="1"> <thead> <tr> <th>Parent Opinions Survey</th> <th>2016</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td>Social Skills</td> <td>5.83</td> <td>≥ 5.85</td> </tr> <tr> <td>Connectedness to peers</td> <td>6.24</td> <td>≥ 6.24</td> </tr> <tr> <td>Stimulating Learning</td> <td>5.76</td> <td>≥ 5.93</td> </tr> <tr> <td>Classroom behaviour</td> <td>3.86</td> <td>≥ 4.33</td> </tr> <tr> <td>Behaviour management</td> <td>5.5</td> <td>≥ 5.57</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th></th> <th colspan="2">%endorsement</th> </tr> <tr> <th>School staff survey</th> <th>2016</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td>Staff professional safety</td> <td>45.7</td> <td>≥ 90</td> </tr> <tr> <td>Build resilience and a resilient supportive environment</td> <td>68.1</td> <td>≥ 90</td> </tr> <tr> <td>Staff psychological safety</td> <td>56.9</td> <td>≥ 90</td> </tr> <tr> <td>Active participation</td> <td>48.5</td> <td>≥ 90</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Student ATS Survey</th> <th>2016</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td>Student morale</td> <td>62</td> <td>70%</td> </tr> <tr> <td>Student distress</td> <td>65</td> <td>70%</td> </tr> <tr> <td>Stimulating learning</td> <td>61</td> <td>70%</td> </tr> <tr> <td>School Connectedness</td> <td>64</td> <td>70%</td> </tr> </tbody> </table> | Parent Opinions Survey | 2016 | 2020 | Social Skills | 5.83 | ≥ 5.85 | Connectedness to peers | 6.24 | ≥ 6.24 | Stimulating Learning | 5.76 | ≥ 5.93 | Classroom behaviour | 3.86 | ≥ 4.33 | Behaviour management | 5.5 | ≥ 5.57 | | %endorsement | | School staff survey | 2016 | 2020 | Staff professional safety | 45.7 | ≥ 90 | Build resilience and a resilient supportive environment | 68.1 | ≥ 90 | Staff psychological safety | 56.9 | ≥ 90 | Active participation | 48.5 | ≥ 90 | Student ATS Survey | 2016 | 2020 | Student morale | 62 | 70% | Student distress | 65 | 70% | Stimulating learning | 61 | 70% | School Connectedness | 64 | 70% |
|--|--|--|---|-------------------------------|------|------|--------------------|------|--------|------------------------|------|--------|----------------------|------|--------|---------------------|--------------|--------|----------------------------|------|--------|-------------------------|--------------|------|----------------------------|------|------|---------------------------|------|------|---|------|------|----------------------------|------|------|----------------------|------|------|---------------------------|------|------|----------------|----|-----|------------------|----|-----|----------------------|----|-----|----------------------|----|-----|
| Parent Opinions Survey | 2016 | 2020 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Social Skills | 5.83 | ≥ 5.85 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Connectedness to peers | 6.24 | ≥ 6.24 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Classroom behaviour | 3.86 | ≥ 4.33 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Behaviour management | 5.5 | ≥ 5.57 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| School staff survey | 2016 | 2020 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Staff professional safety | 45.7 | ≥ 90 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Build resilience and a resilient supportive environment | 68.1 | ≥ 90 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Staff psychological safety | 56.9 | ≥ 90 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Active participation | 48.5 | ≥ 90 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Student ATS Survey | 2016 | 2020 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Student morale | 62 | 70% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Student distress | 65 | 70% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Stimulating learning | 61 | 70% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| School Connectedness | 64 | 70% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>To have leaders who strategically influence and support school improvement creating a whole school culture of high expectations</p> | <p>Professional Leadership</p> <ul style="list-style-type: none"> - Building leadership teams | <p>Build teachers' capacity to develop a calm and respectful learning environment that supports students' social competencies and resilience.</p> <p>Empower students to recognise and build on their strengths through appropriate levels of challenge, rigour and support.</p> | <p>Parent opinion survey results to exceed the 2016 State mean for School Type</p> <table border="1"> <thead> <tr> <th>Parent opinion survey</th> <th>2016</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td>School improvement</td> <td>5.56</td> <td>≥ 5.72</td> </tr> <tr> <td>General Satisfaction</td> <td>5.79</td> <td>≥ 5.93</td> </tr> <tr> <td>Approachability</td> <td>5.65</td> <td>≥ 5.83</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th></th> <th colspan="2">%endorsement</th> </tr> <tr> <th>School staff survey</th> <th>2016</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td>Shielding and buffering</td> <td>56.9</td> <td>≥ 90</td> </tr> <tr> <td>Feedback</td> <td>60</td> <td>≥ 90</td> </tr> <tr> <td>School level support</td> <td>56.5</td> <td>≥ 90</td> </tr> <tr> <td>Cultural leadership</td> <td>65.0</td> <td>≥ 90</td> </tr> <tr> <td>Collective responsibility</td> <td>79.8</td> <td>≥ 90</td> </tr> </tbody> </table> | Parent opinion survey | 2016 | 2020 | School improvement | 5.56 | ≥ 5.72 | General Satisfaction | 5.79 | ≥ 5.93 | Approachability | 5.65 | ≥ 5.83 | | %endorsement | | School staff survey | 2016 | 2020 | Shielding and buffering | 56.9 | ≥ 90 | Feedback | 60 | ≥ 90 | School level support | 56.5 | ≥ 90 | Cultural leadership | 65.0 | ≥ 90 | Collective responsibility | 79.8 | ≥ 90 | | | | | | | | | | | | | | | | | | |
| Parent opinion survey | 2016 | 2020 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| General Satisfaction | 5.79 | ≥ 5.93 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Approachability | 5.65 | ≥ 5.83 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| School staff survey | 2016 | 2020 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Feedback | 60 | ≥ 90 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| School level support | 56.5 | ≥ 90 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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