

School Strategic Plan 2020-2024

Daylesford Primary School (1609)



Submitted for review by Brett Millott (School Principal) on 23 February, 2021 at 02:24 PM

Endorsed by Paul Nolan (Senior Education Improvement Leader) on 23 February, 2021 at 09:36 PM

Awaiting endorsement by School Council President

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<p>School vision</p>	<p>Daylesford Primary School is committed to assisting each child to each their academic, creative and social potential. To achieve this we will provide a dynamic learning environment wherein students can develop resilience ,manage their own learning and strive for their personal best. We aim to create a social environment in which our students feel part of a strong ,respectful ,caring and supportive community of staff family and friends.</p>
<p>School values</p>	<p>The Daylesford , Drummond and Yandoit hold the following values We are Respectful, We are Responsible Learners, We are Honest and Trustworthy, We are Caring and Compassionate, We are Good Citizens</p> <p>The Review was strong in recommending a refresh of the School Values as one of its most important key Improvement strategies</p>
<p>Context challenges</p>	<p>The school is committed to providing high quality teaching and learning to maximise the learning growth for all students. A comprehensive curriculum is offered throughout the school with a strong focus on Literacy and Numeracy. Student engagement in learning is given high priority, with formative assessment used by teachers to inform their instruction and assist in applying a differentiated program focussed on teaching students at their point of need.</p> <p>A culture of collaboration and reflective practice has been developed within the school, supported by high expectations for all members of the school community. This is demonstrated by all staff through their strong commitment to professional learning which is an integral part of the school's ongoing focus on continuous improvement. This is further evidenced in the way teachers are committed to embracing the PLC processes and protocols as we prepare for formalised training in Semester 2 2021</p> <p>Through the self-reflection process it has been recognised that while there is rigour in teaching across the school which has seen strong learning achievement their is a capacity to build teacher quality through consistent implementation of whole -school practices . The new Strategic Plan is seen as an opportunity to utilise the robust existing planning framework and culture to facilitate more comprehensive shared planning with a focus on pedagogical discussion and reflection on classroom application of practice. Also recognised is the potential to improve how we engage students better through the enhancing of approaches that give increased student ownership in their own learning. This may be achieved through increased opportunities for reflection and an established whole school approach to goal setting.</p> <p>The school highly values the development of strong home-school partnerships and actively encourages positive relationships in support of student well-being. Priority is given to ensuring a supportive culture with open two-way communication promoted at all</p>

	<p>times. While the Student Learning focus will be around developing consistency and the Engagement Goal is centred on implementing a largely new initiative, the Well Being Goal is clear in its emphasis. We will need to revisit our values and create a Well Being framework that has a clear line of sight to our shared intent.</p>
<p>Intent, rationale and focus</p>	<p>The focus of our new Strategic Plan sees us striving to achieve greater consistency of best practice in Literacy and Numeracy teaching across the school from Prep to 6. We aim to achieve this through embedding a whole school Instructional Practice Model and agreed Assessment Practices for Literacy and Numeracy. It became evident through the school review process findings there was a need to embed whole school consistency in these areas. During the self-evaluation and the review process it highlighted the need for further work focused on the development of a professional learning culture and the building of relational trust amongst staff. This will enable more positive and productive teacher collaboration ensuring consistency of practice and programs across the school. A positive learning culture will also assist with developing a common professional language that will support the implementation and embedding of the school's Instructional Practice Model. To complement the focus on consistent practice in Literacy and Numeracy, we want to provide more opportunities for authentic learning through a considered focus on Student Agency and Voice. This will provide a greater level of student engagement in their own learning and for students to take ownership and responsibility to become more independent and self-regulatory learners. The review was also unambiguous in its commitment to refreshing the Student Well Being program across our schools. Whilst recognising the great work already established in preventative aspects of Well being such as Respectful Relationships and Families , a need was identified to formalise support and responses to at-risk students and to engage our community in refreshing the school values. The panel felt that this would help to bring a greater element of consistency and coherence across all of the elements of Student Well Being.</p> <p>The nine key improvement strategies identified are as follows with initial actions listed below each KIS</p> <p>Student Learning</p> <ol style="list-style-type: none"> 1. Develop professional learning communities (The School will be engaging in Regional training during Semester 2 20210) 2. Strengthen implementation of the Victorian Teaching and Learning Model Curriculum planning and assessment (Instructional Rounds will commence Term 1 2021 with feedback provided around HITS priorities) 3. Build data literacy. (additional Staff trained in Data Analysis during 2021) <p>Student Engagement</p> <ol style="list-style-type: none"> 4. Embed a consistent approach to student goal setting. (Commence 2021 through on site PD) 5. Teachers and students co-construct assessment

