# School Strategic Plan 2021-2025

Rainbow P-12 College (8256)

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VICTORIA State Government | Education and Training

# School Strategic Plan - 2021-2025

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| **School vision** | WORK HARD. BE KIND. DREAM BIG.<br>Our aspiration is to inspire our students to work hard and be kind to others. This will be underpinned by developing our students' strength of character.<br>We are committed to creating an inclusive and supportive learning community that has a passion to developing the "whole student" - academically, socially, physically and emotionally.<br>We encourage our students to look beyond the ordinary, to develop growth mindsets, and to have the belief that they can achieve the extraordinary. |
| **School values** | We value strong character in our students, staff and school community by embedding the following character strengths into all aspects of Rainbow P-12 College life:<br>Optimism, Zest, Grit, Social Intelligence, Gratitude, Curiosity and Self Control. |
| **Context challenges** | Rainbow P-12 College is located in the northwest corner of Victoria. The area is a predominantly grain and sheep farming region.<br><br>The school currently has a student population of 104 students, spread evenly between the junior and senior sections of the school. Our students are from Rainbow and the surrounding districts, including Jeparit, Yaapeet and Kenmare. The school's socio-economic band is low-medium. There are no ATSI students.<br><br>The school has 21.2 equivalent fulltime staff comprising of 2 principal class, 4.2 education support staff and 15.0 teaching staff. The Leadership team consists of an acting principal, acting assistant principal, two education specialists and one junior school representative.<br><br>The school offers a broad curriculum from Prep to Year 12. Rainbow P-12 College provides specialist classes for Arts, Music, Food Technology, Digital Technology, German Language, Health and Physical Education and Science for all students from Prep to Year 6.<br><br>A comprehensive range of subjects and programs are also provided for students from Years 7 to 10, such as Design and Technology, Digital Technology, Hands on Learning and Personal Learning and Pathways. The school has an extensive electives program from Years 6-9 and a strong focus on Agricultural and Horticultural studies. |

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| | The school has a comprehensive intervention program which includes MultiLit, Quicksmart, Fountas and Pinnell and Sounds Write. It has also been involved in the MYLNS and TLI initiatives to provide IEPs and support for students at their point of need.<br><br>The school provides a wide range of senior secondary pathways including the Victorian Certificate of Education (VCE), Victorian Certificate of Applied Learning (VCAL), Vocational Education and Training (VET) and School Based Apprenticeships (SBAs) and Work Placement opportunities. These programs were impacted by COVID restrictions and Remote Learning.<br>The school offers many extra-curricular activities, such as Work Experience: inter-school sports and excursions and camps.<br><br>Rainbow P-12 College is an active member of the Southern Mallee Lakes Cluster along with- Jeparit Primary School, Beulah Primary School, St. Joseph's Catholic Primary School in Hopetoun and Hopetoun P-12 College.<br><br>There are excellent ties with the community. The school provides fortnightly Shake, Rattle and Read Literacy sessions for preschool families. The students have, through school-related activities, connections with the Lions Club, Parks Victoria, Rainbow Oasis, Landcare, The Hindmarsh Shire Council, The Wimmera Southern Mallee Local Learning and Employment Networks (WSMLLEN), Skill Invest, Uniting, West Wimmera Health Service and Federation University. |
| **Intent, rationale and focus** | The results of the self-evaluation and review highlighted the need to continue on our journey of improving our literacy and numeracy outcomes. It identified the gaps in the understanding and implementation of student voice and agency in the classroom and emphasised the need to develop a more consistent and proactive approach to student wellbeing.<br><br>It is imperative that we continue to embed the Rainbow P-12 Model of Direct Instruction which has provided much needed consistency and structure in how we teach. To ensure the continued relevance of the model our next task during the life of this plan is to integrate the Berry Street Educational Model (BSEM) of trauma-informed practices into our instructional model. This ensures the dynamic nature of our instructional model as well as catering for the individual needs of our students emotional and social growth and development.<br><br>To accompany the effectiveness of our instructional model it is essential that we continue to provide staff with opportunities to develop their capabilities in data literacy and how it applies to both planning and assessment if we are to continue to improve our literacy and numeracy outcomes.<br><br>Student voice, agency and leadership are all essential elements for students to feel empowered and develop a sense of ownership of their learning. We are at the start of this journey as there is still a need to develop an understanding as to what the concepts actually mean in the classroom context for staff and students alike. A focus on developing student to teacher feedback processes and regular PIVOT surveys will provide valuable data in monitoring progress. |

