## School vision
Research Primary School provides a friendly and caring environment that enhances learning, personal growth and wellbeing for all students in our care. We strive to create a stimulating and supportive environment for all teachers and staff and we assist, inform and involve our parents.

- **Respect** We will be considerate of the rights and feelings of others
- **Excellence** We will provide a supportive and challenging environment
- **Sense of fun** We will promote enjoyment and success for all
- **Equality** We will acknowledge the rights of others to be different
- **Achievement** We will not give up when faced with tasks that are difficult
- **Resilience** We will foster children’s emotional and social learning to develop self-responsibility and resilience
- **Co-operation** We will work together to achieve common goals
- **Honesty** We will be honest and truthful when dealing with others

Research Primary School is located in semi-rural surroundings on the north-eastern outskirts of Melbourne, within the Shire of Nillumbik. The school was established in 1889 during the gold mining days and has a present enrolment of about 200 students.

The school is small enough to create a caring family atmosphere, yet has a sufficiently large student enrolment to enable us to offer a wide range of interesting and engaging programs.

We have a hard working and dedicated staff along with wonderful parent support through our School Council, Parents Group and school-wide support in general. Our extensive grounds have many interesting areas for creative play and we also have formal courts and a small playing field.

Our school community strives to do the best for all its students in our care, and our students are engaged, excited and empowered in their learning.

## Context and challenges
Our intent is that every student will make good progress, achieve high levels of learning, engagement and wellbeing. Each student will graduate with the capacities needed to be effective global citizens and be prepared and ready for the next stage of her or his educational pathway.

The two DET improvement initiatives the school will focus on during the strategic plan will be Curriculum Planning and Assessment and Building Practice Excellence.

Rationale:
- Whole school differentiated teaching and learning models are embedded in every classroom to provide consistently high quality teaching with every student demonstrating at least expected learning progress.
- Learning tasks are purposeful, clearly defined, differentiated and challenging, with all students experiencing powerful and precise learning.
- Students will be cognitively, emotionally and behaviourally engaged with schooling, therefore their outcomes will improve.
- Provide an inclusive, safe, orderly and stimulating environment for learning which is critical to achieving and sustaining students’ positive learning experiences.
- Develop positive/authentic relationships and high levels of relational trust which correlate with maintaining high levels of student outcomes.

## Intent, rationale and focus

## Four-year goals

<table>
<thead>
<tr>
<th>Improvement Priorities, Initiatives and/or Dimensions</th>
<th>Key improvement strategies</th>
<th>Targets (for improving student achievement, engagement and wellbeing)</th>
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<tbody>
<tr>
<td><strong>Student Achievement</strong> To significantly improve student achievement in Literacy and Numeracy. To develop students with capacities to be effective global citizens, students who are curious, perseverant and creative, and able to work collaboratively as problem-solvers.</td>
<td>DET Improvement Priority: <strong>Excellence in teaching and learning</strong> DET Improvement Initiatives: <strong>Building practice excellence</strong> <strong>Curriculum planning and assessment</strong></td>
<td>All deemed capable students to make at least one Victorian Curriculum level progress every year as measured by teacher judgement. The Year 3 to Year 5 NAPLAN literacy and numeracy matched cohort growth will match or exceed the mean for government schools. The NAPLAN Year 3 to 5 Relative Gain measures to show: • A maximum of 20% of students making low relative gain. • A minimum of 25% of students making high relative gain. To incorporate the Education State target to increase the percentage of Year 5 students performing in NAPLAN Bands 7 and 8 by 25% by 2020 • Reading from 48% in 2015 to 55% in 2020 • Numeracy from 31% in 2014 to 39% in 2020 To incorporate the Education State targets as performance measures are made available, e.g. — More students reaching highest levels of achievement in Critical and Creative Thinking by 2019.</td>
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<td><strong>Student Engagement</strong> To develop students who are highly engaged and connected to their learning.</td>
<td>Build students’ capacities to be active agents for their own learning. This strategy links with the DET empowering students initiative. The first stages of implementation will involve investigating approaches to enhancing students’ role in goal setting and providing feedback on learning progress, linked to the student achievement strategies. After investigation stage, the emphasis will be on embedding pedagogical practices in classrooms that place students at the centre of learning. Further build parent and community engagement to improve student learning. Ensure students are prepared academically, emotionally and socially for transitions.</td>
<td>To maintain Student Attitudes to School teaching and learning measure mean scores above four on the five-point scale and at least in the middle 50% of all school scores.</td>
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<td><strong>Student Wellbeing</strong> To develop resilient students who demonstrate attitudes and behaviours consistent with the school values.</td>
<td>Consistently implement a whole school framework for student wellbeing and management. Initial steps will be to investigate positive psychology programs. This will be followed by implementation of a research based social emotional learning curriculum across the school based on the investigation outcomes.</td>
<td>To maintain the Student Attitudes to School mean scores for connectedness to peers and classroom behaviour at least the middle 50% of all school scores. To incorporate the Education State targets as performance measures are made available, e.g. — A 20% increase in the proportion of students doing physical activity five times a week by 2025 — A 20% increase in the proportion of students reporting high resilience by 2025</td>
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<td><strong>School Productivity</strong> To use multiple sources of evidence to make effective decisions and allocate resources that result in sustained improvement to student learning, engagement and wellbeing.</td>
<td>Ensure sufficient resources are provided for effective implementation of strategies and actions described in each of the Achievement, Engagement and Wellbeing sections of the Strategic Plan.</td>
<td>Maintain high levels of staff opinion on collective efficacy as measured through the Staff Opinion Survey.</td>
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