

RANGEVIEW Strategic Plan 2018-2021

Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal: Liz Barr [date][name] [date][name] [date]
School council: Lloyd Lazaro [date][name] [date][name] [date]
Delegate of the Secretary: Clayton Sturzaker [date][name] [date][name] [date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p>Providing every student the opportunity to learn, thrive and excel.</p>	<p>Together We Learn</p> <ul style="list-style-type: none"> • Respect • Responsibility • Learning • Teamwork 	<p><i>There was on-going professional learning for staff over the Strategic Plan with a focus on training leaders to support and coach staff. This was evident for embedding the New Pedagogies for Deep Learning (NPDL) which focussed on the use of technology and thinking skills and Mathematics. As a result, student learning growth and achievements above expected levels improved, particularly in Mathematics. Curriculum planning was aligned to the Victorian Curriculum in English and Mathematics and agreed approaches to teaching and learning in reading and spelling enabled consistent teaching and learning in these learning areas. Assessment strategies were evaluated and further refinement enabled greater whole school precision in tracking individual student progress. An integrated two-year planner was documented to ensure all learning areas in the Victorian Curriculum were taught. A whole school inquiry focus on STEM enabled student involvement in real life problem solving experiences. The school community was involved in reviewing the school values and four values were agreed and reinforced with students through assembly awards and class programs. A framework for student wellbeing and school community support was introduced which, together with a range of supporting programs, enabled support for students and families and building a positive climate for learning.</i></p>	<p>Intent – To improve student achievement across the school in literacy and numeracy.</p> <p>Rationale – There has been improvements in the school numeracy and reading data over the last strategic plan period. This was a result of ongoing professional learning for staff in NPDL and approaches to reading and spelling. There is more to be done in this area and a specific focus on writing within literacy and the four proficiencies in numeracy is needed.</p> <p>Focus – Identified and understood essential learnings / Increased teacher data literacy / High impact teaching strategies.</p> <p>Intent – To ensure high levels of student wellbeing and an inclusive and respectful culture celebrating diversity.</p> <p>Rationale – If whole school approaches to mental health, wellbeing and cyber-safety such as RRRR Curriculum, Kids Matter and eSmart are embedded across the school, student wellbeing will improve. If students understanding of the world and their place in it as global citizens is deepened, then inclusion and a respectful culture will be fostered.</p> <p>Focus – RRRR Curriculum / eSmart / Kids Matter / Annual Celebration of Diversity.</p> <p>Intent - To develop student agency across the school and deepen all student’s involvement in their learning and understanding of themselves as learners.</p> <p>Rationale – If students are involved in the learning process including goal setting, task/lesson planning and assessment, then their agency within the school will be heightened. Through the use of clear learning intentions and success criteria students will be in a position to fully understand their progress and provide their teachers with direct feedback in an ongoing way.</p> <p>Focus – Co-developed curriculum and student goals / Learning Intentions and Success Criteria / Student Self-Assessment / Feedback and feedforward.</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>1. To maximise learning growth for every student across the curriculum.</p>	<p>Excellence in teaching and learning Building practice excellence</p> <p>Professional leadership Developing instructional and shared leadership</p>	<p>A Whole School Focus on Literacy and Numeracy Clearly identified and understood essential learnings/agreed practices for writing and for the four proficiencies of numeracy – Reasoning, Understanding, Fluency, Problem Solving – will be identified and taught across the school. Student data at an individual level will be analysed to inform teacher practice.