	<p>(2022 onwards)</p> <p>6. Empower students to give and receive feedback about their learning (2022 onwards)</p> <p>Student Well Being</p> <p>7. Refresh school values (Community Consultation commence 2021)</p> <p>8. Enrich initiatives to develop social and emotional learning (On going)</p> <p>9. Document and implement process to respond to students at risk (Follow on from Values Project)</p>
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<p>Goal 1</p>	<p>Improve student learning outcomes in literacy and numeracy.</p>
<p>Target 1.1</p>	<p>By 2024, increase the proportion of students achieving at or above the expected level as measured by teacher judgement in:</p> <ul style="list-style-type: none"> ● <i>measurement and geometry</i>, from 13 per cent in 2019 to at least 25 per cent ● <i>statistics and probability</i>, from 14 per cent in 2019 to at least 25 per cent ● <i>speaking and listening</i>, from 10 per cent in 2019 to at least 25 per cent ● <i>writing</i>, from 17 per cent in 2019 to at least 25 per cent.
<p>Target 1.2</p>	<p>By 2024, increase the proportion of Year 5 students in the top two bands in</p> <ul style="list-style-type: none"> ● <i>numeracy</i>, from 33 per cent in 2019 to at least 40 per cent ● <i>writing</i> from 17 per cent in 2019 to at least 30 per cent <p>and ensure that less than 10 per cent are in the bottom two bands.</p>
<p>Target 1.3</p>	<p>By 2024, increase the proportion of Year 5 students demonstrating at or above benchmark in</p> <ul style="list-style-type: none"> ● <i>numeracy</i>, from 29 per cent in 2019 to 35 per cent ● <i>writing</i>, from 23 per cent in 2019 to 28 per cent <p>and reduce the proportion showing below benchmark growth in</p> <ul style="list-style-type: none"> ● <i>writing</i>, from 23 per cent in 2019 to no more than 18 per cent.

Target 1.4	<p>By 2024, in the Staff Survey, increase the proportion of positive endorsement of</p> <ul style="list-style-type: none"> • <i>Understanding formative assessment</i> from 67 per cent in 2019 to at least 75 per cent • <i>Collective efficacy</i> from 65 per cent in 2019 to at least 75 per cent.
Key Improvement Strategy 1.a Building practice excellence	Develop professional learning communities
Key Improvement Strategy 1.b Curriculum planning and assessment	Strengthen implementation of the Victorian Teaching and Learning Model
Key Improvement Strategy 1.c Evaluating impact on learning	Build data literacy
Goal 2	Improve student voice and agency in their learning.
Target 2.1	<p>By 2024 in the Attitudes to School Survey increase the proportion of Year 4 to 6 students indicating endorsement of</p> <ul style="list-style-type: none"> • the factor <i>Student voice and agency</i> from 66 per cent in 2019 to 85 per cent • the domain <i>Learner characteristics and disposition</i> from an average of 83.2 per cent in 2019 to at least 86 per cent.
Target 2.2	By 2024, reduce the proportion of students absent 20 or more days from 29 per cent in 2019 to a 25 per cent or less.
Target 2.3	By 2024, in the School Staff Survey, increase the proportion of positive endorsement for

	<ul style="list-style-type: none"> ● <i>Promote student ownership</i> from 67 per cent in 2019 to at least 75 per cent ● <i>Growth and learning of whole student</i> from 65 per cent in 2019 to at least 75 per cent
Key Improvement Strategy 2.a Setting expectations and promoting inclusion	Embed a consistent approach to student goal setting
Key Improvement Strategy 2.b Intellectual engagement and self-awareness	Teachers and students co-construct assessment
Key Improvement Strategy 2.c Intellectual engagement and self-awareness	Empower students to give and receive feedback about their learning
Goal 3	Improve the wellbeing of all students
Target 3.1	<p>By 2024, in the Attitudes to School Survey, increase the proportion of Years 4 to 6 students indicating positive endorsement of</p> <ul style="list-style-type: none"> ● <i>Managing bullying</i> from 77 per cent in 2019 to 85 per cent <p>and in the Parent Opinion Survey, increase the proportion of responses indicating positive endorsement of</p> <ul style="list-style-type: none"> ● <i>Managing bullying</i>, from 75 per cent in 2019 to 85 per cent ● <i>Not experiencing bullying</i>, from 59 per cent in 2019 to 85 per cent.
Target 3.2	<p>By 2024, in the Attitudes to School Survey, increase the proportion of Years 4 to 6 students indicating positive endorsement of</p> <ul style="list-style-type: none"> ● <i>Respect for diversity</i> from 80 per cent in 2019 to 90 per cent

	<ul style="list-style-type: none"> ● <i>Sense of connectedness</i> from 81 per cent in 2019 to 90 per cent.
Target 3.3	<p>By 2024, increase the proportion of responses indicating positive endorsement in the</p> <ul style="list-style-type: none"> ● School Staff Survey for <i>Parent and community involvement</i>, from 62 per cent in 2019 to 79 per cent ● Parent Opinion Survey for <i>School pride and confidence</i> from 77 per cent to 85 per cent
Key Improvement Strategy 3.a Building communities	Refresh school values
Key Improvement Strategy 3.b Global citizenship	Enrich initiatives to develop social and emotional learning
Key Improvement Strategy 3.c Setting expectations and promoting inclusion	Document and implement process to respond to students at risk