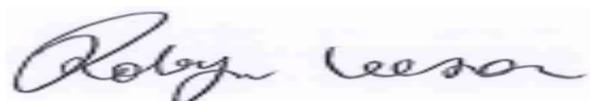


# School Strategic Plan for Roxburgh Rise Primary School School Number: 5493 2014 - 2017



## Endorsements

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| <p>Endorsement by<br/>School Principal</p>                  | <p style="text-align: center;"> <br/>                 Signed.....<br/>                 Name.....Ms Chris Bozikas.....<br/>                 Date.....31<sup>st</sup> March, 2015.....             </p>  |
| <p>Endorsement by<br/>School Council</p>                    | <p style="text-align: center;"> <br/>                 Signed...<br/>                 Name.....Robyn Leeson.....<br/>                 Date.....31<sup>st</sup> March, 2015.....<br/>                 School Council President's endorsement represents endorsement of School Strategic Plan by School Council             </p> |
| <p>Endorsement by the<br/>delegate of the<br/>Secretary</p> | <p>                 Signed.....<br/>                 Name.....<br/>                 Date.....             </p>  |



## School Profile

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| <b>Purpose</b>               | To provide all students with opportunities to become successful life-long learners through a comprehensive curriculum that improves student learning in a safe, caring and challenging environment.   |
| <b>Values</b>                | <p>Roxburgh Rise Primary School is committed to providing students with opportunities to become successful life-long learners through its values of:</p> <ul style="list-style-type: none"> <li>▪ Community Spirit</li> <li>▪ Teamwork</li> <li>▪ Honesty</li> <li>▪ Respect</li> <li>▪ Excellence</li> </ul>   |
| <b>Environmental Context</b> | <p>Roxburgh Rise Primary School, which is located in Roxburgh Park, opened in January 2005 and caters for students Prep to Grade 6. The school employs 71 staff: 3 Principal Class, 54 Teachers and 14 Education Support Staff and is a member of the Hume Network in the North-Western Victoria Region.</p> <p>Our current enrolment number is 800 students with further enrolments anticipated in the coming years. Our school community is multicultural with 37 languages represented, the most dominant being English, Arabic, Assyrian and Turkish. The school's SFO (Student Family Occupation) is 0.7032.</p> <p>Our specialist programs include: Physical &amp; Sport Education, Music, Performing &amp; Visual Arts, Science, Italian and EAL support. Extra-curricular activities such as Choir, Instrumental groups, Gardening Club, KidsMatter Clubs, Sporting activities and Wellbeing programs enrich an already engaging curriculum program. ICT is integrated into the curriculum through our Digital Device program in the classrooms. We are a 5 star Sustainable school and sustainable practices will be promoted across the school community.</p> <p>A range of Education Support Staff, including two Speech Pathologists, Student Wellbeing Officer/Psychologist, First Aid Officer, Integration and Multicultural Aides work with dedicated teaching staff to provide a happy and engaging learning environment that enables students to develop their social competencies, resilience and self-esteem. Social and emotional learning and the foundations for life long success are taught using the whole school approach 'You Can Do It'.</p> <p>The school philosophy will be further enacted through, community consultation. Roxburgh Rise Primary School is inclusive, valuing the diversity of community members. We support connections including service to, and support from, the wider community through our Community Hub. We are a KidsMatter school and we work with parents, carers, health services and the wider community to nurture happy, balanced kids.</p> |