</p> <p>Build Teacher Data Literacy Level teams collect and evaluate data to measure the effectiveness of their classroom practice. There will be a focus on student data analysis, planning learning to meet each students learning needs and reflection and evaluation of teaching and learning. English as additional language (EAL) students will be individually tracked and supported with best practice EAL teaching and learning strategies.</p> <p>Build teacher capacity to identify and utilise effective teaching strategies. Further develop the schools culture of collaboration and collective responsibility for student learning outcomes. Develop and embed a system of collaboration, classroom observation, modelling of effective practice and feedback. HITS will be embedded and utilised across the school.</p> <p><i>To achieve the goal the panel recommended prioritising time for professional learning teams to meet at each level for student data analysis, planning learning to meet each student’s learning needs and reflection and evaluation of teaching and learning.</i></p>	<p>NAPLAN Increase the percentage of students achieving in the top two bands of NAPLAN to:</p> <table border="1" data-bbox="2089 310 2884 436"> <thead> <tr> <th></th> <th>Year 3</th> <th>Year 5</th> </tr> </thead> <tbody> <tr> <td>READING</td> <td>85%</td> <td>75%</td> </tr> <tr> <td>WRITING</td> <td>80%</td> <td>50%</td> </tr> <tr> <td>SPELLING</td> <td>85%</td> <td>60%</td> </tr> <tr> <td>NUMERACY</td> <td>85%</td> <td>65%</td> </tr> </tbody> </table> <p>Top 2 NAPLAN band percentages 2017 – ACTUAL</p> <table border="1" data-bbox="2089 512 2884 638"> <thead> <tr> <th></th> <th>Year 3</th> <th>Year 5</th> </tr> </thead> <tbody> <tr> <td>READING</td> <td>75%</td> <td>64%</td> </tr> <tr> <td>WRITING</td> <td>66%</td> <td>31%</td> </tr> <tr> <td>SPELLING</td> <td>70%</td> <td>49%</td> </tr> <tr> <td>NUMERACY</td> <td>72%</td> <td>53%</td> </tr> </tbody> </table> <p>LEARNING GROWTH Increase the percentage of students making high relative growth to above:</p> <table border="1" data-bbox="2089 785 2884 890"> <thead> <tr> <th></th> <th>ACTUAL 2017</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>READING</td> <td>25%</td> <td>35%</td> </tr> <tr> <td>WRITING</td> <td>28%</td> <td>35%</td> </tr> <tr> <td>NUMERACY</td> <td>37%</td> <td>45%</td> </tr> </tbody> </table> <p>Decrease the percentage of students making low relative growth to below:</p> <table border="1" data-bbox="2089 961 2884 1066"> <thead> <tr> <th></th> <th>ACTUAL 2017</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>READING</td> <td>17%</td> <td>10%</td> </tr> <tr> <td>WRITING</td> <td>31%</td> <td>20%</td> </tr> <tr> <td>NUMERACY</td> <td>23%</td> <td>15%</td> </tr> </tbody> </table> <p>To have Year 3 and Year 5 NAPLAN matched cohort exceed the state growth in Literacy and Numeracy.</p> <p>VIC CURRICULUM – TEACHER JUDGEMENT Increase the number of students identified as working 6+ months above level by at least 5% growth each year. The target in 2021 for the percentage of students achieving 6+ months or more above standard at each level as follows;</p> <table border="1" data-bbox="2089 1331 2884 1520"> <thead> <tr> <th></th> <th>2017 Mid-Year Actual</th> <th>2021 Target</th> </tr> </thead> <tbody> <tr> <td>READING & VIEWING</td> <td>44%</td> <td>65%</td> </tr> <tr> <td>WRITING</td> <td>40%</td> <td>60%</td> </tr> <tr> <td>SPEAKING & LISTENING</td> <td>36%</td> <td>55%</td> </tr> <tr> <td>NUMBER & ALGEBRA</td> <td>49%</td> <td>70%</td> </tr> <tr> <td>MEASUREMENT & GEOMETRY</td> <td>53%</td> <td>75%</td> </tr> <tr> <td>STATISTICS & PROBABILITY</td> <td>60%</td> <td>80%</td> </tr> </tbody> </table> <p>SCHOOL STAFF SURVEY <i>To increase percentage endorsement scores for each of the following areas:</i></p> <table border="1" data-bbox="2089 1667 2884 1890"> <thead> <tr> <th></th> <th>2016 ACTUAL</th> <th>2021 TARGET</th> </tr> </thead> <tbody> <tr> <td>Collective