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| | The review also recognised the impact that COVID-19 and remote learning had on the overall wellbeing of our students, both in short and long term. In an endeavour to ensure the best outcomes for students it is vital that this is monitored carefully and that our responses are proactive and empathetic in nature. To ensure consistency in regards to this we will focus on the planning and implementation of School Wide Positive Behaviour Support Program (SWPBS) which will include a whole school culture of high expectations. |

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| **Goal 1** | Improve literacy and numeracy outcomes for all students. |
| **Target 1.1** | By 2025 increase the percentage of students (four year average) meeting or above benchmark growth in Years 3-5, 5-7 and 7-9 in NAPLAN from the 2016 -2021 five year average:<br><br>Reading<br><br>● Years 3-5 from 80% to 85%<br>● Years 5-7 from 90% to 92%<br>● Years 7-9 from 75% to 80%.<br><br>Writing<br><br>● Years 3-5 from 69% to 75%<br>● Years 5-7 from 75% to 80%<br>● Years 7-9 from 64% to 70%.<br><br>Numeracy<br><br>● Years 3-5 from 81% to 85%<br>● Years 5-7 from 83% to 90%<br>● Years 7-9 from 85% to 90%. |
| **Target 1.2** | By 2025 increase the percentage of students achieving at or above the expected level, as measured by teacher judgements against the Victorian Curriculum standards, from 2021 baseline data: |

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| | Reading and viewing<br><br>● Years F-6 from 87% to 89%<br>● Years 7-10 from 75% to 79%.<br><br>Writing<br><br>● Years F-6 from 85% to 87%<br>● Years 7-10 from 63% to 70%.<br><br>Number and algebra<br><br>● Years F-6 maintain 94%<br>● Years 7-10 from 72% to 79%. |
| **Target 1.3** | By 2025 the percentage of positive responses in the School Staff Survey (SSS) school climate module to increase from 2019 baseline data:<br><br>● 55% to 80% for academic emphasis<br>● 60% to 80% for collective efficacy<br>● 63% to 80% for guaranteed and viable curriculum<br>● 66% to 80% for staff trust in colleagues<br>● 70% to 80% for teacher collaboration. |
| **Target 1.4** | By 2025, the school's VCE study score will improve from 28.05 (2018-20 three-year average) to 29.00. |

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| **Target 1.5** | Each year of the School Strategic Plan 100% of students will complete VCE/VCAL unless transitioning to education, training or full time employment. |
| **Key Improvement Strategy 1.a**<br>Building practice excellence | Embed the school instructional model so that it is consistently implemented in planning for teaching and learning. |
| **Key Improvement Strategy 1.b**<br>Curriculum planning and assessment | Develop teacher capability to collate, analyse and use assessment data to inform teacher practice. |
| **Key Improvement Strategy 1.c**<br>Building leadership teams | Build the capability of the school leadership team to lead and develop a culture of continuous improvement. |
| **Goal 2** | Empower students to be independent, engaged and motivated learners. |
| **Target 2.1** | By 2025 the percentage of positive responses for the Attitudes to School Survey (ATSS) factors will increase from the percentages achieved in 2019:<br><br>Years 4-6<br><br>● Differentiated learning challenge from 85% to 90%<br>● Motivation and interest from 78% to 85%<br>● Self-regulation and goal setting from 87% to 90%<br>● Sense of confidence maintain at 94% or greater<br>● Stimulating learning from 83% to 88%<br>● Student voice and agency from 76% to 85%.<br><br>Years 7-9 |

