



School Strategic Plan for

Doncaster Primary School 197

2016 - 2019



Endorsements

<p>Endorsement by School Principal</p>	<p>Signed.....</p> <p>Name.....</p> <p>Date.....</p>
<p>Endorsement by School Council</p>	<p>Signed.....</p> <p>Name.....</p> <p>Date.....</p> <p>School Council President's endorsement represents endorsement of School Strategic Plan by School Council</p>
<p>Endorsement by the delegate of the Secretary</p>	<p>Signed.....</p> <p>Name.....</p> <p>Date.....</p>
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School Profile

Purpose

The school demonstrates a strong belief in and commitment to providing a safe, secure and enriched learning environment for its students and has a clear focus on catering for a diverse range of students at their point of need.

The student achievement focus for the next four years will be building upon current good practice by refining, implementing and embedding a whole school approach to teaching and learning and curriculum development across the school. We strive for excellence in teaching and learning in all areas of the school.

A priority for this next period is to document the culture, creating binding agreements relating to pedagogical practices in order to improve consistency in planning and practice Foundation to Year 6 while promoting community engagement. Literacy and Numeracy programs will be consolidated and documented to support whole school implementation of programs. Building data and digital literacy will underpin this work. While building on previous growth we will develop leadership within the school in a positive learning environment.

Values	<p>The school's values – Honesty and Integrity, Respect, Fairness and Equity and, Teamwork – are at the centre of all the work within the Doncaster Primary School learning community, ensuring a safe, orderly and inclusive environment for all students. The Living the Values – The Ways We Want to be Treated document emphasises and explicitly articulates the expectations for students, teachers and parents that leads to a consistency of behaviours, actions and practices. This safe and orderly environment will be further enhanced with the adoption of new strategies, implementation and documentation of the Doncaster Primary School approach to wellbeing.</p>
Environmental Context	<p>Doncaster Primary School (Doncaster PS) is located in Council Street, Doncaster in the City of Manningham. The school still occupies the original site, situated in the midst of the Doncaster Hill development, between the City of Manningham Offices and Westfield Shopping Town. Significant building development completed in recent years has resulted in outstanding modernised facilities. The school has now been totally rebuilt in four stages. The school has developed close links with the City of Manningham, having four usage agreements including an Artists Fence built with a</p>

	<p>Community Grant, a staff carpark, a bike path and a land swap, which will provide enhanced play areas. Links with the Doncaster Community Church employ a School Chaplain, run a Kids Hope Mentoring Program, Food for Families and share facilities.</p> <p>There has been a slight increase in the student population over the review period from 523 students to the current enrolment of 530 students. The current enrolment of 530 students is representative of a wide range of cultural backgrounds. The school embraces an inclusive culture and this culture is enhanced by the regular hosting of overseas students and enrolment of international fee paying students.</p> <p>Doncaster PS has 32 Equivalent Full time (EFT) teaching staff including three Principal Class Officers, and 14 Education Support Staff.</p> <p>The school is structured in single year level classes. Specialist teaching areas include Visual Arts, Performing Arts, Library, Languages (LOTE- Mandarin) and Physical Education. Program provision is enhanced through the delivery of a wide range of enrichment programs including opportunities for students to develop leadership skills.</p>

Service Standards	The school is very well positioned to enter a new and invigorating period of sustained school improvement. It is expected with an energised focus on building the Doncaster Primary School Instructional Model students will achieve high levels of individual growth into the future. This work will be facilitated through strengthening data and digital literacy and building the capacity of staff to better collate, analyse and use data to inform teaching and learning. Building supportive partnerships within and beyond the community will also enhance the strong culture of engagement and wellbeing to the benefit of student learning.

Strategic Direction

Achievement		Key improvement strategies
Goals	To improve student outcomes in Literacy, Numeracy, Science and Information & Communication Technology.	Ensure evidence is used to inform planning which then leads to explicit and targeted teaching.
Targets	<p>By 2018 ensure all students have experienced 12 months growth as demonstrated through NAPLAN Year 3 and 5 in all domains and Progressive Achievement Tests (PAT).</p> <p>By 2018 50% of students will receive an A or B rating – Victorian Curriculum, Foundation – Year 6 in Literacy, Numeracy and Science.</p> <p>By 2018 NAPLAN achievement data matched cohort (Year 3 – 5) will show improved relative growth:</p> <ul style="list-style-type: none"> • Increase the number of students in Year 5 showing high growth to 50% and reduce the number of students showing low growth to less than 10% in Reading, Writing and Numeracy. 	<p>Develop a teaching and learning framework that ensures consistent practice from Foundation to Year 6, identifying and cater for all students including those with specific needs.</p> <p>Consolidate and document a whole school approach to the implementation of Doncaster Literacy (Reading, Writing, Spelling, Speaking and Listening), Numeracy model, Science and ICT.</p> <p>To develop and adopt agreed whole school consistent approaches to assessment, moderation, tracking and management of data and how these data inform planning.</p>