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|                                 | <p>Major factors that have and will continue to have an impact on the school over the next four years include:</p> <ul style="list-style-type: none"> <li>• Increased student enrolments impacting on class sizes, the school's facilities, student engagement and wellbeing and workforce planning.</li> <li>• The high proportion of students with an EAL and refugee background with an increasing number of EAL 1<sup>st</sup> phase students (15 in 2013 increased to 37 in 2014). We currently have 141 EAL students on the continuum.</li> <li>• Multiple new families transitioning in and out of the local community with many coming from refugee or refugee like backgrounds, requiring the school to settle and support them into the school and wider community.</li> <li>• Increased number of students, according to our AEDI results that are deemed socially and emotionally at risk.</li> <li>• Staffing changes due to a high number of staff departing and returning from Family Leave on a part time basis making workforce planning increasingly complex.</li> <li>• Recruitment of new staff each year due to increased enrolments, which requires a formal process of induction, mentoring and professional learning.</li> <li>• The ongoing development of the school as the hub of a new community.</li> </ul> |
| <p><b>Service Standards</b></p> | <p>Roxburgh Rise Primary school encourages close links with parents and the school community. Opportunities are made available for parents, families and community members to participate in the curriculum, contribute to our school culture and school policies. We are committed to ensuring that our culture of 'learning for life' pervades all aspects of school life for our students and staff and that all learners achieve their full potential. Roxburgh Rise Primary School offers a differentiated curriculum and follows the guidelines set by the Australian Curriculum. The school shares expertise and professional learning with local network schools. It has a strong performance and development culture and continues to set clear expectations of agreed standards and accountability processes for teachers. RRPS is committed to ensuring best practise standards are maintained by coaching and mentoring student teachers, in partnership with Victoria University. Professional Learning Teams (PLTs) and formalised collaborative processes means that conversations about moderation leads to improved differentiation of the curriculum and personalised learning for students.</p>   |

## Strategic Direction

|                    | <b>Goals</b>   | <b>Targets</b>   | <b>Key Improvement Strategies</b>  |
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| <b>Achievement</b> | To improve student learning outcomes in English and Mathematics Years P-6 by the end of the Strategic Plan period      | <p>To continually close the gap between school and state mean scores on the DET student achievement performance indicators each year.</p> <p>Reducing the number of students below the expected level and increasing the percentages of students assessed with A and B grades in English and Mathematics in comparison to the previous year.</p> <p>For students to achieve at least one year's growth in learning (as measured by AusVELS) during each school year.</p> <p>To progressively increase the percentages of Year 3 and 5 students assessed in the top three NAP Bands for their year level each year.</p> | <p>Build the capacity of teachers to ensure that each lesson is purposeful, clearly defined, differentiated, and challenging to meet the students' point of need and learning style.</p> <p>Enhance the use of accurate and timely assessment data to identify each student's point of learning need.</p> <p>Embed and sustain the Launch, Explore, Summarise instructional model in Mathematics at Roxburgh Rise Primary.</p> <p>Review the current culture of RRPS &amp; develop a cohesive school-wide approach to learning and teaching with a focus on developing curious, active and engaged learners.</p> |
| <b>Engagement</b>  | All Roxburgh Rise Primary School students will be highly connected to school, motivated and engaged in their learning. | To maintain high (in the top quartile of school scores) scores on the teaching and learning measures.  | Provide support for the consistent implementation of whole school strategies to engage students  |

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| <b>Wellbeing</b>    | To promote student wellbeing, including positive behaviours that reflect school values.  | To improve the student survey mean scores for student safety and classroom behaviour measures as compared to previous years.   | To revise and embed the RRPS school values into our school culture and develop a whole school approach to wellbeing priorities  |
| <b>Productivity</b> | Use multiple sources of evidence to make effective decisions and allocate resources that result in sustained improvement to Student Achievement, Engagement and Wellbeing. | <p>To effectively monitor and manage workforce planning ensuring that the school is operating within the limits of the SRP.</p> <p>To ensure that the expenditure of program budgets is within the yearly allocated funds.</p> <p>To increase revenue each year through local fundraising and the submission of grants to ensure the implementation &amp; enrichment of designated programs.</p> <p>To increase the participation level of parents attending school and Hub activities as compared to previous years.</p> <p>To sustain high satisfaction levels each year from our Parent Survey results.</p> | <p>Effectively manage and allocate financial, human and physical school resources to maintain optimum standards in staffing, programs, facilities and resources.</p> <p>Continue to provide our school community with opportunities to engage in the school and learning through the Community Hub.</p> |

