

# School Strategic Plan 2019-2023

Doncaster Primary School (0197)



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Awaiting endorsement by School Council President

# School Strategic Plan - 2019-2023

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<b>School vision</b>	DPS values quality education with high expectations. We achieve high individual growth by utilising data to inform teaching and learning. Students learn in a safe, vibrant and caring environment that promotes acceptance, confidence, curiosity and respect; in line with our guiding values of: Honesty, Equity, Respect, Fairness, Integrity and Teamwork.
<b>School values</b>	<p>The DPS Guiding Values of; Honesty, Equity, Respect, Fairness, Integrity and Teamwork underpin the school's provision of quality education with high expectations. The values cultivate positive interactions and expectations that we have for one another, this includes teachers, students and parents and provides a common language that is understood by all in the school community. The values promote school pride and reinforce decisions and actions.</p> <p>Values, informed by the school's vision, and developed collaboratively by the whole school community, are strongly embedded in everyday practices of the school. Explicit targets in student outcomes focus the whole-school's attention on core learning priorities. Leaders, staff and students co-design clear, short and long term goals for the AIP, aligned to the vision, values and culture of the school.</p> <p>Leaders articulate the school's vision, values and explain how these reflect the needs and aspirations of the school community. They consistently reference short and long-term school planning and resource decisions to the school vision and goals. Leaders actively engage with the whole school community and use a range of strategies to secure commitment to the school's vision. Strategies are in place to address barriers to engagement. The school monitors how well programs and activities are aligned with the vision and goals.</p> <p>The school works with parents/carers to highlight the importance of high expectations and challenging goals for students aligned to the DPS goals. Schools, parents/carers work together to give consistent support and reinforcement of expectations about learning and behaviour and celebrate student achievements. Inclusive school policies, programs and practices are monitored and evaluated for their effectiveness. Parents/carers have avenues to work with the school to overcome barriers to family engagement in supporting their child's learning.</p> <p>The school formalises partnerships to address identified student learning and wellbeing needs and enrich learning experiences and opportunities an example of this is the partnership with the Church of Christ who give us 12 Kids Hope Mentors that work one to one with 12 of our students. The school harnesses the capacity of its partners to collectively meet the diversity of its student needs by accessing such things as expertise, professional development and delivery of activities and services. Partnerships are monitored and reviewed to measure their effectiveness. The school and its partners co-design learning experiences that have mutual benefit.</p>

	<p>The school collaborates through its Community of Practice and with external partners to create a networked learning community where specific needs can be addressed through the shared facilities, expertise and knowledge of all. DPS is very active within its FISO Community of Practice to develop leadership within a school with a focus on Literacy and Numeracy. The school effectively uses these partnerships to identify and address specific needs, enrich student learning opportunities, address issues of disadvantage and inclusion, facilitate successful transitions, and promote student and staff health, well-being, inclusion and engagement.</p> <p>The school works proactively to link students into active lifestyle and wellbeing programs in the local community. It collaborates with network partners to create opportunities designed to mitigate disadvantage and ensure inclusion. Parents/carers and students are key partners in decision-making. Staff health and wellbeing is regularly monitored and supported.</p> <p>Parents/carers are welcomed as partners into the school community and are involved in decision making activities through mechanisms such as parent associations, committees and school council. The school implements strategies and processes to encourage and empower parents/carers to communicate and engage with the school. It regularly communicates opportunities for parent engagement and articulates the benefits of parents as partners for student learning and wellbeing. Parents/carers have opportunities to provide input into guidelines and expectations around learning and behaviour.</p>
<p><b>Context challenges</b></p>	<p>Doncaster Primary School has a long and rich history, dating back to 1863. Located in the City of Manningham, it occupies the same 2.63 hectare site, but now with state-of-the-art facilities. A strong commitment to sustainability and a sense of community. The 535 children are representative of a wide range of cultural backgrounds with a high proportion of children from Language Backgrounds Other Than English and we have an SFO of 0.2309 which is reflective of the professional backgrounds of our parent body. The school has a standard for high academic performance and achievement, whilst promoting ethical behaviour, personal and social competence, critical and creative thinking, and intercultural understanding.</p> <p>The skills, behaviours and attributes developed will equip students for success in life and work in the 21st Century. We believe in developing the whole child, to that end our highly experienced teachers coordinate a wide range of extra curricular activities and events to compliment the teaching and learning of our students.</p> <p>Our school has 35.06 equivalent full-time staff: 3.0 Principal class, 24.59 teachers and 7.47 Education Support Staff. Our staff are committed to providing the best possible learning environment for all of our students.</p> <p>Teachers work closely to develop their own capacity in order to provide a highly effective and differentiated curriculum across all Victorian Curriculum domains, common planning time is provided to promote a shared vision, team approach and consistency of practice P-6.</p> <p>Parents at Doncaster Primary School should feel confident in the learning environment, student behaviour and student engagement. Our staff work in a close partnership with our parents through School Council, Class Representatives, Volunteers and Helpers,</p>

Student Conferences and Student Presentations and information Evenings.