	<p>By 2018 Staff Opinion Professional Learning component score results to be above the State Mean in all areas – Renewal of Knowledge and Skills, Applicability of Professional Learning, Collective Participation, Feedback and Coherence.</p> <p>By 2018 Staff Opinion component score of Teacher Collaboration to be above the State Mean for All Primary Teachers.</p>	
Theory of action (optional)	With the commitment of the whole school to an Instructional model and refinement of an evidence based approach to planning and practice in Literacy, Numeracy, Science and ICT then opportunities for increased student outcomes are likely to occur.	
	Actions	Success criteria
Year 1	<ul style="list-style-type: none"> • Build the capacity of PLT’s with a student focus on using data to inform planning for teaching including students with specific needs. • To begin developing shared (binding) agreements to ensure consistency of practice. • Ensure whole school consistent approach to assessment, moderation and understanding of the diagnostic use of those assessments. 	<ul style="list-style-type: none"> • Staff planning documents reflect use of data to inform teaching and demonstrate understanding of all students needs including those with specific needs. • Shared agreements have been documented. • PLT’s use evidence and plan for regular moderation within and beyond own teams.

	<ul style="list-style-type: none"> • Ensure teacher judgements are informed and accurate based on evidence gained from timely assessment and student work samples. • Review and refine current understandings and practices and document as 'non-negotiable', binding agreements to support the implementation of whole school approaches. • Ensure a whole school instructional model is understood and build a whole school belief of what is effective teaching and learning. • Develop a whole school Professional Learning Plan to ensure opportunities are provided to build whole school and individual capacity. • Build capacity and enhance work already being done through teachers learning from each other through focussed learning walks, observation, feedback, reflection and action research at the classroom level. 	<ul style="list-style-type: none"> • Authentic assessment practices in place and understood by staff, parents & students. • PLT's have developed common approach to teaching of Literacy (Reading, Writing, Spelling, Speaking and Listening), Numeracy, and Science supported by the effective resourcing and use of ICT. • Agreed understandings of whole school approaches to planning, teaching and learning have been explicitly stated, demonstrated and documented. • Whole school and individual performance and development plans align with school goals and priorities reflecting growth in capacity. • Capacity building protocols are evident and continue to support effective planning, teaching and learning – teachers value learning gained from their peers.
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<p>Year 2</p>	<ul style="list-style-type: none"> • Continue to audit, reflect on and review current practice including all action points in Year One (as above). • Review and refine binding agreements and consolidate where appropriate to ensure consistency of practice. • Provide professional learning for staff on the use of ICT to collect, analyse and track student data to inform planning. • Fully implement Data Management and Knowledge Management Systems including an online tracking continuum. • Review Induction Program to ensure program expectations are clear. • Review documents for teaching and learning including assessment schedule. 	<ul style="list-style-type: none"> • Shared agreements are monitored regularly. • Staff collecting and managing data effectively to inform teaching and learning. • Data and Knowledge Management systems deployed. • New and returning staff provided with appropriate induction and given clear expectations. • Assessment schedule reviewed.
<p>Year 3</p>	<ul style="list-style-type: none"> • Provide professional learning on Assessment 'as of and for learning'. • Further refine and consistently implement a common approach (whole school) to planning and teaching Literacy (Reading, Writing, Spelling, Speaking and Listening), Numeracy, Science and ICT. 	<ul style="list-style-type: none"> • Whole staff consolidating best practice in assessment data collection and analysis. • PLT's monitor common approach maintaining alignment with school goals and priorities. • Key learning areas are planned and implemented using agreed methodology.

