

William Ruthven Primary School Strategic Plan 2016-2019

Endorsement			Re-Endorsement (if a Goal, KIS or Target is changed)		Re-endorsement (if a Goal, KIS or Target is changed)	
Principal	Allan Waterson	17 th October 2016	.....[name]	[date]	.....[name]	[date]
School council	Christine Crosta	17 th October 2016	.....[name]	[date]	.....[name]	[date]
Delegate of the Secretary:	Graham Stevenson		.....[name]	[date]	.....[name]	[date]

School vision	School values	Context and challenges	Intent, rationale and focus
To develop literate, numerate and curious learners that are enabled and ready for each stage of their education.	At William Ruthven Primary School we live by the School Values of: Respect Compassion Confidence	<p>William Ruthven Primary School evolved as a result of a merger between Ruthven Primary School and the primary component of Merrilands P-12 College in 2010 and is situated in Merrilands Road, Reservoir. William Ruthven Primary School is located on the same land adjoining William Ruthven Secondary College. Funding for school buildings was allocated under the Federal Government’s Building the Educational Revolution stimulus package in 2011. In 2012 the school moved into the new premises comprising a separate administration block including main office, principal class offices and staffroom; a modern teaching unit of five double teaching areas, each with a dividing door system to create separate, single teaching areas, all surrounding a central, open multipurpose space; a mod5 double classroom and a mod5 multipurpose room.</p> <p>The school’s Student Family Occupation index in 2016 is 0.7390 which has increased slightly since 2012. A significant number of students come from a language background other than English. Property values in the area have increased dramatically in recent times with many new families moving into the area.</p> <p>In 2011 William Ruthven Primary School opened with 165 students. The school has progressively grown to 233 students. Throughout this period of growth the student population has been somewhat transient.</p> <p>The core curriculum is further enhanced by a range of specialized programs including Visual and Performing Arts, LOTE (Italian F-2), Cultural studies (3-6), Physical Education, Library, Instrumental Music program (for students in years 5/6), Swimming, Excursions and Incursions.</p> <p>The school recognises a number of challenges that will inform the next phase of school improvement. These include providing inclusive programs for a large proportion of transient students. The school will seek to further seek to improve the opportunities for effective transitions, resource share and pedagogical development that are enhanced by sharing the site with the secondary college.</p>	<p>Staff have a strong commitment to engage in professional learning to improve their teaching practice and to improve student outcomes. Leadership is working to set aspirational goals. Programs and processes have been initiated that will be further developed as the school responds to the improvements suggested in this review and the school is well placed for the next stage of improvement.</p> <p>The foci for the period of this SSP will be:</p> <ul style="list-style-type: none"> • To embed further consistency across the school in the areas of teaching pedagogy, teaching practice and the implementation of processes. • To build enhanced communication between the teams regarding curriculum content and teacher practice. • To document development processes for induction of new staff, observation of classroom teacher practice and feedback for all staff regarding their practice. • To continue to develop collective leadership capacity that will facilitate role clarity and distributive leadership. • To develop teaching practice that uses a range of data to inform differentiated teaching practice. • To further engage all students in co-constructing their own learning goals and targets in documented Educational Learning Plans.