## School Strategic Plan 2014- 2017: Indicative Planner

| Key Improvement Strategies   |                  | Actions  | Achievement Milestone   |
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| <p><b>Achievement</b></p> <p>Build the capacity of teachers to ensure that each lesson is purposeful, clearly defined, differentiated, and challenging to meet the students' point of need and learning style.</p> <p>Embed and sustain the Launch, Explore, Summarise instructional model in Mathematics at Roxburgh Rise Primary School</p> <p>Enhance the use of accurate and timely assessment data to identify each student's point of learning need.</p> <p>Review the current culture of RRPS &amp; develop a cohesive school-wide approach to learning and teaching with a focus on developing curious, active and engaged learners.</p> | Year 1<br>(2014) | <ul style="list-style-type: none"> <li>• Re-structure our Intervention Program through the introduction of Curriculum Support Staff</li> <li>• PLT's to plan, monitor &amp; deliver targeted, differentiated English &amp; Mathematics program, making provisions for intervention at each WAVE.</li> </ul>  | <ul style="list-style-type: none"> <li>• School data shows an improvement in outcomes and skill acquisition in reading and maths.</li> <li>• Planning will show evidence of differentiated learning tasks.</li> <li>• Achievement data will be closely monitored.</li> </ul>  |
|  | Year 2<br>(2015) | <ul style="list-style-type: none"> <li>• Deepen the analysis and use of data at planning through a Disciplined Dialogue approach.</li> <li>• Use formative and summative assessment to better reflect the way we teach and learn.</li> <li>• Enhance the understanding and use of the Whole School and Teacher Theories of Action (Curiosity &amp; Powerful Learning – NMR) and use them as a reference point for discussion when planning and delivering programs.</li> <li>• Develop agreed protocols for giving and receiving feedback</li> </ul> <p><b><u>MATHEMATICS</u></b></p> <ul style="list-style-type: none"> <li>• Deepen Teacher capacity to understand and effectively plan, assess and teach through the 4 Maths Proficiency strands.</li> <li>• PLTS to use the Michael Ymer Termly planner and the Frank Schoonderbeek Scope and Continuums, and Essential Assessment online tool to guide team planning.</li> <li>• Update the Whole School Math Plan to reflect current practices and the instructional model.</li> </ul> | <ul style="list-style-type: none"> <li>• Increased frequency and quality of the professional and targeted discussions around student and teacher learning needs.</li> <li>• The teaching and learning program reflects the analysis of assessment data.</li> <li>• Teachers will have increased understanding of the Theories of Action and have reflected on their own practice.</li> <li>• Theories of Action are consistently reflected in curriculum planning and practice.</li> <li>• Learning is strongly connected to authentic and purposeful learning experiences.</li> </ul> <p><b><u>MATHEMATICS</u></b></p> <ul style="list-style-type: none"> <li>• Planning will show evidence that Maths is a targeted and differentiated curriculum based on student learning needs and is being taught through the Proficiency strands.</li> <li>• Creation of a Proficiencies and Investigations teaching and learning tool.</li> <li>• Whole School Maths Plan reflects current practise and instructional model.</li> </ul> |

