

School Strategic Plan 2018-2022

Rushworth P-12 College (6238)



Submitted for review by Leanne Miller (School Principal) on 08 December, 2018 at 09:56 PM
Endorsed by Paul Hon (Senior Education Improvement Leader) on 11 December, 2018 at 07:07 PM
Endorsed by Cass Alexander (School Council President) on 12 December, 2018 at 12:34 PM

School Strategic Plan 2018-2022

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School vision	<p>Rushworth P-12 College will have students, staff, parents and the community working together to provide a dynamic learning community in which everyone can pursue excellence. This environment will be underpinned by respect, belonging and high expectations for all.</p>
School values	<p>At Rushworth P-12 College we emphasize, encourage, teach and value all of our learners to be Respectful, Responsible and Resilient. Our aim is to reflect the 3R's in our daily operations and instil these expectations and values within our learners. Our Expectations Matrix demonstrates the behaviours that we are all working towards displaying in specific areas of the school and our community. The link to the community is purposeful and flows from the strong belief that if we have a positive community, we will have positive outcomes</p>
Context challenges	<p>Our key challenges are evident in our data with attendance, academic achievement, growth, and respectful relationships being areas that are highlighted as needing improvement. The retention of staff has been an issue although we are building a positive, committed team who are willing to work together to make a difference and are eager to participate in professional learning to enable us to create an inclusive learning community for our students and their families. We recognise the importance of developing strong relationships with our families and wish to overcome the barriers that have made this challenging for us also.</p>
Intent, rationale and focus	<p>As a college we are aiming to:</p> <ol style="list-style-type: none"> 1. Maximise literacy outcomes for every student. This is important as an analysis of the school's NAPLAN and school-based data identified a higher than expected proportion of students demonstrating low relative growth. The review panel found that there was a need for a focus on the whole school use and analysis of data and evidence to inform the provision of targeted learning and to measure the impact of teaching and learning programs and strategies. We will focus on the following: continue to embed our instructional model which incorporates the High Impact Teaching Strategies (HITS); embed the curriculum documentation of literacy across all learning areas; and develop high level assessment strategies to evaluate our impact on learning. 2. To embed a positive school culture that improves student engagement. The college has made significant steps towards developing a calm and orderly learning environment in the previous SSP although there is still a need to develop consistency in practises and stronger understandings of the philosophy and processes amongst staff, students and families. The Attitudes to School Survey data has consistently shown that there is a need to develop more respectful relationships amongst students. We will focus on the following: ensuring that the College's vision, mission and value statements are in alignment with our priorities of the School Strategic Plan to assist in the development of pride as they become embedded in our actions; continuing to develop our student voice and leadership strategies to promote opportunities for authentic student decision-making and leadership throughout the college; embedding and developing further our approach to improving attendance; continuing to develop and embed our School Wide Positive Behaviour Support framework; and very importantly, engaging our families as partners. <p>By undertaking the work outlined above, we will build the foundation for stronger student agency.</p>

