

School Strategic Plan 2023-2027

Doncaster Primary School (0197)



Submitted for review by Carly Epskamp (School Principal) on 29 November, 2023 at 11:55 AM

Endorsed by Carolyn Elliot (Senior Education Improvement Leader) on 29 November, 2023 at 12:08 PM

Endorsed by Kelvin Wong (School Council President) on 29 November, 2023 at 01:45 PM

School Strategic Plan - 2023-2027

Doncaster Primary School (0197)

<p>School vision</p>	<p>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: Determination, Pride and Success.</p>
<p>School values</p>	<p>The school’s values – Determination, Pride and Success – 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 School Wide Positive Behaviour framework documentation emphasises and explicitly articulates the behavioural expectations for students 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>
<p>Context challenges</p>	<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 over the years has resulted in outstanding modernised facilities. The school has 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 Community Grant, a staff carpark, a bike path and a land swap, which will provide enhanced play areas. We enjoy strong links with the Doncaster Community Church who run a Kids Hope Mentoring Program with students that are deemed vulnerable. There has been a slight increase in the student population over the review period from 530 students to the current enrolment of 560 students. The current enrolment of 560 students is representative of a wide range of cultural backgrounds. Doncaster Primary School has 62% English as an Additional Language (EAL) students speaking 28 foreign languages. Five students identify as Aboriginal and Torres Strait Islander. The school embraces an inclusive culture and this culture is enhanced by the regular hosting of overseas students and enrolment of up to 30 international fee paying students.</p> <p>Doncaster Primary School has 30 Equivalent Full time (EFT) teaching staff including three Principal Class Officers, three Learning Specialists, one English as an additional Language (EAL) teacher and 8 Education Support Staff. The school is structured in single year level classes. Specialist teaching areas include Visual Arts, Performing Arts, Science, Library, Cultural Studies (P-3), Languages (LOTE- Mandarin & French 4-6) 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. Doncaster Primary School has an accredited Out of School Hours Care Program (OSHC) with Village OSHC.</p> <p>Key challenges at DPS include behaviour management of particular students and the access students have to tiered support. The</p>

	<p>Whole School Wellbeing approaches include frameworks such as Respectful Relationships, SWPBS and Tribes is a multi age program that is utilised at DPS.</p> <p>Since the school has many EAL students, they require access to early assessment and intervention, which currently happens through our key contact at BELS. We have also freshly developed administrative documentation whereby new students and their history are accessed by the classroom teacher and all of the specialist teachers, ensuring new students are acknowledged and supported by all of their teachers on arrival. If families choose for their child to forgo a position at BELS, it creates challenges for our teachers as they require a completely differentiated EAL program. We have established an EAL program and are continuously reviewing the staffing and administration of this program. Currently, groups of students attend classes for up to one hour a day, four days a week. A review of staffing, resourcing, curriculum delivery and sourcing external providers for additional staff training will be key in this SSP at Doncaster Primary School.</p> <p>Doncaster Primary School is growing and the number of enrolments we receive at the start of every term has increased over time. This has led to workforce planning challenges as class numbers are becoming what we deem at DPS as 'too high'. To ensure we are catering for all students and teaching point of need, smaller class sizes are planned for 2024 in our Year Four, Five and Six cohorts. This is also the area where we find majority of our challenging behaviours, so the smaller classes will allow for thorough follow up from classroom teachers. In our School Review, completed in 2023, the panel found that our top performing students were not being stretched as much as possible and teachers were perhaps aiming their teaching to the middle. Our NAPLAN results supported this statement, as all of our 'exceeding' results were slightly below our network.</p> <p>With new Middle Leaders starting in 2024, access to leadership training, coaching and mentoring is a priority for this SSP. Paired with new graduate teachers commencing, a new and improved Induction Program with coaching mentoring and support will be created.</p>
<p>Intent, rationale and focus</p>	<p>The school is very well positioned to enter a new and invigorating period of sustained school improvement. It is expected with a continued focus on differentiation, students will achieve high levels of individual instruction, support, scaffolding and extending with a focus on upward trends in all curriculum areas. As there are some new staff, a fresh induction program to include an understanding of the DPS pedagogical model is vital for consistency across the school. New staff are allocated a mentor irrespective of their level of experience and this will ensure new staff understand how we collaboratively plan, document, analyse and use data to guide the planning of our curriculum across all areas from P-6. This work will be facilitated through strengthening data literacy, digital skills and knowledge, and building the capacity of staff to better collate, analyse and use data to inform teaching and learning. Our PLC inquiry cycles will be vital in achieving this. Building supportive and trusting partnerships within the school with teachers, middle leaders, coaches, mentors and SIT as well as beyond the school is important. Improved connections within the community will also enhance the strong culture of engagement and wellbeing to the benefit of student learning outcomes.</p> <p>In this SSP period, our new Mathematical teaching model will continue to be developed and refined. The feedback that we give to students and receive from students will be clear and specific and aim to improve the quality of teaching and learning experiences.</p>