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|  | <p><b>ENGLISH</b></p> <ul style="list-style-type: none"> <li>• Unpack/review AusVELS Speaking and Listening Mode with all staff.</li> <li>• Provide professional learning of effective literacy teaching approaches and reading strategies.</li> <li>• Clarify and refine the way we teach writing by unpacking the AusVELS Continuum of Writing, review elements of the writing hour and effective approaches to teaching writing.</li> <li>• Investigate Reading Comprehension assessments suitable for triangulation of data.</li> <li>• Introduce a more comprehensive assessment of our Level 30+ readers in grades 4-6 using Fountas and Pinnell Benchmark Assessment System 2.</li> <li>• Investigate new and reliable oral language assessments in order to monitor student learning needs and achievement at all Grade Levels more effectively.</li> <li>• PLTs continue to plan for explicit teaching of spelling and grammar across the school.</li> <li>• Continue with a Disciplined Dialogue approach for analysing school cohort data to identify student learning needs and monitor progress.</li> </ul> | <p><b>ENGLISH</b></p> <ul style="list-style-type: none"> <li>• Teachers are explicitly teaching Speaking and Listening elements from the AusVELS curriculum.</li> <li>• Teachers using Speaking and Listening Rubrics to collect data to inform their teaching and assess progress.</li> <li>• A consistent approach to Writer's Notebook is implemented across the school.</li> <li>• Planning will demonstrate evidence of targeted teacher focus groups and differentiated approaches in the teaching of writing.</li> <li>• All elements of the writing hour are evident in daily writing lessons.</li> <li>• Teacher planning and Reading lessons reflect a variation of teaching approaches and strategies used based on student learning needs.</li> <li>• Plan is in place for implementation of the new Reading Assessment in 2016.</li> <li>• Grades 4-6 teachers are using Fountas and Pinnell Benchmark 2, to differentiate the teaching of reading for their level 30+ readers.</li> <li>• Teachers are planning for and assessing Speaking and Listening resulting in more accurate assignment of progression points.</li> <li>• Assessment schedule reflects a balance of assessments for all dimensions of English from P-6.</li> <li>• AusVELS and NAPLAN data demonstrates continued growth in spelling and grammar.</li> <li>• More professional and targeted conversations around student and teacher learning needs at a cohort level</li> <li>• Teaching and learning programs reflect the analysis of assessment data for each cohort</li> <li>• Increased variation of assessment strategies that reflect the needs of individual students</li> <li>• Holistic view of school needs and progress is</li> </ul> |
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|  |                          | <p>EAL<br/>PL for new and Graduate staff on:</p> <ul style="list-style-type: none"> <li>• using the EAL continuum for planning &amp; assessing EAL students</li> <li>• effective teaching and learning strategies and approaches for EAL students</li> </ul>   | <p>achieved to inform future whole school directions.</p> <ul style="list-style-type: none"> <li>• Ownership of school data is the responsibility of all staff and leaders.</li> </ul> <p>EAL</p> <ul style="list-style-type: none"> <li>• EAL continuum used for planning and assessing EAL students.</li> <li>• Planning shows the classroom program is differentiated and targets the needs of EAL students.</li> <li>• Progress of EAL students along the continuum is evident.</li> </ul>   |
|  | <p>Year 3<br/>(2016)</p> | <ul style="list-style-type: none"> <li>• Continue to explore ways to ensure teacher practice reflects the 4 Whole School and 6 teaching Theories of Action.</li> <li>• Introduce and unpack the 'Curious and Curiouser' NMR initiative.</li> <li>• Build the capacity of teachers to plan for higher level thinking using rich questioning techniques across all areas of the curriculum</li> <li>• Direct focus on the Theory of Action related to feedback by investigating ways to give timely student feedback that connects to student learning data and drives their learning forward.</li> <li>• Develop a peer observation schedule across the school focusing on KIS and school goals</li> </ul> <p><b><u>MATHEMATICS</u></b></p> <ul style="list-style-type: none"> <li>• Embed effective planning, assessing and teaching of the Maths curriculum through the Proficiency strands.</li> <li>• Embed the analysis of student learning data and evidence to drive teaching decisions, planning &amp;</li> </ul> | <ul style="list-style-type: none"> <li>• Curriculum planning and practice imbeds curiosity and is linked to the School and Teacher Theories of Action in practice.</li> <li>• All staff reflecting on the Theories of Action in their daily teaching practices with an emphasis on planning for higher level thinking using rich questioning techniques across all areas of the curriculum.</li> <li>• Teachers are connecting their feedback to student learning data.</li> <li>• Teachers are providing students with feedback that drives learning forward.</li> <li>• Teachers are creating authentic opportunities for peer (student to student) assessment and feedback.</li> <li>• Staff to receive feedback via peer observations with a focus on KIS and school goals</li> </ul> <p><b><u>MATHEMATICS</u></b></p> <ul style="list-style-type: none"> <li>• Increased teacher confidence and capabilities in teaching Maths through the proficiencies by improved teacher knowledge, skills and strategies.</li> <li>• Teachers planning and implementing a</li> </ul> |