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)
<p>Achievement</p> <ul style="list-style-type: none"> To develop students who are literate, numerate and curious. 	<p>Excellence in teaching and learning Building practice excellence</p> <p>Curriculum Planning and Assessment</p>	<ul style="list-style-type: none"> Reduce variance in teacher practice through further staff focus on research-based models of effective instructional practice. Develop an instructional model that is consistently used across the school. Consolidate a whole school pedagogy and learning framework which uses a common language and common day to day practice – (Consistently applied to develop a consistent approach to teaching literacy and numeracy) Ensure teachers are effectively using data in making accurate teacher judgments as a guide to their day to day instruction and effective reporting. Establish role clarity and expectations for team leadership and provide support for leadership capacity building. Document clear processes that maintain a clear line of sight from the SSP, AIP to the PDP process. Complete a review of the school team structure and roles to ensure the school's evidence-based instructional model focused on success for every student is embedded in every classroom. in particular: <ul style="list-style-type: none"> How the existing SIT purpose and functions can be incorporated into an overall school improvement organisational structure based on Area Teams that is coherently aligned with achieving the school vision and desired teaching practice, less complex and more resource efficient than the current arrangements. 	<ul style="list-style-type: none"> That each student (deemed capable) will achieve at least one year's growth in learning (as measured by a range of data sources including AusVELs, Victorian Curriculum and NAPLAN) during each school year. Percentage of students in top three bands for NAPLAN (Yr 3-5) in Reading, Writing and Numeracy to be at 60% or higher. That NAPLAN Relative Growth scores measuring learning gain from Year 3 to Year 5 will be at or above the state percentages for the medium and high growth categories on each domain. That there will be an improved correlation between teacher and NAPLAN assessments as identified in the School Comparison report 100% of staff planning aligned with school planning and expectations 100% of staff PDP plans to reflect AIP goals and FISO initiatives. Staff survey- Collective Efficacy to at or above 75% Staff survey – Teacher collaboration to be at or above 75% AITSL standard 3 Professional Practice-, for all staff to move from the Proficient stage to the Highly accomplished stage in Focus areas 3.1,3.2, 3.3, 3.6
<p>Engagement</p> <ul style="list-style-type: none"> To strengthen student connectedness to school by developing curriculum that develops a strong sense of student engagement. To ensure successful transitions and learning pathways for all students into, through and beyond the school 	<p>Excellence in teaching and learning</p> <p>Building practice excellence</p>	<p>Attendance</p> <ul style="list-style-type: none"> Develop a whole school approach to improving student attendance. <p>Student Voice</p> <ul style="list-style-type: none"> Focus on assessment and feedback to students that will enable an increase learning confidence and student voice. Continued focus on Student Voice including JSC and leadership training and the development of student consultation and feedback mechanisms. Further focus on student voice in the learning process. <p>Transition</p> <ul style="list-style-type: none"> Further development of making explicit, learning pathways and learning sequences within the transition program. 	<ul style="list-style-type: none"> Increase the Connectedness to School, and Connectedness to Peers measures on the Attitude to Schools student survey to be within the 3rd quartile or higher over the life of the strategic plan Connectedness to Peers to be at 4.2 or higher Connectedness to School to be at 4.3 or higher Learning confidence to be at 4.0 or higher Teacher empathy to be at 4.3 or higher Reduce the average days of absence per student per year from the current level to 15 days by the end of this SSP period. <p>To maintain and improve parent satisfaction with the transition variable on the Parent Opinion Survey.</p> <ul style="list-style-type: none"> Transitions on Parent opinion survey to be at 5.5 or higher. Learning focus on Parent opinion Survey to be at 5.5 or higher. General satisfaction on parent opinion survey to be at 5.5. or higher.



<p>Wellbeing</p> <ul style="list-style-type: none"> To develop resilient and self aware students who contribute to building an environment that is respectful, harmonious and supportive of others 	<p>Positive Climate for learning</p> <p>Setting expectations and promoting inclusion.</p> <p>Health and wellbeing</p>	<ul style="list-style-type: none"> An ongoing focus on behaviour management policies and procedures so that expectations are clearly articulated and procedures consistently implemented. This could include redevelopment of the Student Code of Conduct. Develop and implement a whole school (F to 6) approach to building student resilience.in accordance with the Berry street Education Model and DET initiatives. Further professional learning sessions focused on what an 'inclusive, safe, orderly and stimulating environment' is. Development of a consistent and whole school Restorative Practices approach. Further development of personalised learning including individual learning plans. Identify, document and further develop current best practice in differentiating instruction. 	<p>Increase the student motivation and student safety measures on the student attitudes to school survey to be within the 3rd quartile or higher for all cohorts</p> <ul style="list-style-type: none"> Student Motivation of Attitudes to School Survey to be at 4.5 or higher. Teacher effectiveness on Attitudes to school Survey to be at 4.5 or higher. Student Safety on Attitudes to School Survey to be at 4.3 or higher Student Safety on the Parent Opinion survey to be at 5.5 or higher
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