At Doncaster Primary School we aim to achieve high levels of individual growth while utilising student data to inform teaching and learning. We will build supportive partnerships within DPS and beyond to enhance a strong culture of engagement and wellbeing to the benefit of student learning.

The Principal Class Officers, Learning Specialists, Leading Teachers and Level Leaders work with all teachers, using the Strategic Plan, Annual Implementation Plan and teacher performance and development plans. We believe there is power in consistency of practice across all levels at DPS. Regular moderation activities are shared to compare instructional practice methods.

Within this context, we are committed to implementing a consistent and whole school approach to explicit teaching that differentiates the curriculum and personalises learning for all. We are dedicated to building consistency of practice across the school, through professional learning walks, peer observation, within and beyond DPS using Professional Practice Days for school visits, and collaborative reflection, using learning goals, learning intentions and success criteria.

Challenges that face our school as we move into the new strategic plan include:

There is no shortage of challenges in school education. Some of the biggest challenges we face can appear frustratingly intractable. Despite reform efforts, regular government reviews and ongoing calls for change, progress in addressing our most significant challenges is often slow. Based on the recent review we identified some of our challenges being in the form of Monitoring (Assessment), how do we develop and maintain time allowance for data literate conversations that drive the teaching and learning to allow for differentiated learning and meeting the point of need of each individual child. How, in turn, do we have a consistent approach to students developing their own learning goals that align to the class curriculum. Other identified challenges are those of how to meet the needs of the students requiring early intervention to ensure that under achievement is minimal, while providing an equitable education for all. We have a well-researched and developed instructional model, a challenge is ensuring that all teachers understand this model and use it implicitly in all that they do thus ensuring differentiation, clarity of teaching, the purposeful use of the HITS and purposeful data gathering.

An ongoing challenge is getting all children off to a good start, by reducing the number of children who begin school with low levels of school readiness and so are at risk of ongoing low achievement. Many of the children that begin at our school come to school from overseas never having been in an Australian school before and often do not speak English. This is challenge for not only the student but also the teacher. We need to be vigilant in understanding the backgrounds of the children and their families and knowing where best to begin their school journey that will maximise the benefits of the classroom experiences.

Following analysis of data and listening to our student voice , we identified the need to develop teacher capacity and depth of teacher understanding in curriculum knowledge to add rigor to the delivery of each lesson to enable individual students to maximise their learning potential and for the students to set themselves challenging goals to stretch their own self efficacy.

**Intent, rationale and focus**

We are aiming to achieve high individual growth by utilising data to inform teaching and learning. We aim to provide a safe, vibrant and caring learning environment that promotes acceptance, confidence, curiosity and respect; in line with our guiding values of: Honesty, Equity, Respect, Fairness, Integrity and Teamwork.

Given the findings from our self-evaluation and review, the school's priorities are ensuring improvement in Literacy and Numeracy outcomes for every student. The school is seeking to improve student voice, agency and leadership while maintaining a relentless focus on student engagement and wellbeing.

The Strategic Plan will focus specifically on:

- Optimising the learning growth of all students in literacy and numeracy.
- Further developing teacher capacity to conduct data literate conversations that lead to developing targeted differentiated lessons.
- Consistently embedding the DPS instructional model across all curriculum areas.
- Embedding consistent and effective teacher practice for example refining explicit teaching practices in line with Readers Workshop Model.
- Building teacher and student knowledge and understanding of student voice and agency.
- Incorporating student voice and agency into planning processes.
- Implementing authentic student voice and agency in teaching and learning.
- Developing a consistent approach to individual student goal setting.
- Building teacher capacity through the development of a whole school peer observation, coaching, feedback model.
- Continue to ensure a whole school approach to curriculum documentation and planning.