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| | ● Differentiated learning challenge from 60% to 75%<br>● Motivation and interest from 51% to 75%<br>● Self-regulation and goal setting from 61% to 75%<br>● Sense of confidence from 62% to 75%<br>● Stimulating learning from 56% to 75%<br>● Student voice and agency from 49% to 75%.<br><br>Years 10-12<br><br>● Differentiated learning challenge from 55% to 75%<br>● Motivation and interest from 57% to 75%<br>● Self-regulation and goal setting from 52% to 75%<br>● Sense of confidence from 61% to 75%<br>● Stimulating learning from 59% to 75%<br>● Student voice and agency from 52% to 75%. |
| **Target 2.2** | By 2025 increase the school average percentage rating for the student voice, agency and leadership component of a the PIVOT survey based on 2021 data.<br><br>● This teacher cares about students' point of view from 4.0 to 4.2<br>● This teacher encourages me to share my ideas and opinions about what we are learning in class from 4.1 to 4.2<br>● In this class, students have a chance to lead the learning from 3.8 to 4.0<br>● This teacher gives us choices about what work we do from 3.8 to 4.0<br>● I care about what we're learning in this class from 4.2 to 4.3. |

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| **Target 2.3** | By 2025 the percentage of positive responses for the Parent Opinion Survey (POS) factors will increase from the percentages achieved in 2019:<br><br>● Student motivation and support from 70% to 80%<br>● Stimulating learning environment from 62% to 80%<br>● Student agency and voice from 68% to 80%<br>● Confidence and resiliency skills from 77% to 85%. |
| **Key Improvement Strategy 2.a**<br>Empowering students and building school pride | Build student and teacher understanding of student voice and agency in learning. |
| **Key Improvement Strategy 2.b**<br>Setting expectations and promoting inclusion | Create a whole school culture of high expectations. |
| **Key Improvement Strategy 2.c**<br>Evaluating impact on learning | Develop feedback processes, including student feedback, which enable teachers to measure the impact of their teaching. |
| **Goal 3** | Enhance the wellbeing of all students. |
| **Target 3.1** | By 2025 the percentage of positive responses for the ATSS factors will increase from the percentages achieved in 2019:<br><br>Years 4-6<br><br>● Effective classroom behaviour from 83% to 88%<br>● Managing bullying maintain at 91% or greater<br>● Respect for diversity from 85% to 90%<br>● Sense of inclusion maintain at 94% or greater |

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| | ● Teacher concern from 80% to 90%.<br><br>Years 7-9<br><br>● Effective classroom behaviour from 55% to 75%<br>● Managing bullying from 52% to 75%<br>● Respect for diversity from 47% to 75%<br>● Teacher concern from 50% to 75%.<br><br>Years 10-12<br><br>● Effective classroom behaviour from 54% to 75%<br>● Managing bullying from 49% to 75%<br>● Respect for diversity from 53% to 75%<br>● Teacher concern from 49% to 75%. |
| **Target 3.2** | By 2025 the percentage of positive responses in the SSS School Climate Module factors will increase from the percentages achieved in 2019:<br><br>● Parent and community involvement from 73% to 85%<br>● Trust in students and parents from 66% to 80%. |
| **Target 3.3** | By 2025 the percentage of positive responses for the POS factors will increase from the percentages achieved in 2019:<br><br>● Parent participation and involvement from 74% to 85%<br>● School communication from 70% to 85% |

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| | ● Teacher communication from 59% to 85%. |
| **Key Improvement Strategy 3.a**<br>Health and wellbeing | Develop and implement a whole school approach to student wellbeing. |
| **Key Improvement Strategy 3.b**<br>Networks with schools, services and agencies | Strengthen partnerships between students, staff, parents and the wider community to support and promote student wellbeing. |