

School Strategic Plan 2020-2024

Deer Park West Primary School (5032)



Submitted for review by Senka King (School Principal) on 25 February, 2021 at 12:25 PM

Endorsed by Charles Branciforte (Senior Education Improvement Leader) on 03 March, 2021 at 08:23 AM

Awaiting endorsement by School Council President

School Strategic Plan - 2020-2024

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School vision	<p>Our Vision is for all students to succeed and thrive in their learning. We strive to develop highly motivated, literate and numerate students who have a love of learning. To achieve this, all stakeholders are empowered to learn, grow and lead and work collaboratively to ensure that all Strategic Plan goals are met.</p> <p>VISION STATEMENT Empowered to Learn Empowered to Grow Empowered to Lead</p>
School values	<p>The school values were agreed upon by all stakeholders. They reflect our high expectations, behaviours and attitudes that we promote within the school community.</p> <p>Respect - Act in a way that shows you care about someone's feelings and wellbeing. Integrity - Being honest and standing up for the truth and your values. Pride - Being pleased and satisfied in one's own achievement, hence, 'Pride in Achievement.' Resilience - The ability to bounce back after disappointment or difficulty in tough situations. Collaboration - The actions of working with others to achieve positive success</p>
Context challenges	<p>Our current context is that our student population is becoming more diverse and is the driving force for everything that we do. The school community has gentrified over the last few years. This diversity is reflected in our falling SFO which has dropped below 0.7 for the first time in seven years.</p> <p>From our self-evaluation and review, we identified the following challenges;</p> <p>A comparison of NAPLAN and teacher judgements against the Victorian Curriculum showed that a higher percentage of students achieved in the top two bands of NAPLAN in reading, writing and numeracy than teachers judged as above expected level in Year 3, In Year 5, the reverse occurred. There were also variations across the school in teacher judgements that led the Panel to conclude that differentiation of learning was an area for improvement. The Panel recommended that improved learning growth in literacy and numeracy be an improvement area in the next SSP.</p> <p>During the review fieldwork, students said they had personal learning goals but could not identify a consistent process for their</p>

	<p>development or monitoring. Some students' goals were quite specific to their learning need, others quite general such as being a more fluent reader. The Panel observed that most feedback in classes was from teacher to student although students did say they gave feedback to teachers through formal surveys. Results of assessments or surveys were not routinely shared with students to review their learning growth. The Panel recommended that increasing student voice and agency be a priority for the next school strategic plan.</p> <p>The school did not achieve its target in the previous SSP to improve attendance. Strategies to address wellbeing and attendance, including the School-Wide Positive Behaviour Support framework were implemented in 2019, however consolidation of improvement strategies was restricted in 2020 due to the extended period of remote learning. The Panel agreed that student wellbeing and attendance be a recommended priority in the next school strategic plan.</p>
<p>Intent, rationale and focus</p>	<p>We are trying to achieve the following:</p> <p>Improve student learning growth in literacy and numeracy by focusing on:</p> <ul style="list-style-type: none"> - Reviewing strengthening the guaranteed and viable curriculum and aligning assessment strategies to differentiate learning at each student's point of need - Building teacher capability to use high-quality instructional practices to plan, teach and review their impact on learning - Strengthening collaborative inquiry practices to analyse and utilise data, to plan and review the impact of learning interventions <p>Building teachers' data literacy will develop their capacity to ensure data sets are effectively triangulated, including consistent alignment between NAPLAN and teacher judgement.</p> <p>Improve student voice and agency in learning:</p> <ul style="list-style-type: none"> - Building teacher instructional practice to provide opportunities for student voice, agency and leadership - Empowering students to collaborate with adults and peers to direct, and take responsibility for learning - Developing learning sequences and assessment processes for students to be responsible agents of their own learning <p>Increasing student and teacher knowledge and awareness of voice and agency will empower students to articulate their own learning, be active in the learning process and identify their next steps in learning. Teacher practice will be deliberate in its inclusion of teaching and learning that promotes student voice and agency.</p> <p>To improve student engagement and wellbeing:</p> <ul style="list-style-type: none"> - Collaboratively develop and embed a framework for consistent implementation of social and emotional learning underpinned by the school's values - Strengthen parent and community engagement - Build collective responsibility for attendance, and refine and embed strategies to decrease student absence

Using a range of strategies to address student absence will ensure that all stakeholders are accountable and working together to ensure loss of learning time is kept to a minimum.

4 year plan:

In our first year of the SSP, building ownership and developing everyone's understanding of their role in the achievement of long term goals and targets will be a priority. A focus on Literacy and Numeracy will continue with the added support of the Tutoring Learning Initiative and implementation of Professional Learning Communities. Continuing PLC Improvement Cycles in Reading and Mathematics will strengthen collaborative inquiry practices to analyse and utilise data and provide differentiated learning to student point of need. A focus on strengthening and evaluating small group instruction in Reading and Mathematics will underpin the work of all PLCs.

In subsequent years, we will continue to focus on strengthening our Literacy and Numeracy programs. We will also develop a common understanding and language of student voice and agency, including what this looks like across F-2 and 3-6 in and outside the classroom.