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|  |               | <p>implementation, continually improve learning outcomes for all students.</p> <ul style="list-style-type: none"> <li>• Introduce the use of the Frank Schoonderbeck 'FLOW CHARTS' for the development of Multiplicative Thinking, Proportional Thinking and Patterning and Visual Spatial Thinking.</li> </ul> <p><b>ENGLISH</b></p> <ul style="list-style-type: none"> <li>• Embed the effective teaching practices of Speaking and Listening into classroom programs.</li> <li>• Extend work done in 2015 on Writer's Notebook possibly working towards a Writer's Festival to showcase students' writing.</li> <li>• Reflect on 2015 English Assessment Schedule audit and implement /refine changes.</li> </ul> | <p>differentiated curriculum by consistently identifying and targeting 'like-need' groups.</p> <ul style="list-style-type: none"> <li>• Consistent approach to teaching &amp; learning of Maths using the instructional model incorporating the Theories of Actions.</li> <li>• Teachers will have developed their understanding of how Multiplicative, Proportional and Patterning Thinking develops in students and how to support this.</li> </ul> <p><b>ENGLISH</b></p> <ul style="list-style-type: none"> <li>• Maximised growth and spread in student outcomes for Speaking and Listening.</li> <li>• All students to contribute a piece of writing to be showcased in a Writer's Festival.</li> <li>• Improved Assessment practices in English.</li> </ul> |
|  | Year 4 (2017) | <ul style="list-style-type: none"> <li>• Continuation of above practices.</li> <li>• Review Whole School English and Maths Plans</li> <li>• School Self Evaluation conducted</li> </ul>  | <ul style="list-style-type: none"> <li>• Continuation of above practices.</li> <li>• Opportunities for Improvement identified &amp; recommendations made for school review.</li> </ul>  |
| <b>Engagement</b><br><br>Provide support for the consistent implementation of whole school strategies to engage students | Year 1 (2014) | <ul style="list-style-type: none"> <li>• To utilise carbon copy attendance books so that teachers can easily request explanations for absences upon a child's return to school.</li> </ul>   | <ul style="list-style-type: none"> <li>• The percentage of absences that are unexplained to be less than the 2013 percentage.</li> </ul>  |
|  | Year 2 (2015) | <ul style="list-style-type: none"> <li>• Induction for new staff to include Student Engagement Policy explanation.</li> <li>• To Launch Every Day Counts (eg. balloons, publications, parent talks).</li> <li>• To investigate cost of utilising a mobile phone</li> </ul>   | <ul style="list-style-type: none"> <li>• All new staff to be able to indicate they know where to access all school policies, including Student Engagement policies.</li> <li>• Increased number of "Every Day Counts" publications displayed around the school.</li> </ul>  |

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|  |               | <ul style="list-style-type: none"> <li>app for parents to submit reasons for absence.</li> <li>To investigate cost of being able to call mobile phones from classroom locations (or, at least to be able to call mobiles from somewhere other than the Admin Block).</li> </ul>   | Specifically, at least 50% of grade classroom to have at least one Every Day Counts poster or information about attendance displayed on a window for parents to see from the outside of the classroom.   |
|  | Year 3 (2016) | <ul style="list-style-type: none"> <li>To teach staff how to enter absence interventions onto GradeXpert.</li> <li>To have chosen and implemented an extra form of technology to assist with monitoring attendance – either the app or mobile phone access in classrooms.</li> </ul>  | <ul style="list-style-type: none"> <li>The number of unexplained absences to be less than 40% of all absences.</li> </ul>  |
|  | Year 4 (2017) | <ul style="list-style-type: none"> <li>Review practices through School Self Evaluation</li> </ul>   | <ul style="list-style-type: none"> <li>At least 50% of classroom teachers to have used GradeXpert to record interactions with parents regarding attendance.</li> <li>To have achieved a downward trend in the number of absences over the past 3 years.</li> <li>Opportunities for improvement identified &amp; recommendations made for school review</li> </ul>                                  |
| <b>Wellbeing</b><br><br>To revise and embed the RRPS school values into our school culture and develop a whole school approach to wellbeing priorities | Year 1 (2014) | <ul style="list-style-type: none"> <li>KidsMatter Component 2 training (Social and Emotional Learning) to be provided to all staff.</li> <li>Social and Emotional Skills Group Program to be run for one hour every school day for targeted students.</li> </ul>  | <ul style="list-style-type: none"> <li>Increased number of social and emotional competency lessons to be provided in the school.</li> </ul>  |
|  | Year 2 (2015) | <ul style="list-style-type: none"> <li>You Can Do It training for all staff during Term 1.</li> <li>Start Up Evaluation to be timetabled to occur mid-year, every year.</li> <li>Induction of KidsMatter Component 3 – Working with parents and carers</li> <li>School Community to review the School Culture &amp; revise the school philosophy, mission, vision and values and align these to our day to day behaviours and processes.</li> </ul> | <ul style="list-style-type: none"> <li>All classroom grades to complete Ready Set You Can Do It and spend the rest of the year on the one topic – Resilience.</li> <li>Pre and post surveys to be used to determine if students' level of resilience has improved.</li> <li>The school's shared mission, vision and values is demonstrated in the behaviours of all school stakeholders</li> </ul> |
|  | Year 3        | <ul style="list-style-type: none"> <li>Continue to embed our school philosophy, mission and values into everything we do</li> </ul>   | <ul style="list-style-type: none"> <li>GradeXpert to be used for recording all discipline incidents by at least 50% of staff.</li> </ul>   |