Efficacy</td> <td>75%</td> <td>90%</td> </tr> <tr> <td>Collective Responsibility</td> <td>90%</td> <td>95%</td> </tr> <tr> <td>Academic Emphasis</td> <td>68%</td> <td>85%</td> </tr> <tr> <td>Teacher Collaboration</td> <td>59%</td> <td>80%</td> </tr> <tr> <td>Shielding / Buffering</td> <td>39%</td> <td>60%</td> </tr> <tr> <td>School Level Support</td> <td>60%</td> <td>80%</td> </tr> <tr> <td>School Climate Overall</td> <td>74%</td> <td>90%</td> </tr> </tbody> </table>		Year 3	Year 5	READING	85%	75%	WRITING	80%	50%	SPELLING	85%	60%	NUMERACY	85%	65%		Year 3	Year 5	READING	75%	64%	WRITING	66%	31%	SPELLING	70%	49%	NUMERACY	72%	53%		ACTUAL 2017	Target	READING	25%	35%	WRITING	28%	35%	NUMERACY	37%	45%		ACTUAL 2017	Target	READING	17%	10%	WRITING	31%	20%	NUMERACY	23%	15%		2017 Mid-Year Actual	2021 Target	READING & VIEWING	44%	65%	WRITING	40%	60%	SPEAKING & LISTENING	36%	55%	NUMBER & ALGEBRA	49%	70%	MEASUREMENT & GEOMETRY	53%	75%	STATISTICS & PROBABILITY	60%	80%		2016 ACTUAL	2021 TARGET	Collective Efficacy	75%	90%	Collective Responsibility	90%	95%	Academic Emphasis	68%	85%	Teacher Collaboration	59%	80%	Shielding / Buffering	39%	60%	School Level Support	60%	80%	School Climate Overall	74%	90%
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<p>2. To enhance wellbeing, foster an inclusive and respectful culture that celebrates diversity</p>	<p>Positive climate for learning Health and wellbeing</p>	<p>Mental Health, Wellbeing and Ethical Digital Literacy The Rights Resilience and Respectful Relationships (RRRR) Curriculum will be taught and embedded across the school. Students will be utilising the language and concepts in classrooms and the playground. Kids Matter will continue to be developed as a school wide mental health program and will become embedded across the school. As an accredited eSmart school, ethical digital literacy will be a focus in every classroom and will be incorporated into all units of work.</p> <p>Positive Climate for Learning Embedding a whole school community approach to a positive learning climate. If students' understanding of the world and their place in it as global citizens is deepened, then inclusion and a respectful culture will be fostered. There will be a celebration of diversity annually. This will be in the form of a whole school unit culminating in Harmony Day / Commonwealth Games or a whole school Multicultural Day / Diversity Day or a Multicultural School Twilight Fair.</p>	<p>STUDENT ATTITUDES TO SCHOOL SURVEY</p> <p>To improve the Student Attitudes to School Survey as follows:</p> <table border="1"> <thead> <tr> <th></th> <th>2017 Actual</th> <th>2021 Target</th> </tr> </thead> <tbody> <tr> <td>Classroom Behaviour</td> <td>68%</td> <td>85%</td> </tr> <tr> <td>Resilience</td> <td>73%</td> <td>85%</td> </tr> <tr> <td>School Connectedness</td> <td>72%</td> <td>85%</td> </tr> <tr> <td>Respect for Diversity</td> <td>67%</td> <td>85%</td> </tr> <tr> <td>Managing Bullying</td> <td>64%</td> <td>85%</td> </tr> <tr> <td>Non-Experience of Bullying</td> <td>74%</td> <td>85%</td> </tr> </tbody> </table> <p>PARENT OPINION SURVEY</p> <p>To improve the Parent Opinion Survey as follows:</p> <table border="1"> <thead> <tr> <th></th> <th>2017 Actual</th> <th>2021 Target</th> </tr> </thead> <tbody> <tr> <td>Parent Participation and Involvement</td> <td>82%</td> <td>90%</td> </tr> <tr> <td>Teacher Communication</td> <td>66%</td> <td>80%</td> </tr> <tr> <td>School Improvement</td> <td>70%</td> <td>85%</td> </tr> <tr> <td>Confidence and Resiliency Skills</td> <td>82%</td> <td>90%</td> </tr> <tr> <td>Experience of Bullying</td> <td>24% (no)</td> <td>50%</td> </tr> <tr> <td>Respect for Diversity</td> <td>82%</td> <td>90%</td> </tr> <tr> <td>Promoting Positive Behaviour</td> <td>82%</td> <td>90%</td> </tr> </tbody> </table> <p>SCHOOL STAFF SURVEY</p> <p>To increase percentage endorsement scores for each of the following areas:</p> <table border="1"> <thead> <tr> <th></th> <th>2016 ACTUAL</th> <th>2021 TARGET</th> </tr> </thead> <tbody> <tr> <td>Parent and Community Involvement</td> <td>83%</td> <td>90%</td> </tr> </tbody> </table>		2017 Actual	2021 Target	Classroom Behaviour	68%	85%	Resilience	73%	85%	School Connectedness	72%	85%	Respect for Diversity	67%	85%	Managing Bullying	64%	85%	Non-Experience of Bullying	74%	85%		2017 Actual	2021 Target	Parent Participation and Involvement	82%	90%	Teacher Communication	66%	80%	School Improvement	70%	85%	Confidence and Resiliency Skills	82%	90%	Experience of Bullying	24% (no)	50%	Respect for Diversity	82%	90%	Promoting Positive Behaviour	82%	90%		2016 ACTUAL	2021 TARGET	Parent and Community Involvement	83%	90%
