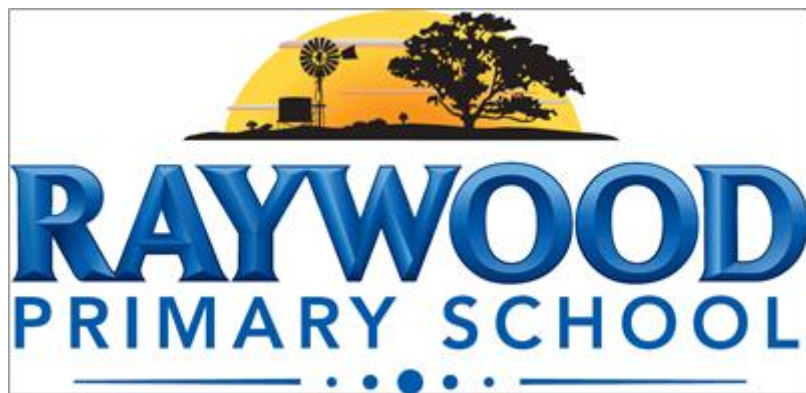


# School Strategic Plan 2021-2025

Raywood Primary School (1844)



Submitted for review by Lynne Colbert (School Principal) on 29 November, 2021 at 10:34 PM

Endorsed by Damien Jenkyn (Senior Education Improvement Leader) on 30 November, 2021 at 09:02 AM

Endorsed by Jarrod Blake (School Council President) on 18 April, 2024 at 10:48 AM

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<b>School vision</b>	<p>The purpose of Raywood Primary School is to provide an education for our children that prepares them for a future in a rapidly changing society.</p> <p>The School aims to work with our families and community to enable our children to become active, lifelong learners committed to personal success and being responsible citizens in a global community. We aim to achieve these outcomes by creating a dynamic learning environment that delivers an engaging, relevant and challenging curriculum.</p>
<b>School values</b>	<p>Raywood Primary School promotes a positive and inclusive school culture where respectful relationships exist between all staff, students and parents.</p> <p>The beliefs which form the basis of our actions are:</p> <ul style="list-style-type: none"><li>• Each child is an individual.</li><li>• Co-operation and mutual respect for all.</li><li>• Strong community input into the management of the school.</li><li>• Respecting confidentiality.</li><li>• Fairness and equity.</li></ul>
<b>Context challenges</b>	<p>Raywood is a small rural village of around 350 people. It is 15 km from the centre of Bendigo. The school currently has 23 students, with three effective full-time teaching staff, one Education Support (ES) staff and a Business Manager. Historically the majority of families have derived their income from farming but this is not the case for our current group of families who are either employed in Bendigo or come from lower socio-economic backgrounds. The school has a current SFO of 0.8 which has increased significantly over recent years.</p> <p>Bus transport is available for the students of the nearby districts of Neilborough and Sebastian. Local children walk, ride their bikes or are driven to school.</p> <p>In 2013, the School moved into a Building Education Revolution Building. The new building consists of two classrooms, a project space, a reading room, a staff room and office and administrative area. In addition the school has retained a heritage building, which is currently used as an art and music room. The old staffroom has been refurbished into a canteen and parent meeting room. There is also a full-sized community stadium on the school site</p> <p>The large well maintained school site has active and passive play areas including a covered playground, chicken coop</p>

	and vegetable gardens.
<b>Intent, rationale and focus</b>	<p><b>Intent</b>  Raywood Primary School intends to Build all Staff's Capacity to use Data for differentiation and engagement and implement High Impact Teaching Strategies to provide a Whole School approach to Teaching and Learning which will ensure every Student is able to realise their potential.  The development of Student Voice and Agency and strengthening School Community Partnerships is a priority to Improve the overall Wellbeing and Engagement of every Student.</p> <p><b>Rationale</b>  If Teacher Capacity is built in the use of Data, Teaching Strategies, Literacy, Numeracy and particularly in Writing, then authentic targeted learning opportunities for all Students can occur.  It will also ensure that Student Learning is consistent and productive.</p> <p>Despite the very effective processes for Home Education that have been put in place during the last two years of The Pandemic, the enhancement and understanding of Student Voice and Agency and strengthening initiatives that promote School Community Partnerships is an effective way to promote wellbeing and engagement.</p> <p><b>Focus</b>  The areas of the Framework for School Improvement that were identified as improvement initiatives through the Peer Review process were;</p> <ul style="list-style-type: none"> <li>• Data use for differentiation and engagement</li> <li>• High Impact Teaching Strategies.</li> <li>• Literacy and Numeracy, particularly writing</li> <li>• Student Voice, Agency and Leadership</li> <li>• School Community Partnerships</li> </ul>

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<b>Goal 1</b>	Maximise Literacy and Numeracy outcomes for all students.
<b>Target 1.1</b>	By 2025, 90 per cent of students in Year 5 will achieve at or above benchmark growth in NAPLAN Reading, Writing and Numeracy averaged across the final three years of the strategic plan.
<b>Target 1.2</b>	By 2025, less than 10 per cent of students in Years 3 and 5 will achieve in the bottom two bands in NAPLAN Reading, Writing and Numeracy averaged across the final three years of the strategic plan.
<b>Target 1.3</b>	By 2025, averaged across Years 1 to 6, 95 per cent or above, of students will demonstrate 12 months or more learning growth using Teacher Judgement data that has been triangulated with reference to agreed norm–referenced and/or standards–based data.
<b>Target 1.4</b>	<p>By 2025 the percentage positive endorsement averaged across the final three years of the strategic plan on the SSS will be 75 per cent or above for:</p> <ul style="list-style-type: none"><li>• Collective efficacy (from 57% in 2019)</li><li>• Professional learning to improve practice (from 50% in 2019)</li><li>• Timetabled meetings to support collaboration (from 50% in 2019)</li></ul>
<b>Key Improvement Strategy 1.a</b> Building practice excellence	Strengthen staff capability to collaborate and utilise data to plan and teach a differentiated and engaging curriculum at student point of learning need.

<b>Key Improvement Strategy 1.b</b> Evidence-based high-impact teaching strategies	Build teacher content and pedagogical knowledge with a focus upon Writing and high impact teaching strategies (HITS).
<b>Key Improvement Strategy 1.c</b> Instructional and shared leadership	Develop and implement a structured approach to staff observational feedback.
<b>Goal 2</b>	Improve the overall wellbeing and engagement of every student.
<b>Target 2.1</b>	By 2025, across Prep to Year 6, 90 per cent of students will have less than 20+ days of absence, averaged across the final three years of the strategic plan (82 per cent in 2019)
<b>Target 2.2</b>	By 2025, positive endorsement on the AToSS will be maintained for: <ul style="list-style-type: none"> <li>• Student voice and agency (100% in 2019)</li> <li>• Resilience (100% in 2019)</li> </ul>
<b>Target 2.3</b>	By 2025, positive endorsement on the POS will be maintained at 98 per cent or above for: <ul style="list-style-type: none"> <li>• Student agency and voice (98% in 2019)</li> <li>• Confidence and resiliency skills (100% in 2019)</li> </ul>
<b>Key Improvement Strategy 2.a</b> Building communities	Strengthen initiatives that promote school community partnerships in learning and wellbeing programs.
<b>Key Improvement Strategy 2.b</b> Empowering students and building school pride	Build whole school understanding of student voice and agency in learning.