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<b>Goal 1</b>	To optimise the learning growth of all students in literacy and numeracy
<b>Target 1.1</b>	The percentage of Year 3 students assessed in top two bands in NAPLAN Reading in 2019 was 63 % this will be increased to 75 % by 2023 The percentage of Year 5 students assessed in top two bands in NAPLAN Reading in 2019 was 41 % this will be increased to 57 % by 2023
<b>Target 1.2</b>	The percentage of Year 3 students assessed in top two bands in NAPLAN Numeracy in 2019 was 62 % this will be increased to 66 % by 2023 The percentage of Year 5 students assessed in top two bands in NAPLAN Numeracy in 2019 was 50 % this will be increased to 56 % by 2023
<b>Target 1.3</b>	The percentage of Year 5 students showing high relative growth in NAPLAN Numeracy in 2019 was 38% this will be increased to 45 % by 2023
<b>Target 1.4</b>	The percentage of Year 5 students showing high relative growth in NAPLAN Reading in 2019 was 30 % this will be increased to 35 % by 2023

<b>Target 1.5</b>	<p>The percentage of F-6 students assessed as above the expected level against the Victorian Curriculum Reading and Viewing 2019 was 44 % this will be increased to 54% by 2023</p> <p>The percentage of F-6 students assessed as above the expected level against the Victorian Curriculum Number and Algebra 2019 was 38 % this will be increased to 48 % by 2023</p>
<b>Key Improvement Strategy 1.a</b> Curriculum planning and assessment	Develop and implement a whole school approach to the teaching of reading
<b>Key Improvement Strategy 1.b</b> Building practice excellence	Further strengthen and embed the capacity of all teachers to consistently deliver the school's instructional model
<b>Key Improvement Strategy 1.c</b> Evaluating impact on learning	Build teacher capacity through the development of a whole school peer observation, coaching and feedback model
<b>Goal 2</b>	To maximise student learning growth across all curriculum areas
<b>Target 2.1</b>	<p>In 2019, the percentage of students responding positively to the survey factor 'Differentiated learning challenge' was 86 % DPS will increase the number of positive responses to 90 % as measured by AtoSS.</p>
<b>Target 2.2</b>	<p>In 2019, the percentage of students responding positively to the survey factor 'Self-regulation and goal setting' was 84 % DPS will increase the number of positive responses to 90 % as measured by AtoSS.</p>

<b>Target 2.3</b>	In 2019, the percentage of students responding positively to the survey factor 'Guaranteed and viable curriculum' was 79 % DPS will increase the number of positive responses to 89 % as measured by AtoSS.
<b>Target 2.4</b>	By 2023, the percentage of staff responding positively to the survey factor 'Teacher collaboration' will be at or above 80 per cent as measured by SSS.  In 2019, the percentage of staff responding positively to the survey factor 'Teacher collaboration' was 45 % DPS will increase the number of positive responses to 74 % as measured by SSS.
<b>Key Improvement Strategy 2.a</b> Evidence-based high-impact teaching strategies	Further develop and embed high impact teaching strategies (HITS) with a focus on differentiated teaching, feedback and metacognition
<b>Key Improvement Strategy 2.b</b> Curriculum planning and assessment	Continue to implement a consistent whole school approach to curriculum documentation and planning
<b>Key Improvement Strategy 2.c</b> Evaluating impact on learning	Enhance differentiation practices in the analysis of student data to inform point of need teaching and learning
<b>Goal 3</b>	To improve student voice and agency in their learning
<b>Target 3.1</b>	In 2019, the percentage of students responding positively to the survey factor 'Student voice and agency' was 68 % DPS will increase the number of positive responses to 78 % as measured by AtoSS.



<b>Target 3.2</b>	In 2019, the percentage of students responding positively to the survey factor 'Stimulated learning' was 79 % DPS will increase the number of positive responses to 89 % as measured by AtoSS.
<b>Target 3.3</b>	In 2019, the percentage of parents responding positively to the survey factor 'Student agency and voice' was 82 % DPS will increase the number of positive responses to 92% as measured by POS.
<b>Target 3.4</b>	In 2019, the percentage of parents responding positively to the survey factor 'Simulated learning environment' was 77 % DPS will increase the number of positive responses to 87% as measured by POS.
<b>Key Improvement Strategy 3.a</b> Intellectual engagement and self-awareness	Define, develop and implement what student voice and agency means and looks like in the classroom
<b>Key Improvement Strategy 3.b</b> Empowering students and building school pride	Develop and embed a consistent whole school approach to ensure student voice and agency is explicit in their learning - (building teacher capacity, authentic learning partnerships, feedback, conferencing; promotion of student self-regulation)

