

School Strategic Plan 2020-2024

William Ruthven Primary School (5544)



Submitted for review by Donald Eddington (School Principal) on 19 June, 2020 at 09:30 AM

Endorsed by Graham Stevenson (Senior Education Improvement Leader) on 24 June, 2020 at 04:32 PM

Endorsed by Christine Crosta (School Council President) on 25 June, 2020 at 05:32 PM

School Strategic Plan - 2020-2024

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School vision	To develop literate, numerate and curious learners who are supported and ready for each stage of their education.
School values	<p>William Ruthven Primary School's values are:</p> <ul style="list-style-type: none"> • Respect: This means caring about people and treating them in the way we would want to be treated. • Compassion: This means consideration of others. • Confidence: This means trusting in ourselves and giving new things a try.
Context challenges	<p>Context William Ruthven Primary School is located in the northern suburb of Reservoir. We seek to instil personal and collective responsibility via our school values of respect, compassion and confidence. We have high expectations for ourselves and our students. Through a safe and orderly environment, we are committed to developing happy and confident learners who aspire to do their best. English and mathematics are at the core of our school's teaching and learning program. This program is enhanced through our specialist subjects - science/robotics, visual/media arts and Italian/performing arts. Classroom teachers also deliver the school's physical education and library programs. Our approaches to teaching and learning enable us to tailor programs to how our children learn best. We see education as a joint partnership between home and the school. By working together with our parents and carers, we give our students the best opportunity to flourish academically, physically, socially and emotionally. The school has a dedicated STAR (Science, Technology, Arts and Robotics) Centre, has a daily Breakfast Club program, and implements the Berry Street Educational Model - a trauma-informed resiliency program.</p> <p>Challenges</p> <ol style="list-style-type: none"> 1. Improve literacy and numeracy outcomes for all students. 2. Improve student engagement in learning. 3. Improve the health and wellbeing of all students.
Intent, rationale and focus	<p>Achievement The school's focus for the next four years in relation to achievement is to improve literacy and numeracy outcomes for all students. We recognise that when teachers' learning plans integrate Victorian Curriculum, instructional practices and assessment strategies into coherent, sequential and contextually relevant programs, we are best equipped to address the learning needs of all students.</p> <p>The school will:</p> <ul style="list-style-type: none"> • Embed curriculum planning and implementation that appropriately engages and challenges all learners. • Embed authentic, fit for purpose assessment and feedback practices that improve teaching and learning. • Enhance teacher pedagogical content knowledge. • Implement an inquiry improvement cycle that draws on evidence-based practice to plan for learning at each student's point of need.

Engagement

The school's focus for the next four years in relation to engagement is to improve student engagement in learning. We know that when teachers model and sustain high expectations as part of their regular classroom practice, students' intrinsic motivation to achieve is lifted and outcomes improve. The school will:

- Embed a culture of high expectations that fosters engagement, curiosity and academic rigour.
- Enhance teacher capacity to scaffold and differentiate learning.
- Establish partnerships with parents and carers and others to enhance student learning and engagement.

Wellbeing

The school's focus for the next four years in relation to wellbeing is to improve the health and wellbeing of all students. Research tells us that when schools, families and community groups work together to support learning, children tend to do better in school, stay in school longer and like school more (Henderson and Mapp, 2002). The school will:

- Embed the whole school approach to health, wellbeing, inclusion and engagement.

