

School Strategic Plan 2020-2023

Reservoir Views Primary School (5523)



Submitted for review by Stephen Stafford (School Principal) on 20 January, 2020 at 10:31 AM
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Endorsed by Dom Barr (School Council President) on 02 March, 2020 at 08:59 PM

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School vision	<p>Reservoir Views Primary School's vision is to provide a secure and safe physical and social learning environment underpinned by our shared values and expectations.</p> <p>Reservoir Views Primary School (RVPS) is committed to providing a safe, secure and stimulating learning environment, where students reach their full educational potential supported by a differentiated curriculum of the highest quality. RVPS recognises that student wellbeing and student learning outcomes are inextricably linked and understand that the school should promote this link both within the school environment and the classroom. We recognise the importance of the partnership between the school and parents/carers to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, creating an inclusive and safe school environment for our students</p>
School values	<p>Reservoir Views Primary School's values are Resilience, Love of Learning and Respect</p> <p>Respect (esteem, consideration, dignity, kindness, fairness) We accept people for whom they are and treat them in a kind and fair way. We rely on everyone to do the right thing. We show consideration and care towards each other.</p> <p>Resilience (guts, grit, determination, vitality, flexibility, heart, tolerance) We build self-esteem and social skills which enable children to be able to work and play happily within the school community.</p> <p>Love of Learning (curiosity, study, information, culture) We are curious about learning new things, and our learning and teaching environment creates lifelong independent learners.</p>
Context challenges	<p>Reservoir Views Primary School was established in 2009, the result of the merger between Keon Park Primary School and Burbank Primary School. The school is situated in Reservoir, 11kms north of Melbourne's CBD. The school buildings are designed to promote collaborative learning and teaching, with flexible learning areas enabling teachers and students to work together and separately as needed. Our vast school grounds offer a number of opportunities for students to engage with each other in active and passive play areas. The Vegetable Garden provides students with the opportunity to learn a range of practical skills whilst the Sensory Play Space was designed to be an inclusive play space with elements designed to promote both passive, restful areas and accessible active play areas. Students also have access to 4 playgrounds, a running track, sports oval and a basketball and netball court.</p>

	<p>Based on the school's Student Family Occupation and Education Index, the socio-economic status of the student cohort is in the mid-range.</p> <p>Student enrolments have increased - from 204 in 2017 to 238 in 2020. Currently, the gender breakdown is 49% girls and 51% boys. The proportion of students with a Language Background Other Than English is 51%. The proportion of English as an Additional Language (EAL) students is 32%. Reservoir Views Primary School's high number of temporary resident students (15%,) places it in the highest proportion of temporary resident student range, when compared to state, region, LGA, school type and postcodes. 85 students speak a language other than English at home. This is 38.81% of the student body. 46 of these students, 21% of the student body, were born in Australia, but speak a language other than English at home.</p> <p>In 2019, a total of 19.0 FTE staff were employed at the school (15.9 teaching and 3.1 non-teaching). The school operates specialist programs in Visual Art, Physical Education and L.O.T.E. (Italian). The school is committed to introducing a fourth specialist program of Music in 2021. Positive and resilient behaviour is fostered by implementing strategies from the Berry Street Education Model. Students have access to a number of in-school activities such as lunchtime clubs.</p> <p>In 2019 there were 11 classes comprising, three straight Foundation classes, three composite Grade 1 and 2 classes, three composite Grade 3 and 4 classes and two composite Grade 5 and 6 classes.</p>
<p>Intent, rationale and focus</p>	<p>The School Review Panel recommended the following key directions for the next School Strategic Plan:</p> <ul style="list-style-type: none"> - To improve learning growth for all students through a more deliberate identification of each students next step in learning. This included a focus on curriculum planning informed by data and further development of teacher accuracy of judgments, provision of EAL and enhanced curriculum understanding, and delivery. - To improve student engagement in learning through empowering students as learners and leaders. - To improve the resilience, health and wellbeing of all students.

