

School Strategic Plan 2022-2026

Roberts McCubbin Primary School (5419)



Submitted for review by Peter Watson (School Principal) on 09 February, 2023 at 12:49 PM
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Awaiting endorsement by School Council President

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School vision	<p>At Roberts McCubbin Primary School, our vision is of an inclusive learning community where each student is supported to thrive. We acknowledge the Wurundjeri People of the Kulin Nation as the traditional owners of the land on which we learn, work and play and commit to an environment that is culturally safe for First Nations People. We are proud of our diversity and commit to celebrating and respectfully supporting each of the unique cultures within our community.</p> <p>Our aim is a balanced learning journey for each student, with high expectations of achievement supported by an ongoing commitment to creativity, innovation, resilience and respectful relationships.</p> <p>As a school, we strive to promote:</p> <ul style="list-style-type: none">- Critical thinking- Student voice, agency and leadership- Social and emotional confidence- A trauma-informed approach to wellbeing- Stimulating teaching and learning- Open-minded curiosity- Pride in our school and community
School values	<p>The school has developed a shared and aligned set of beliefs and understandings that underpin all aspects of the school. All children need to feel safe and happy at school and have the opportunity to reach their full potential. Learning is greatly enhanced when children:</p> <ul style="list-style-type: none">• are culturally respectful• are supported by developmentally appropriate practice, matching their learning needs to their individual rate of development• are actively engaged in a variety of learning experiences that are both physically and mentally stimulating• develop a strong sense of self-confidence by experiencing success and knowing that their efforts are valued and celebrated• are encouraged to solve problems and be comfortable, resilient 'risk takers'• learn in an engaging, attractive and supportive environment, where parent involvement is encouraged and celebrated• mentally healthy skills are explicitly taught to both promote wellbeing and embrace differences in others• understand their own strengths, have a range of help-seeking strategies and are able to draw on a range of strategies to support theirs and others wellbeing• work in cooperation and respect the rights of others• are able to demonstrate empathy <p>Our 6 School Core Values are: Creativity, Endeavour, Respect, Trust, Honesty & Friendliness</p>

Context challenges

At Roberts McCubbin we believe that all children are individuals and we nurture their social, emotional, creative, physical and intellectual development. The school provides challenging educational opportunities that promotes contemporary practices in a community that is rich in reflection, collaboration and celebration of diversity.

The school is committed to maintaining a culture of continuous improvement in all areas of teaching and learning. We have high expectations with a strong focus on literacy, numeracy as well an integrated approach to all areas of the curriculum through an inquiry based approach that aims to engage the children, develop a love of learning, resilience to move through challenges and to achieve their highest potential success and growth. The school's inquiry approach to teaching and learning provides students with the opportunity to engage in authentic learning activities with a curriculum that is learner-centred and incorporates student voice and agency to achieve success and promote a positive environment for learning.

The school comprises modern facilities with flexible teaching spaces that allow the effective and innovative teaching and learning. The well- resourced classrooms and dedicated teaching zones for all specialist areas allow the implementation of the most effective and innovative teaching and learning. Our gym, incorporating a full sized basketball court fully supports our Physical Education program and the use of the school's facilities by the community. All classrooms are equipped with digital technologies with a one-to-one ipad program; key teaching tools to support improved student engagement and improved learning outcomes.

We offer a range of rich curriculum based learning opportunities based on the Victorian Curriculum in all areas including Visual Arts, Performing Arts, LOTE (Japanese), and Physical Education. Our learning programs are designed to cater for the individual needs of a diverse range of students. A range of enrichment extra-curricular programs are provided.

We are an inclusive school that supports the health and wellbeing of all students which is underpinned by our school values: Creativity: using our imaginations, thinking flexibly to solve our problems and expressing ourselves, Endeavour: having-a-go, taking appropriate risks and being resilient when things don't go according to plan, Respect: looking after each other and celebrating individual differences Trust: supporting, acknowledging and celebrating the achievements of others, Honesty: being truthful and accepting responsibilities for our own behaviour and actions Friendliness: being kind and being an inclusive school member.

Our whole school, consistent approach to children's wellbeing is fundamental to creating a safe and happy environment. Restorative practices are embedded and are a developing part of our school culture. A number of practices to support student needs and strategies include: Trauma Informed Practice, Mental Health Frameworks, Whole School Better Buddies, a Leading School for Respectful Relationships, and Multi-Tiered Systems of Support for cater for individual needs. The rights and responsibilities children, teachers and parents are understood and maintained and the home/school partnership is valued and meaningful. There is a continued focus on the inclusion of families in all areas of the school and its activities, as in, School Council, Education Committee, open days and various social and fund-raising activities.

