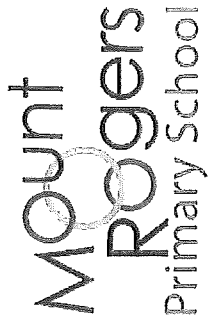



Mount Rogers Primary School Strategic Plan 2017-2021 Belconnen Network



Endorsement by School Principal

Name: Sue Harding



Signed

22/3/17

Date:

Endorsement by School Board Chair

Name: Susan Pullar



Signed

22/3/17

Date:

Endorsement by School Network Leader

Name: Stephen Gwilliam

Signed

Date:

School Profile:

At Mount Rogers we believe each child can learn:

- When they feel valued and have a voice
- When they are highly engaged in authentic tasks
- When the teaching is intentional and the expectations are high
- When they develop their skills as a critical, innovative and creative thinkers
- When they have the opportunity to collaborate
- When their minds and bodies are healthy and active

As a school with three separate preschool units (Melba, Flynn and Spence) we have a strong focus on 'getting it right in the early years'. Our strategic plan and practices value the expertise of our early childhood educators. Evidence of the focus on early childhood education is that all our three preschools have been assessed and rated as 'Exceeding' in all seven National Quality Standard Areas.

The school's vision statement links directly to the Strategic Priorities outlined below in this plan. At Mount Rogers we strive for academic success as well as physical and emotional wellbeing for all students. The school's four core values of 'Excellence, Respect, Honesty and Fairness' underpin all we do.

The National School Improvement tool (NSIT) is our primary source of self-assessment with all staff analysing our performance and identifying supporting evidence against the nine domains. In addition we have routinely used student learning data (NAPLAN, PIPS, Directorate and School targets), stakeholder perception data (National School Surveys and Climate Surveys) and the National Safe Schools Framework to establish priorities.

The external review process in 2016 provided the school with the following recommendations:

- *continue to embed current priorities building a whole school approach to teaching and learning promoting a rich culture of inquiry*
- *continue to use data to monitor student learning and adjust teaching in response*
- *establish a formal and regular coaching and feedback program for teachers*
- *continue to develop a culture where students feel they can take risks with their learning and are provided with timely feedback*
- *map the Mt Rogers curriculum to align with the Australian Curriculum, making explicit what (and when) teachers should teach and students should learn*
- *develop a strategic communication plan outlining how the school provides information to all stakeholders*

Preschool educators undertake self-reflection against the National Quality Standards. Parent/Carer feedback is sought through surveys and questionnaires. This feedback forms the basis of our Quality Improvement Plan in the Preschool setting, which is incorporated into our Strategic Plan. The Preschool Assessment completed by the Child Protection Regulatory Unit is also used to form our plan.

Strategic Priority 1: Academic success for all students

Student outcomes to be achieved: Increased percentage of students making expected or above expected growth as measured by PIPS and NAPLAN targets

Targets:

By the end of 2021 the school will:

- achieve NAPLAN targets as set by ED within the confidence range
- increase the percentage of students in years 3 and 5 achieving at the proficient range in NAPLAN by 6% points from the 2016 figures
- decrease the percentage of students in years 3 and 5 achieving at or below the national Minimum Standard in NAPLAN tests by 2% points from the 2016 figures
- decrease the percentage of students making less than expected progress in PIPS reading and Maths by 15% points from the 2016 results
- achieve a 2% point improvement (each year, over the life of the 10 % in total) in the proportion of within school match students achieving expected growth in NAPLAN, based on the 2016 results.

National Quality Standard Area covered by this priority: QAA1 Education Program and Practice

Key Improvement Strategies	Timelines and milestones	Lead roles/ Accountabilities/ Delegations	Targeted Resources	Key Performance Indicators
Set explicit targets in English and maths expressed in terms of measurable outcomes that teachers will use to measure growth.	commence 2017	RTI team developed	ACARA work samples, Mt Rogers Essential Skills documents First Steps resources PROBE reading assessment tool <i>Think Board</i> tool for number assessment	Annual targets for writing, reading comprehension and the application of number are set based on the previous year's results
Closely monitor progress of individual students and continually adjust teaching in response to progress individuals are making.	2017 and ongoing	Student Wellbeing team RTI Team	<i>Simplifying Response to Intervention</i> , A Buffum	Identify starting points for improvement and monitor learning growth of students over time Put faces to information by displaying a full range of academic and wellbeing