	<ul style="list-style-type: none"> • Broaden scope of Data Management system and Reporting package. • Revisit whole school Instructional model to ensure alignment with SSP, direction and priorities. • Continue to audit, reflect on and review current practice including all action points addressed in the SSP. 	<ul style="list-style-type: none"> • Data management software is being used extensively.
<p>Year 4</p>	<ul style="list-style-type: none"> • Review all aspects of SSP, with attention to areas not yet achieved. • Consistent and planned use of data management system by teachers to provide specific feedback to parents. 	<ul style="list-style-type: none"> • Formal School Review undertaken, including Self Evaluation with critical analysis of achievement against set targets. • Data Management system fully implemented.

Engagement		Key improvement strategies
Goals	To increase opportunities for higher levels of student cognitive engagement and self-directed inquiry within a rich learning environment.	Leverage digital tools to connect students to their world.
Targets	By 2018 all variables relating to Teaching and Learning (Learning Confidence, School Connectedness, Stimulating Learning, Student Motivation, Teacher Effectiveness, Teacher Empathy) on the Attitude to School Survey to be above State and Region means.	Enhance the personalised approach to student learning through Inquiry throughout the school with a particular focus on Literacy, Numeracy and Science. Enhance teacher capacity to deliver a differentiated curriculum. All staff have a clear understanding of the Inquiry approach and implement it effectively.
Theory of action (optional)	<p>When the school commits to an Inquiry oriented approach to pedagogy, under the umbrella of social constructivism, a higher level of learning and engagement is likely to occur.</p> <p>When a school espouses or articulates an explicit theory of learning then the level of student autonomy and depth of thinking increases.</p>	

	Actions	Success criteria
Year 1	<ul style="list-style-type: none"> • Develop an e-learning strategy informed by a clear philosophy. • The whole school Professional Learning Plan provides opportunity for all staff to develop their knowledge and skills of the digital world. • Develop a shared understanding and commitment to the implementation of Inquiry Learning – appropriate Professional Learning where necessary. • Continue to build on the understanding of student voice within Inquiry Learning. 	<ul style="list-style-type: none"> • PLT’s have an agreed philosophy about the use of ICT and digital learning • Whole school eLearning document completed. • Professional Learning programs undertaken that align with agreed philosophy and reflect the shared understanding of pedagogy. • Professional Learning Plan developed with links to school priorities. • Teachers have implemented aspects of Inquiry Learning model including use of appropriate language and learning strategies. • Opportunities for student voice are evident through student involvement in presentations, committees and student led forums.

<p>Year 2</p>	<ul style="list-style-type: none"> • Incorporate effective Professional Learning strategies such as: Action research into the use of digital tools. • Investigate the viability of the introduction of a rigorous and structured developmental learning program in the Foundation years. • Refine and develop whole school expectations for student goal setting. • Further develop and enhance the inquiry approach in Literacy, Numeracy and Science. 	<ul style="list-style-type: none"> • PLT's have researched and observed Developmental Programs and provided an overview and timeline for implementation of trial. • Students have an understanding of learning intentions and have established goals for their learning linked to school priorities. • Inquiry approach embedded in teacher planning documents.
<p>Year 3</p>	<ul style="list-style-type: none"> • Build student capacity to reflect on their multi-disciplinary learning. • Implement structured developmental learning program in Junior School. • Trial the introduction of an evidence based developmental learning program in the Foundation years. • Ensure planning documents reflect the Inquiry Learning approach, agreed management strategies, and language to support student goals and feedback. 	<ul style="list-style-type: none"> • Reflection tasks and opportunities have been planned and provided. • Developmental Learning program fully implemented. • Foundation evidence based developmental learning program established. • Planning templates follow agreed structures.

<p>Year 4</p>	<ul style="list-style-type: none"> • Consistently and actively seek opportunities for student voice, establishing clear structures where student feedback is sought with clear guidelines. • Continue to build teacher and leadership capacity through engagement in whole school Professional Learning linked DET and school priorities. • Review all aspects of SSP, with attention to areas not yet achieved. 	<ul style="list-style-type: none"> • Opportunities for student voice are evident across the school with protocols followed for providing feedback. • Professional Learning plans link to DET & School priorities. • Formal School Review undertaken, including Self Evaluation with critical analysis of achievement against set targets.
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Wellbeing		Key improvement strategies
Goals	To develop a whole school framework to enhance student wellbeing ensuring a supportive learning community, which nurtures the social and emotional development of all students.	Build the capacity of students to be resilient, socially responsible and respectful in all their relationships.
Targets	By 2018 the variable score for student safety on the Attitudes to School Survey to be in the fourth quartile. Parent Opinion survey indicates a greater awareness of wellbeing programs.	
Theory of action (optional)	When the school espouses an explicit approach to student wellbeing and behaviour then student achievement is positively affected.	
	Actions	Success criteria
Year 1	<ul style="list-style-type: none"> Review and document current student wellbeing programs to ensure they are effective and focus on a whole school approach – including Living the Values program. Investigate supplementary programs to support students to develop resilience and social skills, and to enhance current practices. 	<ul style="list-style-type: none"> PLT's have reviewed wellbeing programs and continue to monitor effectiveness. Additional, supportive programs introduced to enhance current practice.

