



Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal: Janette Llewellyn..... [name] [date][name]..... [date][name]..... [date]
School council: Andrea Goldsmith..... [name] [date][name]..... [date][name]..... [date]
Delegate of the Secretary: [name] [date][name]..... [date][name]..... [date]

School vision <i>Every Minute Counts</i>	School values <i>High Expectations for all</i>	Context and challenges <i>f-6 Thinking</i> <i>Everyone has a role in and is responsible for improving student outcomes</i>	Intent, rationale and focus <i>How well we Teach = How well they Learn</i>
<p>Rowellyn Park Primary School is a learning community committed to fostering open minded and passionate lifelong learners. We care about our students and their learning achievement.</p> <p>At Rowellyn Park Primary school our students are seen as individuals with specific educational needs and goals. We acknowledge that it is our educational responsibility to develop individualised approaches to teaching and learning for all students who attend our school.</p> <p>Student empowerment in the learning process is paramount and our priority is to inspire students to have high expectations of themselves, to be positive, adaptable and resilient.</p> <p>At Rowellyn Park Primary School our mission is to:</p> <ul style="list-style-type: none"> • Develop positive relationships with students and their parents/guardians • Encourage collaboration and social acceptance • Have shared expectations for teaching and learning • Follow evidence based, best practice teaching and learning processes • Build skills in digital literacy and digital citizenship • Build literate and numerate students • Develop independent and creative thinkers 	<p>At Rowellyn Park Primary School we focus on the whole child; their academic and emotional needs.</p> <p>We aim to develop individual skills of leadership, independence, critical thinking and problem solving. Relationships and learning at Rowellyn Park are characterised by the 4 Rs.</p> <p>RESPECT Demonstrated by:</p> <ul style="list-style-type: none"> • Students that are caring, thoughtful, tolerant and accepting of others and the environment. • Teachers who encourage and develop positive relationships and social acceptance among the school community. <p>RESPONSIBILITY Demonstrated by:</p> <ul style="list-style-type: none"> • Students who take responsibility for their own behaviour, belongings, the environment and their own learning. • Teachers who encourage and support students in their learning. <p>RESILIENCE Demonstrated by:</p> <ul style="list-style-type: none"> • Students who persevere through challenges and work towards achieving their full potential. • Teachers who provide a safe and supportive environment. <p>REFLECTION Demonstrated by:</p> <ul style="list-style-type: none"> • Students who reflect and evaluate their own personal learning goals, using critical thinking and problem solving skills. • Teachers who provide time and explicit feedback for students to reflect on their learning. 	<p>Rowellyn Park Primary School was founded in 1992. The current school enrolment averages 810 students. The school is located in Carrum Downs between Hall and Ballarto Roads. Neighbouring schools include Skye Primary School and Banyan Fields Primary School. A local secondary college services the area, though students also access secondary schools outside the local area. The school population includes an ESL enrolment of 7%, and an indigenous enrolment of 1%. Rowellyn Pre-school is situated next door to the school, and there are other preschools and child care centres whose children enrol at our school. Changes over recent years have seen the development of a Maternal Health Care Centre, Child Care centre and Pre-School on site at several government schools within the Northern Peninsula network, which we predict will impact on future enrolments. A focus on improving student achievement data will remain a key priority.</p> <p>Challenges in the future:</p> <ul style="list-style-type: none"> • Consistency in teaching across the school will require the implementation of agreed learning structures, collaborative analysis of student learning data, shared curriculum planning and knowledge of the Victorian Curriculum. <i>Foundation to year 6 thinking.</i> • A focus on the teaching of Writing. • A focus on the teaching of Number. • Establishing innovative learning pathways and approaches for intervention and extension • Ensuring the sustainability and growth of specialist programs – Media Arts, Physical Education, Visual Arts, Performing Arts and LOTE • Increasing focus on the teaching of Science, Technology, Engineering and Mathematics teaching • Building the digital literacy skills of students and teachers • Facilitating ongoing improvement of the grounds and facilities that considers the change in how we use our learning spaces and the integration of technology • Building stronger communication links between school and home using the Compass student management tool • Improving the use of technology for learning in Foundation to Year 3 • Teachers reflecting on their own practice through observation • Developing a more inclusion transition for Foundation students • Building leadership capacity of staff • Establishing and building collaboration between network schools <p>Continued focus and improvement on successful initiatives from the previous Strategic Plan. As identified through the review these include:</p> <ul style="list-style-type: none"> • The one to one netbook program • cooperative and collaborative learning opportunities for students • implementation of instructional learning models • student leadership opportunities • digital portfolios and goal setting <p>Our key priority, is for teachers to improve the learning gain for each student. To achieve this goal, our focus will be on the effective use of assessment data to drive student learning, structured use of formative whole school assessment, and evaluation and modification of teaching practice to monitor the impact on learning. Teachers will work together to develop effective strategies for monitoring and diagnosing changes in students' learning and progress, individually and collectively.</p>	<p>Our school vision will include the delivery of the new Victorian Curriculum to ensure that our students are better equipped to deal with our changing world. This will require our teachers to be familiar with and to share best practice through a culture of collaboration and collective responsibility. Rowellyn Park Primary will focus our efforts on Literacy and Numeracy strategies that allow students to develop and achieve their best. Working strategically towards the state government targets, we hope that we can achieve the highest levels of achievement and quality in learning. We want our community to have pride and confidence in our ability to give each child the best chance in life.</p> <p>We will focus our improvement against the state wide priority of 'Excellence in teaching and learning.'</p> <p>Overarching Goal: <i>How well we Teach = How well they Learn</i></p> <p>To achieve this we will need to focus on 2 key priorities.</p> <p>Teachers working together to strengthen teaching.</p> <p>Quality teaching makes a difference. Teachers will work together within a collegial, collaborative environment. Professional learning will be focussed on building teacher knowledge about subject content and expanding knowledge of different teaching strategies and the impact they have on student learning. There will be a focus on 'what matters most' and effective classroom and learning management. Teachers will be guided to further their own professional development by observing the strengths of their teaching colleagues and engaging in self-reflective practices.</p> <p>Teachers working together to personalise learning for students.</p> <p>The school will be a positive experience and nurturing environment. There will be no "one size fits all" approach to teaching. Teachers will explicitly teach students the things they need to know and be able to do. The focus will be on teaching to each student's individual strengths, skills and needs. Teachers will utilise student achievement data to evaluate students' progress, monitor the impact of teaching and adjust learning programs and intervention. Teachers will provide students with the skills to manage a personal portfolio of achievements and assessment data to facilitate appropriate goal setting and negotiation of a learning plan.</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)
<i>Create powerful adult learning culture which supports teacher collaboration and collective responsibility for student learning</i>	<i>Professional leadership</i> Building leadership teams	Build capabilities of leadership teams to enhance the learning culture in the school	Shared responsibility for student learning data
		Enhance the culture of adult learning	Staff trust in colleagues
		School based professional learning	Teacher collaboration
			Collective responsibility
<i>Build excellence in learning and teaching to impact on student learning growth</i>	<i>Excellence in teaching and learning</i> Building practice excellence	Enhance whole school assessment practices	Increase number of students in the top bands in NAPLAN
		Implement a range of high impact teaching strategies	Increase relative growth of students from grade 3 to grade 5
		Establish deep content and curriculum knowledge	12 months growth in curriculum measures
		Empower students to set their own learning goals, self-reflect and evaluate and share with peers	5% of each cohort have 18 months of learning in the academic year