In relation to attendance, initial steps have been put in place to ensure families are notified daily of their child's absence, to provide administration with explanations for student absences. Close monitoring of attendance and further strategies will be implemented by the relevant personnel e.g. School based Social Worker will provide targeted support to students and families with more complex needs and where chronic absenteeism is occurring.

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Goal 1	To improve student learning growth in literacy and numeracy
Target 1.1	<p>By 2024, increase the percentage of students assessed as at or above the expected year level using teacher judgement against the Victorian Curriculum for:</p> <ul style="list-style-type: none">• reading and viewing from 85% in 2019 to 90% in 2024• writing from 77% in 2019 to 83% in 2024• number and algebra from 79% in 2019 to 85% in 2024
Target 1.2	<p>By 2024, increase the percentage of students assessed as making at or above expected growth using teacher judgement against the Victorian Curriculum for:</p> <ul style="list-style-type: none">• reading and viewing from 78% in 2019 to 90% in 2024• writing from 72% in 2019 to 90% in 2024• number and algebra from 80% in 2019 to 90% in 2024
Target 1.3	<p>By 2024, increase the percentage of students achieving in the top two bands of NAPLAN in:</p> <p><i>Year 3:</i></p> <ul style="list-style-type: none">• numeracy from 23% in 2019 to 30% in 2024

	<p>Year 5:</p> <ul style="list-style-type: none"> • reading from 25% in 2019 to 35% in 2024 • writing from 21% in 2019 to 25% in 2024 • numeracy from 23% in 2019 to 32% in 2024
Target 1.4	<p>By 2024, decrease the percentage of students achieving in the bottom two bands of NAPLAN in:</p> <p>Year 3:</p> <ul style="list-style-type: none"> • numeracy from 15% in 2019 to 8% in 2024 <p>Year 5:</p> <ul style="list-style-type: none"> • reading from 15% in 2019 to 5% in 2024 • writing from 13% in 2019 to 9% in 2024 • numeracy from 21% in 2019 to 15% in 2024
Key Improvement Strategy 1.a Curriculum planning and assessment	Review and strengthen the guaranteed and viable curriculum and align assessment strategies to differentiate learning at each student's point of need
Key Improvement Strategy 1.b Building practice excellence	Build teacher capability to use high-quality instructional practices to plan, teach and review their impact on learning
Key Improvement Strategy 1.c Evaluating impact on learning	Strengthen collaborative inquiry practices to analyse and utilise data, to plan and review the impact of learning interventions
Goal 2	To improve student voice and agency in learning

Target 2.1	<p>By 2024 the percentage of positive responses on the Attitudes to School Survey will increase for:</p> <ul style="list-style-type: none"> • student voice and agency from 72% in 2019 to 76% in 2024 • sense of confidence from 82% in 2019 to 85% in 2024 • resilience from 85% in 2019 to 90% in 2024
Target 2.2	<p>By 2024 the percentage positive endorsement on the School Staff Survey will increase for:</p> <ul style="list-style-type: none"> • professional learning through peer observation from 43% in 2020 to 75% in 2024 • use student feedback to improve practice from 73% in 2020 to 85% in 2024 • promote student ownership of learning from 77% in 2020 to 90% in 2024
Target 2.3	<p>By 2024 the percentage of positive responses on the Parent Opinion Survey will increase for:</p> <ul style="list-style-type: none"> • effective teaching from 89% in 2019 to 92% in 2024 • stimulating learning environment from 85% in 2019 to 90% in 2024 • student voice and agency from 89% in 2019 to 92% in 2024
Key Improvement Strategy 2.a Building practice excellence	Build teacher instructional practice to provide opportunities for student voice, agency and leadership
Key Improvement Strategy 2.b Empowering students and building school pride	Empower students to collaborate with adults and peers to direct, and take responsibility for learning
Key Improvement Strategy 2.c	Develop learning sequences and assessment processes for students to take responsibility as agents of their own learning

Curriculum planning and assessment	
Goal 3	To improve student engagement and wellbeing
Target 3.1	<p>By 2024 improve attendance by decreasing:</p> <ul style="list-style-type: none"> • the average number of days absent from 18.8 days in 2019 to 16.3 days in 2024 • the average rate of unexplained absence from 7.5 days in 2019 to 5 days in 2024
Target 3.2	<ul style="list-style-type: none"> • By 2024 the percentage positive endorsement on the School Staff Survey will increase for: • trust in students and parents from 69% in 2019 to 75% in 2024 • academic emphasis from 74% in 2019 to 82% in 2024 • shielding and buffering from 79% in 2019 to 85% in 2024
Target 3.3	<p>By 2024 the percentage positive response on the Parent Opinion Survey will increase for:</p> <ul style="list-style-type: none"> • not experiencing bullying from 59% in 2019 to 68% in 2024 • general school satisfaction from 85% in 2019 to 91% in 2024 • managing bullying from 85% in 2019 to 89% in 2024
Key Improvement Strategy 3.a Health and wellbeing	Collaboratively develop and embed a framework for consistent implementation of social and emotional learning underpinned by the school's values.
Key Improvement Strategy 3.b	Strengthen parent and community engagement

Parents and carers as partners	
Key Improvement Strategy 3.c Health and wellbeing	Build collective responsibility for attendance, and refine and embed strategies to decrease student absence