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Goal 1	To improve learning growth for all students
Target 1.1	NAPLAN – Benchmark growth By 2023, the percentage of NAPLAN Benchmark Growth Year 3 to Year 5 will increase: <ul style="list-style-type: none">• Year 3 to 5 Reading from 80 percent (2019) to 85 percent• Year 3 to 5 Writing from 60 percent (2019) to 77 percent• Year 3 to 5 Numeracy from 80 percent (2019) to 85 percent
Target 1.2	NAPLAN – Band By 2023, increase the percentage of students achieving in the middle and top two bands of NAPLAN Year 3 <ul style="list-style-type: none">• Reading from 70 percent (2019) to 95 percent:• Writing from 82 percent (2019) to 93 percent• Numeracy from 63 percent (2019) to 90 percent Year 5 <ul style="list-style-type: none">• Reading from 74 percent (2019) to 90 percent• Writing from 67 percent (2019) to 88 percent• Numeracy from 82 percent (2019) to 85 percent

Target 1.3	English as an Additional Language (EAL) By 2023, EAL learning outcome will improve to <i>(insert measure once data has been accurately captured for this student cohort in 2020)</i>
Key Improvement Strategy 1.a Curriculum planning and assessment	Further develop, document and embed whole school collaborative approaches to curriculum, planning and assessment.
Key Improvement Strategy 1.b Evidence-based high-impact teaching strategies	Embed the agreed Instructional Models to include evidence based High Impact Teaching Strategies and differentiations for student point of need.
Key Improvement Strategy 1.c Evaluating impact on learning	Enhance data collection, analysis and evaluation of student learning growth over time.
Key Improvement Strategy 1.d Instructional and shared leadership	Implement a whole school approach to English as an Additional Language (EAL)
Goal 2	To improve student engagement in learning
Target 2.1	By 2023, the number of students who have missed 20 plus days of school will decrease to 15 percent or below for each cohort (29% in 2019).
Target 2.2	By 2023, the positive percentage endorsement rate will improve in the Attitudes to School Survey factors: <ul style="list-style-type: none"> • Stimulated learning from 89 percent (2019) to 94 percent • Self-regulation and goal setting from 92 percent (2019) to 94 percent • Student voice and agency from 84 percent (2019) to 90 percent

Target 2.3	<p>By 2023, the positive percentage endorsement rate will improve in the Staff Opinion Survey factors:</p> <ul style="list-style-type: none"> • Academic emphasis from 70 percent (2019) to 90 percent • Collective efficacy from 78 percent (2019) to 88 percent • Teacher collaboration from 72 percent (2019) to 85 percent
Target 2.4	<p>By 2023, the positive percentage endorsement rate will improve in the Parent Opinion Survey factors:</p> <ul style="list-style-type: none"> • Student connectedness 92 percent (2019) to 93 percent • School communication 89 percent (2019) to 92 percent • Teacher communication 81 percent (2019) to 90 percent
Key Improvement Strategy 2.a Setting expectations and promoting inclusion	Staff empower students to have a democratic voice in the running of their learning communities
Key Improvement Strategy 2.b Empowering students and building school pride	Staff co-design opportunities for students to exercise authentic agency in their own learning
Goal 3	To improve the resilience, health and wellbeing of all students
Target 3.1	By 2023, the positive percentage endorsement rate on AToSS will improve in the factors:

	<ul style="list-style-type: none"> • Resilience from 87 percent (2019) to 93 percent • School connectedness (sense of belonging) from 89 percent (2019) to 92 percent • Advocate at school from 97 percent (2019) to 98 percent
Target 3.2	By 2023, the positive percentage endorsement rate in the SSS in the Trust in students and parents increases from 70 percent (2019) to 80 percent.
Target 3.3	By 2023, the positive percentage endorsement rate improvement in the Parent Opinion Survey will be: <ul style="list-style-type: none"> • Confidence and resiliency skills 87 percent (2019) to 92 percent • Managing bullying 81 percent (2019) to 92 percent • Respect for diversity 89 percent (2019) to 93 percent • Promoting positive behaviour 86 percent (2019) to 93 percent
Key Improvement Strategy 3.a Intellectual engagement and self-awareness	Embed the school's vision, values, culture and the priorities driving the school improvement agenda throughout the school community to embed a positive climate for learning.
Key Improvement Strategy 3.b Instructional and shared leadership	Further develop and embed a distributive instructional leadership model.
Key Improvement Strategy 3.c Building communities	Embed Professional Learning Communities to ensure continuous focus on an inquiry cycle for student learning outcome growth.