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Goal 1	To improve literacy and numeracy outcomes for all students
Target 1.1	Establish and then increase percentage of Year 1 students for the Fountas and Pinnell level measure: <ul style="list-style-type: none"> • Fountas and Pinnell level J to be 80 per cent by 2023 Increase percentage of Year 3 students in the NAPLAN top two bands in the following measures: <ul style="list-style-type: none"> • NAPLAN Reading from 24 per cent between 2017-2019 to 49 per cent by 2023 • NAPLAN Numeracy from 23 per cent between 2017-2019 to 38 per cent by 2023
Target 1.2	Increase percentage of Year 5 students in the NAPLAN top two bands in the following measures: <ul style="list-style-type: none"> • NAPLAN Reading from 15 per cent between 2017-2019 to 33 per cent by 2023 • NAPLAN Numeracy from 21 per cent between 2017-2019 to 27 per cent by 2023
Target 1.3	Increase percentage of Year 5 students at or above NAPLAN benchmark growth in the following measures: <ul style="list-style-type: none"> • NAPLAN Reading two year moving average from 48 per cent in 2018-2019 to 76 per cent by 2023 • NAPLAN Numeracy two year moving average from 76 per cent in 2018-2019 to 77 per cent by 2023
Target 1.4	Improve the percentage of positive endorsement in the School Staff Opinion Survey in the following measures: <ul style="list-style-type: none"> • Collective efficacy from in 61 per cent 2019 to 67 per cent by 2023 • Collective focus on student learning from 85 per cent in 2019 to 87 per cent by 2023 • Collective responsibility from 79 per cent in 2019 to 87 per cent by 2023 • Guaranteed and viable curriculum from 51 per cent in 2019 to 79 per cent by 2023 • Teacher collaboration from 45 per cent in 2019 to 70 per cent by 2023

Key Improvement Strategy 1.a Curriculum planning and assessment	Embed curriculum planning and implementation that appropriately engages and challenges all learners
Key Improvement Strategy 1.b Evaluating impact on learning	Embed authentic, fit for purpose assessment and feedback practices that improve teaching and learning
Key Improvement Strategy 1.c Evidence-based high-impact teaching strategies	Enhance teacher pedagogical content knowledge and practice
Key Improvement Strategy 1.d Building practice excellence	Implement an inquiry improvement cycle that draws on evidence-based practice to plan for learning at each student's point of need
Goal 2	To improve student engagement in learning
Target 2.1	Attendance <ul style="list-style-type: none"> • Reduce average absence days per student from 22 in 2019 to 17 by 2023 • Reduce percentage of students with 20+ days absence from 41 per cent in 2019 to 30 per cent by 2023
Target 2.2	Improve the percentage of positive endorsement in the School Staff Opinion survey in the following measures: <ul style="list-style-type: none"> • Academic emphasis from 49 per cent in 2019 to 67 per cent by 2023 • Parent and community involvement from 58 per cent in 2019 to 70 per cent by 2023
Target 2.3	Improve the percentage of positive endorsement in the Students Attitudes to School survey in the following measures: <ul style="list-style-type: none"> • Effective teaching practice for cognitive engagement measures: <ul style="list-style-type: none"> ▪ Differentiated learning challenge from 84 per cent in 2019 to 89 per cent by 2023 ▪ Effective classroom behaviour from 73 per cent in 2019 to 81 per cent by 2023 ▪ Effective teaching time from 82 per cent in 2019 to 89 per cent by 2023 ▪ Stimulated learning from 73 per cent in 2019 to 84 per cent by 2023

Key Improvement Strategy 2.a Setting expectations and promoting inclusion	Embed a culture of high expectations that fosters engagement, curiosity and academic rigor
Key Improvement Strategy 2.b Curriculum planning and assessment	Enhance teacher capacity to scaffold and differentiate learning
Key Improvement Strategy 2.c Parents and carers as partners	Establish partnerships with parents and carers and others to enhance student learning and engagement
Goal 3	To improve the health and wellbeing of all students
Target 3.1	<p>Improve the percentage of positive endorsement in the Students Attitudes to School survey in the following measures:</p> <ul style="list-style-type: none"> • Managing bullying at 83 per cent in 2019 to be maintained at this level by 2023 • Sense of connectedness from 82 per cent in 2019 to 83 per cent by 2023
Target 3.2	<p>Improve the percentage of positive endorsement in the School Staff Opinion survey in the following measures:</p> <ul style="list-style-type: none"> • Trust in students and parents from 51 per cent in 2019 to 65 per cent by 2023 • Parent and community involvement from 58 per cent in 2019 to 70 per cent by 2023 <p>Improve the percentage of student attendance data measures:</p> <ul style="list-style-type: none"> • Students with 20 or more days absent will be reduced from 41 per cent in 2019 to 24 per cent in 2023 • Equity funded students with 20 or more days absent will be reduced from 53 per cent in 2019 to 36 per cent in 2023
Key Improvement Strategy 3.a Setting expectations and promoting inclusion	Embed the whole school approach to health, wellbeing, inclusion and engagement