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Goal 1	To maximise literacy learning and growth for every student.																											
Target 1.1	<p>All students to demonstrate at least 12 months growth in one year of schooling in Foundation to Year 10 English, VCE and VCAL as evidenced by;</p> <ul style="list-style-type: none"> • Victorian Curriculum teacher judgments that is triangulated by evidence (PATR; On Demand; Running Records; Benchmarking; & NAPLAN for Yrs 3, 5, 7 & 9) • A school VCE English mean study score of 25 (State mean 30) • VCAL Individual Learning Program progression of literacy based on achievement of documented high expectation. • Individual Learning Plan goals being met for specific students 																											
Target 1.2	<p>To increase <i>Student Attitudes to School Survey</i> (SATSS) positive responses to a high or very high performance level rating according to the split points outlined in the five-by-five tables that are used to measure school improvement.</p> <table border="1" data-bbox="961 835 2861 1100"> <thead> <tr> <th></th> <th>4-6</th> <th>7-9</th> <th>10-12</th> </tr> </thead> <tbody> <tr> <td>Differentiated learning challenge</td> <td>from 67% to 85%</td> <td>from 65% to 85%</td> <td>from 74% to 90%</td> </tr> <tr> <td>Effective teaching time</td> <td>from 70% to 85%</td> <td>from 63% to 85%</td> <td>from 61% to 90%</td> </tr> <tr> <td>Sense of confidence</td> <td>from 53% to 85%</td> <td>from 63% to 85%</td> <td>from 64% to 90%</td> </tr> <tr> <td>Stimulated learning</td> <td>from 68% to 85%</td> <td>from 59% to 85%</td> <td>from 69% to 90%</td> </tr> <tr> <td>High expectations for success</td> <td>from 88% to 95%</td> <td>from 76% to 85%</td> <td>from 81% to 90%</td> </tr> </tbody> </table>					4-6	7-9	10-12	Differentiated learning challenge	from 67% to 85%	from 65% to 85%	from 74% to 90%	Effective teaching time	from 70% to 85%	from 63% to 85%	from 61% to 90%	Sense of confidence	from 53% to 85%	from 63% to 85%	from 64% to 90%	Stimulated learning	from 68% to 85%	from 59% to 85%	from 69% to 90%	High expectations for success	from 88% to 95%	from 76% to 85%	from 81% to 90%
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Target 1.4	<p>To improve Parent Opinion Survey (POS) positive responses to a level that is at or greater than the state average for:</p> <table border="1" data-bbox="961 1772 2861 1900"> <tbody> <tr> <td>Student motivation and support</td> <td>from 80% to 90%</td> </tr> <tr> <td>Stimulating learning environment</td> <td>from 63% to 80%</td> </tr> <tr> <td>Effective teaching</td> <td>from 65% to 80%</td> </tr> </tbody> </table>				Student motivation and support	from 80% to 90%	Stimulating learning environment	from 63% to 80%	Effective teaching	from 65% to 80%																		
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	High expectations for success	from 75% to 85%		
Key Improvement Strategy 1.ay Building practice excellence	Continue to embed our instructional model which incorporates the High Impact Teaching Strategies (HITS)			
Key Improvement Strategy 1.by Curriculum planning and assessment	Embed the curriculum documentation of literacy across all learning areas.			
Key Improvement Strategy 1.cy Evaluating impact on learning	Develop high level assessment strategies to evaluate our impact on learning.			
Goal 2	To embed a positive school culture that improves student engagement.			
Target 2.1	To increase <i>Student Attitudes to School Survey</i> (SATSS) positive responses to a high or very high performance level rating according to the split points outlined in the five-by-five tables that are used to measure school improvement:			
		4-6	7-9	10-12
	Effective classroom behaviour	from 62% to 85%	from 50% to 85%	from 55% to 85%
	Effort	from 64% to 85%	from 69% to 85%	from 69% to 85%
	Teacher concern	from 67% to 85%	from 48% to 85%	from 49% to 85%
	Resilience	from 50% to 85%	from 56% to 85%	from 58% to 85%
	Managing bullying	from 35% to 85%	from 42% to 85%	from 54% to 85%
	Experience of bullying	from 5% to 85%	from 30% to 85%	from 61% to 85%
	Respect for diversity	from 37% to 85%	from 43% to 85%	from 38% to 85%
	Student voice and agency	from 58% to 85%	from 48% to 85%	from 59% to 85%
Target 2.2	To increase <i>Staff Opinion Survey</i> (SOS) positive responses to a high or very high performance level rating according to the split points outlined in the five-by-five tables that are used to measure school improvement.			
	Academic emphasis	from 13% to 70%		
	Collective efficacy	from 14% to 70%		
	Collective responsibility	from 40% to 70%		
	Parent and community involvement	from 34% to 70%		
	Trust in students and parents	from 14% to 70%		
	Trust in colleagues	from 39% to 70%		
Target 2.3	To improve <i>Parent Opinion Survey</i> response rates from 25% to 50%.			

	<p>To improve <i>Parent Opinion Survey</i> (POS) positive responses to a level that is at or greater than the state average for:</p> <table data-bbox="973 252 2006 420"> <tr> <td>Student connectedness</td> <td>from 80% to 90%</td> </tr> <tr> <td>Experience of bullying</td> <td>from 30% to 70%</td> </tr> <tr> <td>Managing bullying</td> <td>from 55% to 76%</td> </tr> <tr> <td>Student agency and voice</td> <td>from 70% to 90%</td> </tr> </table>	Student connectedness	from 80% to 90%	Experience of bullying	from 30% to 70%	Managing bullying	from 55% to 76%	Student agency and voice	from 70% to 90%
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<p>Target 2.4</p>	<p>From Foundation to Year 12</p> <ul data-bbox="1032 714 1774 787" style="list-style-type: none"> • Unexplained absences school mean to be less than 5 days • Less than 35 percent of students with 20 or more days absence. 								
<p>Key Improvement Strategy 2.ay Vision, values and culture</p>	<p>Ensure that the college's vision, mission and value statements are:</p> <p>in alignment with our priorities of the School Strategic Plan; of assistance in developing pride within the college; and embedded in our actions.</p>								
<p>Key Improvement Strategy 2.by Empowering students and building school pride</p>	<p>Continue to develop our student voice and leadership strategies to promote opportunities for authentic student decision-making and leadership throughout the college.</p>								
<p>Key Improvement Strategy 2.cy Setting expectations and promoting inclusion</p>	<p>Embed and develop further our approach to improving attendance.</p>								
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