	<ul style="list-style-type: none"> Engage parents – enhancing their ability to connect to the school to build community and improve learning. Engage all students particularly those with specific needs, in all aspects of school life to maximise engagement at all levels. Continue to provide opportunities for students to voice ideas and opinions. 	<ul style="list-style-type: none"> Parents indicate greater awareness and understanding of whole school wellbeing programs and improved parent opinion data. Improved student survey data is clearly documented. Student led forums and committees allow for student voice and leadership opportunities.
Year 2	<ul style="list-style-type: none"> Allocate specific class time for promoting and reviewing school values. Continue parent awareness through communication and relevant forums. 	<ul style="list-style-type: none"> Timetable structured to allow class time to focus on school values. Parents continue to support the school in the implementation of wellbeing programs.
Year 3	<ul style="list-style-type: none"> Embed practices for reviewing, planning and documenting whole school wellbeing program. Whole School Wellbeing Profile in place supported by Student Leadership, Wellbeing Programs, Social Service and Community Awareness. 	<ul style="list-style-type: none"> Clear, unambiguous strategies and protocols support Wellbeing Programs. School community understands the elements of the Wellbeing Profile at Doncaster PS.
Year 4	<ul style="list-style-type: none"> Review current Wellbeing Programs and consider future goals. 	<ul style="list-style-type: none"> Wellbeing Programs reviewed as part of School Review.

Productivity		Key improvement strategies
Goals	To increase the capacity of the organisation to function strategically.	To build the leadership structure which enhances middle level leaders capacity to lead and implement change. To allocate resources according to Department of Education and Training and school priorities and evaluate their effect using a transparent and accountable annual budgeting process. Identify leadership potential in current staffing profile.
Targets	Staff Opinion Leadership Component score results to be above State mean in all areas.	
Theory of action (optional)	When the school commits to a whole school professional learning plan that reflects the SSP incorporating opportunities for building individual and school capacity within the learning community, then a high level of learning is likely to occur.	
	Actions	Success criteria
Year 1	<ul style="list-style-type: none"> • Develop a shared understanding of effective leadership and build the capacity of the leadership team through engaging in appropriate professional learning. • Develop Doncaster Primary School staff expertise to build capacity across the school. • Engaging a coach to work with the Leadership team. • Develop a whole school professional learning plan linked to the school improvement model and SSP. • Ensure resourcing of PLT's (time, personnel and support). 	<ul style="list-style-type: none"> • Individual staff have been given opportunities to develop and lead PL within the school, network and beyond. • Staff given opportunity to work alongside expert coach. • Professional Learning Plans linked to school and DET priorities. • Appropriate level of resources provided for PLT's.

<p>Year 2</p>	<ul style="list-style-type: none"> • Access Professional Development to support and build leadership capacity and knowledge of how to lead PLT's ensuring evidence is at the centre of all decisions. (Evidence based leadership). • To ensure priority funding for continued development and implementation of ICT and Professional Learning across the school. • Ensure priority funding is available to enable the implementation of a researched based instructional framework 	<ul style="list-style-type: none"> • Staff access relevant Professional Development. • Staff seek and evaluate evidence to support their teaching and learning decisions. • Adequate levels of funding allocated as part of yearly budget planning.
<p>Year 3</p>	<ul style="list-style-type: none"> • Ensure resourcing of PLT's (time, personnel and support). • To ensure priority funding for continued development and implementation of ICT and Professional Learning across the school. 	<ul style="list-style-type: none"> • Adequate levels of funding allocated as part of yearly budget planning.
<p>Year 4</p>	<ul style="list-style-type: none"> • Review, reflect and evaluate all strategies and actions as part of School self-evaluation and review processes. 	<ul style="list-style-type: none"> • School Review and Self Evaluation provides evidence of achievement.