

School Strategic Plan 2022-2026

Rushworth P-12 College (6238)



Submitted for review by Peter Bovell (School Principal) on 31 October, 2022 at 01:04 PM

Endorsed by Christopher Eeles (Senior Education Improvement Leader) on 02 November, 2022 at 04:37 PM

Endorsed by John Meguyer (School Council President) on 07 November, 2022 at 11:49 AM

School Strategic Plan - 2022-2026

Rushworth P-12 College (6238)

School vision	Rushworth P-12 College is committed to building an inclusive and tailored learning environment where everyone is striving to be the best they can be, academically and as global citizens.
School values	Rushworth P-12 College values its students, teachers, staff, and community. Aspiration, Pride and Respect are key components of everyday life within our college and help to shape the behaviours that will ensure a positive and collaborative learning community.
Context challenges	Our key challenges are evident in our data with attendance, academic achievement, growth, and wellbeing as areas highlighted in need of improvement. The recruitment and retention of staff remains an issue, as does access to CRTs. Despite being a small rural school where metro strategies are not effective the College is building a positive, committed team who are willing to work together to make a difference for our students. Our school will continue to deliver programs that promote aspirational traits within our students and that prepares them to be 'global' citizens. Our staff will access and engage in professional learning that will enable them to deliver these programs and improve student outcomes. Our community will be encouraged to engage with our college and to take a greater role in supporting improved student learning and wellbeing outcomes.
Intent, rationale and focus	<ol style="list-style-type: none"> 1. Key initiatives need to be implemented strategically, using the VTLM, and fully utilising the financial resources allocated to the College. To improve outcomes for all students we will consistently implement quality teaching and learning programs across the entire school. We will improve student engagement in their learning by ensuring that the capabilities of all students are being considered when developing classroom curriculum and practices. 2. A viable and guaranteed curriculum must be documented and accessible to teachers, students, and community. Units of work/lessons and assessment schedules all need to be visible, flexible and progressive. 3. We will ensure that students are able to thrive within a safe, inclusive and positive climate for learning. The College will continue to embed a positive school culture that improves student engagement. To date it has made significant steps towards developing a calm and orderly learning environment, although there is still a need to develop consistency in practises and stronger understandings of the philosophy and processes amongst staff, students and families. Creating a positive climate for learning through empowering students (student voice), building school pride and creating a culture of high expectations amongst the whole college community will be essential for the future. That means developing an aspirational mind set amongst our students, and teachers setting higher expectations of students in all elements of their learning. The College will also work towards increasing community engagement in student learning and student wellbeing at the College. 4. Developing a strategic approach to the recruitment and retention of our teaching and educational support staff will be critical to the college and Rushworth community moving forward. This will include accessing DET initiatives aimed at 'hard to staff' schools, independent recruitment programs (Nexus etc.) and actively promoting the college within the networks of schools and structures of

	<p>DET. The professional development of all staff is essential and will be supported by a clear accountability process linked to performance. Opportunities for professional growth in teaching and learning, and wellbeing and engagement practices will be a key element in staff development. Career pathways also will be planned collaboratively with the whole staff for the benefit of staff and students.</p>
--	---

School Strategic Plan - 2022-2026

Rushworth P-12 College (6238)

Goal 1	Maximise the learning growth of every student.
Target 1.1	By 2026 increase the percentage of students achieving benchmark growth in NAPLAN Writing in Year 5 from 0 per cent in 2021 to 12 per cent
Target 1.2	By 2026 increase the percentage of students achieving at or above expected growth in Teacher Judgement Writing: <ul style="list-style-type: none"> • Year 5 from 33 per cent (based on a four-year average 2017-2021) to 66 percent • Year 9 from 53 per cent (based on a four-year average, 2017-2021) to 66 percent • Years 1-10 from 45 per cent (based on a four-year average, 2017-2021) to 60 percent
Target 1.3	By 2026 increase the percentage of students achieving at or above expected growth in Teacher Judgement Number and Algebra: <ul style="list-style-type: none"> • Year 5 from 43 per cent at or above (based on a four year average 2017-2021) to 66 per cent • Year 9 from 69 per cent at or above (based on a four year average 2017-2021) to 66 per cent
Target 1.4	By 2026 increase the proportion of positive response scores on AtoSS differentiated learning challenge in Years 4 – 12 from 64 per cent in 2021 to 67 percent
Key Improvement Strategy 1.a	Introduce Professional Learning Communities to develop staff capacity to use evidence to provide point of need learning for every student.

<p>The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	
<p>Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Embed whole school teaching and learning practices.</p>
<p>Key Improvement Strategy 1.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Embed opportunities for student choice, voice and agency across all curriculum areas and all year levels.</p>
<p>Goal 2</p>	<p>Improve student wellbeing outcomes.</p>
<p>Target 2.1</p>	<p>By 2026, decrease the percentage of students in Years P-6 with 20 or more days absent from 49 per cent in 2021 to 30 percent</p>
<p>Target 2.2</p>	<p>By 2026, decrease the percentage of students in Years 7-12 with 20 or more days absent from 60 per cent in 2019 to 72 percent</p>
<p>Target 2.3</p>	<p>By 2026 increase the proportion of positive response scores on AtoSS for the factor of resilience Years 7-12 from 7 per cent in 2021 to 25 per cent</p>

Target 2.4	By 2026 increase the proportion of positive response scores on AtoSS for the factor student motivation and interest in Years 4-12 from 57 per cent in 2021 to 65 per cent
Target 2.5	By 2026 increase the proportion of positive response scores on the SSS for the factor trust in students and parents from 2021 from 15 per cent to 45 per cent
Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Embed multi-tiered systems of support that enhance student wellbeing engagement and inclusion.
Key Improvement Strategy 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embed positive mental health approaches across the school.
Goal 3	Improve student transition and pathways.
Target 3.1	By 2026 increase the proportion of positive response scores on the Parent Opinion Survey for the factor positive transitions for Year 7 and new students from 63 per cent in 2021 to 70 per cent
Target 3.2	By 2026 increase VCE Mean of all Study Scores from 25.8 in 2021 to 27.0

Target 3.3	By 2026 increase VCE English Mean Score from 24.5 in 2021 to 26.0
Key Improvement Strategy 3.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Refine transition and pathways programs to enhance student sense of engagement with their learning and destinations.
Key Improvement Strategy 3.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Deepen community partnerships to support student transitions and pathways.