Student leadership opportunities are a priority at Roberts McCubbin. Leadership positions are held by senior students with a variety of responsibilities. Junior School Councilors are represented at all levels and meet regularly to share ideas in school improvement and to organise activities and events, including leading assemblies. Each class has a Eco-Captain to support our focus on creating

	<p>an environmentally sustainable and rubbish free environment.</p> <p>Our teaching and learning focus is strongly cemented in the belief that children’s educational, social, emotional, physical and creative development will thrive in a positive, engaging and caring environment.</p>
<p>Intent, rationale and focus</p>	<p>Intent During the review process, there were many examples of high-quality teaching practice being demonstrated, however it was identified that the practice observed was inconsistent, and that opportunities for collaboration, sharing and professional learning could be explored to further enhance practice excellence across the school, therefore reducing teacher variability and improving student outcomes. During the life our 2022 – 2026 Strategic Plan, we will focus our efforts on ensuring that teacher knowledge and practice is consistent. Formal opportunities for collaboration, professional learning and data analysis will be prioritised, and the management of student engagement and wellbeing needs will be improved through the use of documented processes and frameworks, owned by all members of our school community.</p> <p>Rationale Documented processes, frameworks and policies related to student achievement, wellbeing and engagement will support us to better communicate with our school community as to what our beliefs and approaches are at Roberts McCubbin Primary School. This will provide clarity for students, staff and parents, which will help us to improve teacher knowledge and practice, the partnership between school and home, and most importantly, positively influence student voice and agency, success and experience at school.</p> <p>Focus Through the review process, we have identified the below directions to be prioritised through the 2022 – 2026 Strategic Plan:</p> <ul style="list-style-type: none"> - Consistent high-quality instructional practices - Data use, monitoring and evaluation to inform teaching - Differentiation - Teacher collaboration - Learner agency - Student led learning and goal setting - Whole school wellbeing framework - Community partnerships

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Goal 1	Maximise learning growth for all students in literacy and numeracy.
Target 1.1	By 2026, increase the percentage of Year 5 students assessed as above benchmark growth in NAPLAN: <ul style="list-style-type: none">• Reading from 35% (2021) to 40%• Writing from 34% (2021) to 40%• Numeracy from 41% (2021) to 45%.
Target 1.2	By 2026, increase the percentage of students assessed as being in the top two bands in NAPLAN: Year 3: <ul style="list-style-type: none">• Reading from 72% (2022) to 77%• Writing from 64% (2022) to 70%• Numeracy from 53% (2022) to 60%. Year 5: <ul style="list-style-type: none">• Reading from 46% (2022) to 56%• Writing from 42% (2022) to 45%• Numeracy from 33% (2022) to 45%.
Target 1.3	By 2026, improve the percentage of positive responses for the following School Staff Survey factors:

	<ul style="list-style-type: none"> • Understand formative assessment from 73% (2022) to 80% • Understanding how to analyse data from 67% (2022) to 80% • Instructional leadership from 65% (2022) to 75% • Time to share pedagogical content knowledge from 53% (2022) to 70%
Target 1.4	<p>By 2026, improve the percentage of positive responses for the following student Attitudes to School Survey factors:</p> <ul style="list-style-type: none"> • Stimulated learning from 75% (2022) to 85% • Differentiated learning challenge from 86% (2022) to 90%
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Strengthen a culture of staff professional learning, collaboration and inquiry within PLCs.
Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Further embed a common approach to curriculum planning with a focus on delivering a differentiated learning and teaching program.
Key Improvement Strategy 1.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Build teacher capability to collect and use formative assessment data.

Goal 2	Embed student voice and learner agency.
Target 2.1	By 2026, improve the percentage of positive responses for the following student Attitudes to School Survey factors: <ul style="list-style-type: none"> • Student voice and agency from 64% (2022) to 70% • Self-regulation and goal setting from 83% (2022) to 90%
Target 2.2	By 2026, improve the percentage of positive responses for the following Staff Opinion Survey factors: <ul style="list-style-type: none"> • Use student feedback to improve practice from 60% (2022) to 75% • Promote student ownership of learning goals from 73% (2022) to 80%
Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Develop a shared and consistent whole school understanding of student voice and agency.
Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Implement a whole school approach to enhance student voice and agency.
Key Improvement Strategy 2.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Build student capability to set challenging learning goals and monitor their own growth.

Goal 3	Strengthen the resilience of all students.
Target 3.1	<p>By 2026, improve the percentage of positive responses for the following student Attitudes to School Survey factors:</p> <ul style="list-style-type: none"> • Sense of confidence from 72% (2022) to 85% • Resilience from 69% (2022) to 85% • Perseverance from 72% (2022) to 85% • Effort from 80% (2022) to 85%
Target 3.2	<p>By 2026, improve the percentage of positive responses for the following Parent Opinion Survey factors:</p> <ul style="list-style-type: none"> • Student motivation and support from 72% (2022) to 80% • Confidence and resiliency skills from 78% (2022) to 85% • Not experiencing bullying from 69% (2022) to 80%
<p>Key Improvement Strategy 3.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	Embed multi-tiered systems of support that enhance student wellbeing.
<p>Key Improvement Strategy 3.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	Further develop and embed schoolwide and consistent approach to wellbeing and inclusion.
<p>Key Improvement Strategy 3.c Responsive, tiered and contextualised approaches and strong relationships to</p>	Promote and engage students in programs to develop their mental and physical health and social emotional wellbeing.

support student learning, wellbeing and inclusion	
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