Learning Intentions will be more than the task written on the board displayed for students. They may be co - created with students and may have layers indicating the different skill levels within the learning space. Teams of teachers will continue to plan together and staff will build their expertise in utilising data and a range of assessment strategies. Data will inform the teaching of individuals at their point of need leading to improved student outcomes. Through Numeracy, students will begin to create their own learning goals to monitor their learning growth throughout a unit of work.

The PLC process will continue and extend to other areas of the curriculum such as writing and reading. Students will continue to be challenged and extended in all areas of the curriculum and teachers will create a differentiated learning environment. Teachers will be supported to further develop their understanding of the EAL curriculum, strengthen their teaching and offer a differentiated program for the EAL students. Our EAL program where students are withdrawn from their classroom to offer individualised and specific small group instruction will continue and be further developed. Staff will track EAL students progress using the EAL curriculum and this information will be stored in a central location for deeper analysis.

The way we teach Writing at DPS will be analysed and staff and students will be surveyed and questioned to ensure we offer a consistent approach to writing across the school. To raise student performance, we need to ensure a differentiated program with point of need teaching, also supporting our large number of EAL students, who are often reluctant writers. Through Writing, students will continue to create their own learning goals to monitor their learning growth throughout a unit of work.

Our school wide Wellbeing Programs ensure a consistent approach to the wellbeing needs of the students at DPS. Our high levels of diversity and appreciation and celebration of others ensure an inclusive environment. This diversity is one of the key feature of our school and enables a positive learning culture amongst our students and their families. In this SSP through our Wellbeing approach, we aim to actively enhance the opportunity for student voice and agency, as well as seek student feedback designed to improve our current practises. This will lead to increased student motivation and a genuine connectedness to school.

Through the SWPBS framework the consistency of behavioural expectations at DPS will be developed, reviewed and embedded. At the end of 2023, we were awarded a Blue Award for SWPBPS through the Tiered Fidelity Inventory. Throughout this SSP, we expect to become a Gold Award School by firstly obtaining bronze in 2024, silver in 2025 and gold in 2026. In addition to this, some groups of students will access targeted intervention to regulate their emotions and move through their 'big' feelings.

School Strategic Plan - 2023-2027

Doncaster Primary School (0197)

Goal 1	Strengthen student learning with a focus on Literacy and Numeracy
Target 1.1	By 2027, increase the percentage of students achieving NAPLAN Proficiency Level of Exceeding as follows: <ul style="list-style-type: none">• Year 5 Writing from 25% (2023) to 33%• Year 5 Numeracy from 27% (2023) to 36%• Year 5 EAL students Writing from 30% (2023) to 35%• Year 3 Writing from 23% (2023) to 30%
Target 1.2	By 2027, increase the percentage of positive endorsement in the Attitudes to School Survey (AtoSS) factors: <ul style="list-style-type: none">• Differentiated learning challenge from 84% (2023) to 90%• Learning Confidence (sense of confidence) from 72% (2023) to 77%
Target 1.3	By 2027, increase the percentage of positive endorsement in the School Staff Survey (SSS) factors: <ul style="list-style-type: none">• Understand how to analyse data from 73% (2022) to 78%• Discuss problems of practice from 77% (2022) to 82%
Target 1.4	By 2027, increase student growth in the PAT-R assessment as measured through achievement bands in a target cohort (2023 Year 3 students):