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|  | (2016)           | <ul style="list-style-type: none"> <li>• Induction of KidsMatter Component 4 – Helping Children who are Experiencing Mental Health Difficulties.</li> <li>• CASEA program to be implemented in Terms 1 &amp; 2.</li> </ul>  | <ul style="list-style-type: none"> <li>• Further improvement in student survey mean scores for student safety and classroom behaviour measures.</li> <li>• Parents have increased tools and strategies for supporting their children’s wellbeing.</li> <li>• CASEA program is implemented Gr 1-6.</li> </ul>  |
|  | Year 4<br>(2017) | <ul style="list-style-type: none"> <li>• Review practices through School Self Evaluation</li> <li>• Reflect on our journey as a Kids Matter School.</li> </ul>  | <ul style="list-style-type: none"> <li>• Student Attitudes to School Survey mean scores for student safety and classroom behaviour measures to be better than our 2014 results, on average over the last 4 years.</li> <li>• Opportunities for improvement identified &amp; recommendations made for school review</li> </ul>   |
| <p><b>Productivity</b></p> <p>Effectively manage and allocate financial, human and physical school resources to maintain optimum standards in staffing, programs, facilities and resources.</p> <p>Continue to provide our school community with opportunities to engage in the school and learning through the Community Hub.</p> | Year 1<br>(2014) | <ul style="list-style-type: none"> <li>• Use allocated Low SES funding to employ Curriculum Support Staff (CSS) to enable the implementation of a 3 wave intervention model.</li> <li>• Monitor and manage workforce planning to create greater flexibility and reliability for decision making.</li> <li>• Expend allocated program funds to resource curriculum programs and Key Improvement Strategies in the areas of Achievement, Engagement and Wellbeing as indicated above</li> <li>• Increase revenue through local fundraising and the submission of grants.</li> <li>• Establish ‘Community Hub’ through external grants to include the running of adult classes and playgroups and the forming of community partnerships</li> </ul> | <ul style="list-style-type: none"> <li>• CSS targeting student need and improving student outcomes</li> <li>• Targets in ‘Student Achievement’ section achieved</li> <li>• Strategic workforce planning occurring to meet needs of the school</li> <li>• Expenditure of program funds support the delivery and implementation of curriculum programs</li> <li>• Successful attainment of grants</li> <li>• Employment of Community Liaison Officer</li> <li>• Establishment of playgroups and external partnerships</li> <li>• Families engaging with the school</li> </ul> |
|  | Year 2<br>(2015) | <ul style="list-style-type: none"> <li>• Establish a workforce structure of distributed leadership to ensure a whole-of-school pedagogical approach</li> <li>• Build the capacity of Middle Level Leaders (PLT Leaders) through coaching and professional</li> </ul>  | <ul style="list-style-type: none"> <li>• Clearly defined distributed leadership structure and processes established</li> <li>• Leadership meetings are focused on pedagogy and student outcomes</li> <li>• Middle Level Leaders have improved capacity to</li> </ul>  |