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<p>3. To develop student agency and an understanding of themselves as learners.</p>	<p>Positive climate for learning Intellectual engagement and self-awareness</p>	<p>Strengthen student agency within the learning and teaching of every classroom. Students co-develop their own learning goals and develop strategies for working towards them. Students are involved in their own learning process and can take responsibility for their learning. Students can articulate learning intentions and success criteria. Students can use goals and concepts to describe how their learning is progressing. Teachers use this description of progress to adjust their teaching strategies.</p> <p>Planning Feedback and Feedforward Students co-plan curriculum with teachers and other students and can self-assess work against set criteria. A feedback and feed forward approach is utilised.</p> <p><i>Strategies to achieve the goal included building student agency in learning. Actions could include student goal setting, co-planning curriculum with teachers and other students, self-assessing their own work against criteria, having choice in what and how they learned and reflecting on their learning.</i></p> <p><i>Further strategies proposed included embedding 21st century skills and the Victorian Curriculum Capabilities (critical and creative thinking, ethical, intercultural, personal and social).</i></p> <p><i>Building on the work in designing and implementing the whole school inquiry curriculum was suggested.</i></p>	<p>STUDENT ATTITUDES TO SCHOOL SURVEY</p> <p>To improve the Student Attitudes to School Survey as follows:</p> <table border="1"> <thead> <tr> <th></th> <th>2017 Actual</th> <th>2021 Target</th> </tr> </thead> <tbody> <tr> <td>Motivation and Interest</td> <td>82%</td> <td>90%</td> </tr> <tr> <td>Self-Regulation and Goal Setting</td> <td>85%</td> <td>90%</td> </tr> <tr> <td>Learning Confidence</td> <td>73%</td> <td>85%</td> </tr> <tr> <td>Student Voice and Agency</td> <td>61%</td> <td>85%</td> </tr> <tr> <td>Classroom Behaviour</td> <td>68%</td> <td>85%</td> </tr> </tbody> </table> <p>PARENT OPINION SURVEY</p> <p>To improve the Parent Opinion Survey as follows:</p> <table border="1"> <thead> <tr> <th></th> <th>2017 Actual</th> <th>2021 Target</th> </tr> </thead> <tbody> <tr> <td>Teacher Communication</td> <td>66%</td> <td>80%</td> </tr> <tr> <td>Student Motivation and Support</td> <td>68%</td> <td>80%</td> </tr> <tr> <td>Effective Teaching</td> <td>78%</td> <td>90%</td> </tr> <tr> <td>Student Agency and Voice</td> <td>76%</td> <td>90%</td> </tr> </tbody> </table> <p>SCHOOL STAFF SURVEY</p> <p>To increase percentage endorsement scores for each of the following areas:</p> <table border="1"> <thead> <tr> <th></th> <th>2016 ACTUAL</th> <th>2021 TARGET</th> </tr> </thead> <tbody> <tr> <td>Collective Efficacy</td> <td>75%</td> <td>85%</td> </tr> <tr> <td>Collective Responsibility</td> <td>90%</td> <td>95%</td> </tr> <tr> <td>Academic Emphasis</td> <td>68%</td> <td>85%</td> </tr> <tr> <td>School Level Support</td> <td>60%</td> <td>80%</td> </tr> </tbody> </table>		2017 Actual	2021 Target	Motivation and Interest	82%	90%	Self-Regulation and Goal Setting	85%	90%	Learning Confidence	73%	85%	Student Voice and Agency	61%	85%	Classroom Behaviour	68%	85%		2017 Actual	2021 Target	Teacher Communication	66%	80%	Student Motivation and Support	68%	80%	Effective Teaching	78%	90%	Student Agency and Voice	76%	90%		2016 ACTUAL	2021 TARGET	Collective Efficacy	75%	85%	Collective Responsibility	90%	95%	Academic Emphasis	68%	85%	School Level Support	60%	80%			
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