

**Rokewood Primary School  
Strategic Plan 2018-2021**

<b>Endorsement</b>			<b>Re-Endorsement (if a Goal, KIS or Target is changed)</b>		<b>Re-endorsement (if a Goal, KIS or Target is changed)</b>
Principal:	..... [name]	[date]	..... [name]	..... [date]	..... [name] ..... [date]
School council:	..... [name]	[date]	..... [name]	..... [date]	..... [name] ..... [date]
Delegate of the Secretary:	..... [name]	[date]	..... [name]	..... [date]	..... [name] ..... [date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p>Rokewood Primary School is an inclusive school that values all members of its school community and believes every student can learn and fulfil their potential.</p> <p>The school does not take lightly its responsibility to:</p> <ul style="list-style-type: none"> <li>• Have high expectations of all students, both socially and academically</li> <li>• Provide a safe and conducive learning environment that facilitates learning, personal growth, wellbeing and confidence</li> <li>• Facilitate deeper student engagement, collaboration and motivation within a rich learning community</li> <li>• Maximise student achievement in Literacy and Numeracy</li> </ul>	<p>The school values are:</p> <ul style="list-style-type: none"> <li>• We show respect.</li> <li>• We believe in ourselves, nothing is impossible.</li> <li>• We are inclusive.</li> <li>• We always act in a safe manner.</li> </ul>	<p>Rokewood Primary School was established in 1863. It is located in a small rural township about 140 kilometres from Melbourne, midway between the regional centres of Ballarat and Colac.</p> <p>The school is accommodated in a modern facility which includes three classrooms, staff and administration areas and a multipurpose room. The school’s learning spaces can be closed to form three separate classrooms or opened to facilitate shared activities. The local kindergarten is sited adjacent to the school, facilitating the extensive preschool to Prep transition program.</p> <p>The school building is set in well-established grounds which include garden areas for passive activities, a shaded adventure playground, paved areas for small games and a grassed playing field.</p> <p>Enrolments have grown slowly over the last four years and the school has a current enrolment of 57 students. Students are drawn from the township of Rokewood and surrounding areas. A significant proportion of the student body travels by bus from the nearby towns of Werneth, Corindhap, Dereel and Warrambine.</p> <p>The school’s demographic profile is steady and homogeneous with no students currently coming from a language background other than English. The Student Family Occupation (SFO) Index is 0.62.</p> <p>The staffing profile of Rokewood Primary School includes a Principal with teaching responsibilities, 3.0 Equivalent Full Time (EFT) classroom teachers, 0.64 EFT Education Support (ES) staff and an 0.4 EFT Business Manager.</p> <p>The school covers all domains of the Victorian Curriculum. Students are taught in three multi-age classes. Teachers share their expertise to provide learning in the visual arts and physical education and the school is regularly visited by the Mobile Area Resource Centre (MARC) library van. The school provides learning in a Language Other than English (LOTE) with a teacher of Chinese working in the school for one day each week. A range of extra-curricular activities are provided to support students’ engagement in the school.</p>	<p>Our most recent Peer Review, conducted On October 17<sup>th</sup> 2017, has highlighted that Rokewood Primary School had successfully worked as a team to align the teaching program with the new Victorian Curriculum, improved teacher capacity to use student assessment data to meet students individual needs, strengthened the consistency of classroom teaching methods and supported students to achieve their learning goals.</p> <p>This Strategic Plan, 2018-2021 cycle, will support improved learning outcomes for all students, with a strong improvement focus on Spelling, Reading Comprehension and Numeracy. It will also priorities a focus on increased student voice, that is, providing greater opportunities for students to input into the future decisions and directions the school takes.</p>