				<p>data</p> <p>A system of interventions is developed and implemented (systematic, timely and reliable)</p> <p>All teacher using Essential Skills documents to track student progress</p> <p>A consistent approach used to collect, analyse and act on data linked to the school's assessment schedule</p>
<p>Develop staff capabilities to analyse, display and communicate data on individual and class performance and progress</p>	<p>Each year</p>	<p>Executive and Leadership team</p>	<p>Director of School Improvement Critical friend - data analyst</p>	<p>Established timetable for the implementation of Learning Walks and Talks</p> <p>Increased percentage of teachers indicate 'I receive useful feedback about my work at this school'</p> <p>Evidence of all staff using agreed practices</p>
<p>Develop and expert teaching team</p>	<p>commence 2017 & continue each year</p>	<p>Executive and Leadership team Teaching teams & RTI team</p>	<p>AITSL Teacher Standards Timetabled weekly meeting time for teaching teams Learning Walks and Talks Feedback document Mit Rogers Agreed Beliefs</p>	<p>Established timetable for the implementation of Learning Walks and Talks</p> <p>Increased percentage of teachers indicate 'I receive useful feedback about my work at this school'</p> <p>Evidence of all staff using agreed practices</p>

Strategic Priority 2: Students grow as independent inquirers

Student outcomes to be achieved: Students develop the skills and dispositions of inquiry learners as measured by Kath Murdoch's 'Learning Assets for Inquiry' (years 3-6) and Kathy Walker's Developmental Domains (Kinder - year 2)

Targets: By the end of 2021 the school will:

- monitor student progress against the Australian Curriculum General Capabilities
- track students Kinder - year 2 against the Walker Learning Developmental Domains
- track students in years 3 - 6 against Kath Murdoch's Learning Assets

National Quality Standard Area covered by this priority

QA1 Education Program and Practice

Key Improvement Strategies	Timelines and Milestones	Lead roles/ Accountabilities/ Delegations	Targeted Resources	Key Performance Indicators
Build the Mount Rogers approach around teaching and learning, promoting a rich culture of inquiry.	Commence 2017 Whole staff PL with Kath Murdoch 2018	Leadership team	<i>The Power of Inquiry</i> , by Kath Murdoch <i>'Play Matters' & 'Engagement Matters'</i> , by Kathy Walker	School planning documents reflect an inquiry approach The school is working in consultation with Kath Murdoch to build capacity in using an inquiry approach
Continue to develop a culture where all students can feel they are safely able to take risks with their learning and are provided with timely feedback related to standards based on success criteria.	Commence 2017	Leadership Team & Teaching Teams		Evidence of success criteria used as the basis to providing feedback Feedback to students is provided in a range of formats
Develop a coherent sequenced plan for curriculum delivery that ensures consistent teaching and learning expectations aligned to the Australian Curriculum.	commence 2017	Inquiry Curriculum planning team in collaboration with teaching teams	Australian Curriculum	All curriculum documents track key ideas and skills from the Australian Curriculum

<p>Align teaching and learning planning documents with Walker Learning and Kath Murdoch approaches and include explicit articulation of the Australian Curriculum general capabilities.</p>	<p>commence 2017</p>	<p>Inquiry Curriculum planning team</p>	<p><i>The Power of Inquiry</i>, by Kath Murdoch Australian Curriculum General Capabilities <i>'Early Childhood Play Matters'</i>, <i>'Play Matters'</i> & <i>'Engagement Matters'</i> by Kathy Walker</p>	<p>All teachers are tracking students against Walker Developmental Domains or Kath Murdoch Learning Assets</p>
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Strategic Priority 3: Strengthen practices to build and maintain positive caring relationships between staff, students and parents

Student outcomes to be achieved: improved student mental health, physical well being, and connectedness with school

Targets:

By the end of 2021 the school will achieve an increase in the percentage of:

- student satisfaction, 'I feel safe at my school' from 69% in 2016 to 80%
- student satisfaction, 'I can talk to my teachers about my concerns' from 65% in 2016 to 75%
- student satisfaction, 'I like being at school' from 63% to 83%
- parent satisfaction, 'This school works with me to support my child's learning' from 80% in 2016 to 85%

National Quality Standard Area covered by this priority

QA1 Educational Program and Practice

QA5 Relationships with children

QA6 Collaborative relationships with families and communities

Key Improvement Strategies	Timelines and Milestones	Lead roles/Accountabilities/Delegations	Targeted Resources	Key Performance Indicators
Continued the high priority on student wellbeing and embed the processes in place to provide non-academic support to address student needs	Semester 1 2017	Principal Deputy Principal Student Wellbeing team <i>Kids Matter</i> team	KidsMatter resources Fresh Tastes Active Streets & Biking program Stephanie Alexander Kitchen Garden program	Continue implementation of <i>Kids Matter</i> strategies Continue implementation of Fresh Tastes program Mt Rogers Bike Skills track built
The school views parents and families as integral members of the school community and partners in student learning	Semester 1 2017	Principal School Board	Critical Friend	A communication strategy is developed and implemented