- 0% of students remain in the same achievement band from Year 3 to Year 6 across 2023-2027 (from 5% in Term 2, 2019- Term 4, 2022)
- 20% of students have progressed one achievement band from Year 3 to Year 6 across 2023-2027 (from 25% in Term 2, 2019- Term 4, 2022)
- 39% of students have progressed two achievement bands from Year 3 to Year 6 across 2023-2027 (from 36% in Term 2, 2019- Term 4, 2022)
- 23% of students have progressed three achievement bands from Year 3 to Year 6 across 2023-2027 (from 18% in Term 2, 2019- Term 4, 2022)
- 16% of students have progressed four achievement bands from Year 3 to Year 6 across 2023-2027 (from 14% in Term 2, 2019- Term 4, 2022)
- 2% of students have progressed five achievement bands from Year 3 to Year 6 across 2023-2027 (maintain 2% in Term 2, 2019- Term 4, 2022)

By 2027, increase student growth in the PAT-M assessment as measured through achievement bands in a target cohort (2023 Year 3 students):

- 0% of students decrease one achievement band from Year 3 to Year 6 across 2023-2027 (from 9% in Term 2, 2019- Term 4, 2022)
- 0% of students remain in the same achievement band from Year 3 to Year 6 across 2023-2027 (from 12% in Term 2, 2019- Term 4, 2022)
- 41% of students have progressed one achievement band from Year 3 to Year 6 across 2023-2027 (from 36% in Term 2, 2019- Term 4, 2022)
- 39% of students have progressed two achievement bands from Year 3 to Year 6 across 2023-2027 (from 36% in Term 2, 2019- Term 4, 2022)
- 16% of students have progressed three achievement bands from Year 3 to Year 6 across 2023-2027 (from 7% in Term 2, 2019- Term 4, 2022)
- 4% of students have progressed four or more achievement bands from Year 3 to Year 6 across 2023-2027 (from 0% in Term 2, 2019- Term 4, 2022)

	Note that baseline is calculated using PAT growth results from Term 2 2019 to Term 4 2022 (3.5 years). Assessment of target should be calculated using results from Term 2 2023 to Term 4 2026 or equivalent time period.
Target 1.5	By 2027, increase the proportion of students who are achieving at or above the expected level of growth in one year in Victorian Curriculum Writing from 83% (average of Year 1-6, Semester 1 2022 to Semester 1, 2023) to 87%.
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Enhance staff capacity to differentiate effectively.
Key Improvement Strategy 1.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Further build staff expertise to utilise data and a range of assessment strategies to teach to the learner's point of need.
Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Strengthen teaching and learning practices and track EAL progress using the EAL curriculum.
Key Improvement Strategy 1.c Responsive, tiered and contextualised approaches and strong relationships to	

support student learning, wellbeing and inclusion	
Goal 2	Maximise student engagement and inclusion.
Target 2.1	By 2027, increase the percentage of positive endorsement in the Attitudes to School Survey (AtoSS) factors: <ul style="list-style-type: none"> • Sense of inclusion from 83% (2022) to 88% • Student voice and agency from 62% (2022) to 70% • Self-regulation and goal setting from 80% (2022) to 85%
Target 2.2	By 2027, increase the percentage of positive endorsement in the School Staff Survey (SSS) factors: <ul style="list-style-type: none"> • Promote student ownership of learning goals from 65% (2022) to 75% • Student feedback to improve practice from 62% (2022) to 71%
Target 2.3	By 2027, increase the percentage of positive endorsement in the Parent Opinion Survey (POS) factors: <ul style="list-style-type: none"> • Student agency and voice from 87% (2022) to 91% • Student motivation and support from 85% (2022) to 89%
Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Mobilise tiered support effectively to enhance students' wellbeing and inclusion.

<p>Key Improvement Strategy 2.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	
<p>Key Improvement Strategy 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Build student capacity to set challenging learning goals and monitor their growth.</p>
<p>Key Improvement Strategy 2.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	
<p>Key Improvement Strategy 2.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Further enhance staff capability to provide effective feedback to students.</p>