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|  |               | <p>learning Employment of external consultant to work with SIT and PLT leaders</p> <ul style="list-style-type: none"> <li>• Continue to invest in staff professional learning</li> <li>• Introduce Science and Performing Arts Specialist</li> <li>• Continue to employ CSS staff &amp; allocate CSS hours based on student needs</li> <li>• Increase EAL support program to cater for increasing EAL student enrolments</li> <li>• Develop a physical resources, facilities and workforce strategy</li> </ul><br><ul style="list-style-type: none"> <li>• Continue to effectively manage and expend allocated program funds to resource curriculum programs and Key Improvement Strategies in the areas of Achievement, Engagement and Wellbeing as indicated above</li> <li>• Increase revenue through local fundraising and the submission of grants.</li> <li>• Establish 'Frog Pond '</li> <li>• Establish Community Garden through allocated funding</li> </ul><br><ul style="list-style-type: none"> <li>• Use National Community Hubs Program funding to continue employment of Community Liaison Officer to sustain the 'Community Hub'</li> <li>• Continue to maintain 'Hub' activities and extend community partnerships</li> </ul> | <p>lead school improvement – 'walk the talk, curriculum development &amp; planning</p> <ul style="list-style-type: none"> <li>• Staff are participating in ongoing professional learning and their teaching capacity is improved</li> <li>• Provision of quality Specialist and Support programs</li> <li>• CSS targeting student needs and improving student outcomes</li> <li>• First Phase EAL students learning needs are catered for</li> <li>• The allocation of facilities, physical resources and workforce planning is strategically planned to meet needs of the school</li> <li>• Targets in 'Student Achievement, Engagement and Wellbeing' section achieved</li> <li>• Strategic workforce planning occurring to meet needs of the school</li> <li>• Expenditure of program funds support the delivery and implementation of curriculum programs</li> <li>• Successful attainment of grants</li> <li>• 'Frog Pond' and 'Community Garden established and incorporated into school curriculum</li> <li>• Employment of 'Community Liaison Officer</li> <li>• Successful running of playgroups with increased attendance</li> <li>• Continued external partnerships</li> <li>• Increasing number of families engaging with the school</li> </ul> |
|  | Year 3 (2016) | <ul style="list-style-type: none"> <li>• Establish a workforce structure of distributed leadership to ensure a whole-of-school pedagogical approach</li> <li>• Continue to build the capacity of Middle Level Leaders (PLT Leaders) through coaching and professional learning</li> </ul>  | <ul style="list-style-type: none"> <li>• Clearly defined distributed leadership structure and processes established</li> <li>• Middle Level Leaders have improved capacity to lead school improvement resulting in more consistent practices</li> </ul>   |

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|  |               | <ul style="list-style-type: none"> <li>• Maintain quality specialist and support programs</li> <li>• Continue to effectively manage program budgets and effectively expend allocated program funds to resource curriculum programs and Key Improvement Strategies in the areas of Achievement, Engagement and Wellbeing as indicated above</li> <li>• Create greater flexibility and reliability with workforce planning</li> <li>• Increase revenue through local fundraising and the submission of grants.</li> <li>• Improve school facilities through the prioritisation of buildings and grounds projects</li> <li>• Integrate Community Garden into curriculum</li> <li>• Use National Community Hubs Program funding to continue employment of Community Liaison Officer to sustain the 'Community Hub'</li> <li>• Continue to maintain 'Hub' activities and extend community partnerships</li> </ul> | <ul style="list-style-type: none"> <li>• Provision of quality Specialist and Support programs</li> <li>• CSS targeting student need and improving student outcomes</li> <li>• Expenditure of program funds support the delivery and implementation of curriculum programs</li> <li>• Targets in 'Student Achievement', Engagement and Wellbeing sections achieved</li> <li>• Strategic workforce planning occurring to meet needs of the school</li> <li>• Successful attainment of grants</li> <li>• Improved buildings, grounds &amp; facilities</li> <li>• Continued employment of 'Community Liaison Officer</li> <li>• Successful running of playgroups with increased attendance</li> <li>• Continued external partnerships<br/>Increasing number of families engaging with the school and external agencies</li> </ul> |
|  | Year 4 (2017) | <ul style="list-style-type: none"> <li>• Review of all financial, staffing, facilities, resourcing, community partnerships, programs and professional learning approaches</li> <li>• Undertake School Self Evaluation in preparation for School Review</li> </ul>  | <ul style="list-style-type: none"> <li>• Strategic review affirms all practices and resource approaches.</li> <li>• Successful School Self Evaluation/Review leading to the establishment of a new 4 year Strategic Plan</li> </ul>   |

**EQUITY FUNDING:**

The Equity Funding to be accessed by Roxburgh Rise Primary School will be utilised as follows:

- Disability & Impairment funding will be used to continue the employment of appropriate Integration Aide Educational Support Staff
- English as an Additional Language funding will be used to employ EAL Specialist teachers.
- Middle Years and Family Occupation Funding will be expended on improving student learning by employing the following targeted staff: Speech Pathologist, Multicultural Teacher Aides (Turkish & Arabic), English and Mathematics Curriculum Support staff and Student Wellbeing Officers.
- \*Other funds will be used to purchase additional resources (NB. ICT and literacy materials)