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>To improve student learning growth with a particular emphasis on Reading Comprehension, Spelling and Numeracy</p> <p>FISO Priority: Excellence in teaching and learning FISO Initiatives: Build practice excellence and Curriculum planning and assessment</p>	<p><b>Excellence in Teaching and Learning</b></p>	<ul style="list-style-type: none"> <li>• Build practice excellence through the consistent use of agreed instructional approaches.</li> <li>• Build practice excellence through the consistent use of high-impact teaching strategies.</li> <li>• Build practice excellence through the consistent use whole-school focus on student learning data.</li> </ul>	<p><b>By 2021</b> for all Literacy domains and for Numeracy:</p> <ul style="list-style-type: none"> <li>• Low Relative Growth in NAPLAN from Year 3 to Year 5 will be below 10%</li> <li>• High Relative Growth in NAPLAN from Year 3 to Year 5 will be 50% or higher</li> </ul> <table border="1"> <thead> <tr> <th></th> <th></th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>2017</td> <td>13%</td> <td>63%</td> <td>25%</td> </tr> <tr> <td><b>2021</b></td> <td><b>Target</b></td> <td><b>10%</b></td> <td><b>40%</b></td> <td><b>50%</b></td> </tr> <tr> <td>Writing</td> <td>2017</td> <td>22%</td> <td>56%</td> <td>22%</td> </tr> <tr> <td><b>2021</b></td> <td><b>Target</b></td> <td><b>10%</b></td> <td><b>40%</b></td> <td><b>50%</b></td> </tr> <tr> <td>Spelling</td> <td>2017</td> <td>44%</td> <td>44%</td> <td>11%</td> </tr> <tr> <td><b>2021</b></td> <td><b>Target</b></td> <td><b>10%</b></td> <td><b>40%</b></td> <td><b>50%</b></td> </tr> <tr> <td>G &amp; P</td> <td>2017</td> <td>22%</td> <td>44%</td> <td>33%</td> </tr> <tr> <td><b>2021</b></td> <td><b>Target</b></td> <td><b>10%</b></td> <td><b>40%</b></td> <td><b>50%</b></td> </tr> <tr> <td>Numeracy</td> <td>2017</td> <td>13%</td> <td>63%</td> <td>25%</td> </tr> <tr> <td><b>2021</b></td> <td><b>Target</b></td> <td><b>10%</b></td> <td><b>40%</b></td> <td><b>50%</b></td> </tr> </tbody> </table>			Low	Medium	High	Reading	2017	13%	63%	25%	<b>2021</b>	<b>Target</b>	<b>10%</b>	<b>40%</b>	<b>50%</b>	Writing	2017	22%	56%	22%	<b>2021</b>	<b>Target</b>	<b>10%</b>	<b>40%</b>	<b>50%</b>	Spelling	2017	44%	44%	11%	<b>2021</b>	<b>Target</b>	<b>10%</b>	<b>40%</b>	<b>50%</b>	G & P	2017	22%	44%	33%	<b>2021</b>	<b>Target</b>	<b>10%</b>	<b>40%</b>	<b>50%</b>	Numeracy	2017	13%	63%	25%	<b>2021</b>	<b>Target</b>	<b>10%</b>	<b>40%</b>	<b>50%</b>
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<p>To develop the school as a supportive learning community</p> <p>FISO Priority: Positive climate for learning and Empowering students and building school pride</p>	<p><b>Positive climate for learning</b></p>	<ul style="list-style-type: none"> <li>• Through the introduction of SWPBS, build positive relationships and a growth mindset.</li> <li>• Develop a positive climate for learning through: <ul style="list-style-type: none"> <li>- developing strategies to regularly seek feedback from students about the extent of their learning</li> <li>- provide students with the support and tools to understand the impact of their involvement on learning outcomes</li> </ul> </li> <li>• Strengthen the partnership between staff, students and families to support student learning, wellbeing and engagement</li> </ul>	<ul style="list-style-type: none"> <li>• The proportion of Year 5 students achieving in the top two NAPLAN bands will be 60% or higher (or above that of similar schools)</li> <li>• The proportion of Year 3 students achieving in the top two NAPLAN bands will be 60% or higher (or above that of similar schools)</li> </ul> <table border="1" data-bbox="2083 239 2878 562"> <thead> <tr> <th></th> <th></th> <th>Year 3</th> <th>Year 5</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>2017</td> <td>57%</td> <td>25%</td> </tr> <tr> <td><b>2021</b></td> <td><b>Target</b></td> <td><b>60%</b></td> <td><b>60%</b></td> </tr> <tr> <td>Writing</td> <td>2017</td> <td>57%</td> <td>11%</td> </tr> <tr> <td><b>2021</b></td> <td><b>Target</b></td> <td><b>60%</b></td> <td><b>60%</b></td> </tr> <tr> <td>Spelling</td> <td>2017</td> <td></td> <td></td> </tr> <tr> <td><b>2021</b></td> <td><b>Target</b></td> <td><b>60%</b></td> <td><b>60%</b></td> </tr> <tr> <td>G &amp; P</td> <td>2017</td> <td></td> <td></td> </tr> <tr> <td><b>2021</b></td> <td><b>Target</b></td> <td><b>60%</b></td> <td><b>60%</b></td> </tr> <tr> <td>Numeracy</td> <td>2017</td> <td>50%</td> <td>25%</td> </tr> <tr> <td><b>2021</b></td> <td><b>Target</b></td> <td><b>60%</b></td> <td><b>60%</b></td> </tr> </tbody> </table> <p>By 2021 the percentage of students providing positive responses (ATOSS) will be:</p> <ul style="list-style-type: none"> <li>• School Connectedness (sense of belonging) 90%</li> <li>• Student Voice and Agency 85%</li> <li>• Learning Confidence 90%</li> <li>• Motivation and Interest 90%</li> <li>• Self-Regulation and Goal Setting 95%</li> <li>• Advocate at School 90%</li> </ul>			Year 3	Year 5	Reading	2017	57%	25%	<b>2021</b>	<b>Target</b>	<b>60%</b>	<b>60%</b>	Writing	2017	57%	11%	<b>2021</b>	<b>Target</b>	<b>60%</b>	<b>60%</b>	Spelling	2017			<b>2021</b>	<b>Target</b>	<b>60%</b>	<b>60%</b>	G & P	2017			<b>2021</b>	<b>Target</b>	<b>60%</b>	<b>60%</b>	Numeracy	2017	50%	25%	<b>2021</b>	<b>Target</b>	<b>60%</b>	<b>60%</b>
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