

# School Strategic Plan 2020-2024

Darley Primary School (5200)



Submitted for review by Fiona Kerton (School Principal) on 02 September, 2021 at 09:22 AM

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<p><b>School vision</b></p>	<p>Our vision is to create and sustain a world class collaborative learning community that provides the highest quality education for all. We actively challenge each other to be courageous, creative, collaborative, curious and caring. Community members are encouraged to embrace new opportunities and develop inquiring minds in a rapidly changing world.</p>
<p><b>School values</b></p>	<p>Darley Primary School prides itself on being a strong learning community. It is an inclusive and supportive environment for students to learn in, teachers to teach in and community members to be a part of. Our mission is: To ensure high levels of learning for all students</p> <p>Our school values are: 5Cs - Courage, Creativity, Curiosity, Collaboration, Caring          Courage - The ability to act appropriately in the face of uncertainty, fear, opposition, or personal loss          Creativity - The ability to think outside of the box, which results in new or different approaches to a particular task          Curiosity - The desire to learn or know          Collaboration - The ability to work towards a common purpose to achieve a shared vision          Caring - The ability to display kindness and concern</p>
<p><b>Context challenges</b></p>	<p>Key challenges, as noted in our review, in the implementation of this Strategic Plan are as follows:          Student achievement and growth in Literacy          Our school review, through panel observations and teacher focus groups, indicated that the school's literacy assessment schedule did not demonstrate a whole school approach with some year levels opting for assessment tasks based on a cohort teacher choice rather than a whole school assessment schedule. It was also noted that in comparison to the work undertaken in mathematics throughout the time of the previous SSP to develop a whole school Guaranteed and Viable Curriculum, a GVC was still to be developed and achieved in English. Teacher judgements at the 'above level' are deemed 'conservative', leading to a focus on differentiation. The review panel found that the school had a high capacity to plan and implement a curriculum that caters for students at their point of need.          Student Voice and Agency          Through both the pre-review self evaluation, teacher and student focus groups, all members of our community acknowledged that Student Voice and Agency is an area that requires further development. Our Year 5 &amp; 6 Electives program identified a high degree of ownership in learning by our students. The review panel found students were engaged in their learning however further opportunities for students to have higher levels of feedback and ownership of assessment task was an area of need. Work with both staff and students to build capacity in the development of student personal goals and giving and receiving feedback will be a strong focus throughout the time of the SSP.</p>

**Intent, rationale and focus**

Darley PS remains committed to working as a Professional Learning Community. With an articulated, well-understood teaching and learning cycle, collaborative teams have a clear, shared purpose in their work. Teachers work collaboratively making links between students' progress data and their own professional learning needs. Teams monitor the impact of teaching strategies in student learning and adapt teaching to advance student progress. Our PLC work will underpin the actions needed to achieve our goals and Key Improvement Strategies.

In this strategic plan, the intention is to improve student outcomes in literacy (and numeracy) and improve our students voice and agency in their learning.

At the forefront of our work will be the development and embedding of a whole school Guaranteed and Viable Curriculum in English. We will also finalise our whole school Instructional Model and embed it into everyday practice in all lessons.

Through this 4 year plan, teachers will continue to develop consistency of practice in their pedagogy and improve their collection, analysis and use of data to provide teaching at the point of learning need for all students. While providing ongoing school wide differentiation, the learning needs of students achieving at or above expected levels are a particular focus within the intent of high growth learning for all students. An additional intention is to ensure that teachers are able to access and use high quality diagnostic assessment tools and develop skills in analysis of results. This is to be incorporated with feedback from students, greater student voice and learner agency to provide an engaging curriculum that achieves high levels of learning growth for all students.

Development of improved strategies to collect and use student feedback will be another early undertaking with formal and informal instruments used. Teachers will continue to develop their expertise in assessment programs and practices and provision of feedback to students. The development of consistent instructional models will be early work in the life of this plan. Professional development in Literacy, Numeracy and engagement strategies will be ongoing. These will be necessary tasks in development of a learner focused, highly engaging curriculum. We will evaluate our progress and modify specific strategies to meet our emerging needs. Accessing the department 'Amplify' pages

(<https://www.education.vic.gov.au/school/teachers/teachingresources/practice/improve/Pages/amplify.aspx>) for whole school professional learning will assist teachers to identify improvement opportunities and implementation ideas.

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<b>Goal 1</b>	To build student voice and agency to improve student engagement in learning
<b>Target 1.1</b>	AToSS To improve student Voice and Agency from 74% PE 2019 to 85% 2024
<b>Target 1.2</b>	AToSS To improve Learning Confidence from 79% PE 2019 to 85% 2024
<b>Target 1.3</b>	SOS To improve Student Feedback from 54% PE 2019 to 80% 2024
<b>Key Improvement Strategy 1.a</b> Empowering students and building school pride	Build student capacity to be self-directed curious learners
<b>Key Improvement Strategy 1.b</b> Intellectual engagement and self-awareness	Build teacher and student capacity to develop and achieve student personal goals
<b>Key Improvement Strategy 1.c</b> Setting expectations and promoting inclusion	To build teacher and student capacity to give and receive feedback

<b>Goal 2</b>	To improve student achievement and learning growth in Literacy
<b>Target 2.1</b>	To improve Teacher Judgements F to 6 above expected level in Reading from 26% 2020 to 30% 2024
<b>Target 2.2</b>	To improve Teacher Judgements F to 6 above expected level in Writing from 12% 2020 to 30% 2024
<b>Target 2.3</b>	To improve the NAPLAN Spelling two year moving average at or above benchmark growth Y3 to Y5 from 76% 2019 to 85% 2024
<b>Target 2.4</b>	SOS: To improve Teacher Collaboration from 64% PE 2019 to 80% PE 2024 SOS: To improve Academic Emphasis from 64% PE 2019 to 80% PE 2024 SOS: To improve Understanding and Analysing data from 58% PE 2019 to 75% 2024
<b>Key Improvement Strategy 2.a</b> Building practice excellence	Embed whole school Literacy instructional model consistently applied across the school
<b>Key Improvement Strategy 2.b</b> Curriculum planning and assessment	Develop and embed a guaranteed and viable whole school curriculum in literacy
<b>Key Improvement Strategy 2.c</b> Evaluating impact on learning	Build staff capability to utilise data and a range of assessment strategies to teach to students' point of learning.

<b>Goal 3</b>	To maximise health and wellbeing for all students
<b>Target 3.1</b>	AToSS: To improve Teacher Concern from 78% 2019 PE to 85% 2024
<b>Target 3.2</b>	AToSS: To improve Sense of Connectedness from 82% 2019 PE to 90% PE 2024
<b>Target 3.3</b>	SOS: To improve Use of Student Feedback to improve performance from 54% 2019 to 80% PE 2024
<b>Target 3.4</b>	To improve student attendance 20 or more days absent from 28% 2020 and 2019 to 22% 2024
<b>Key Improvement Strategy 3.a</b> Setting expectations and promoting inclusion	Embed an agreed student behaviour management plan that is consistently implemented by all staff.
<b>Key Improvement Strategy 3.b</b> Health and wellbeing	Embed a whole school approach to wellbeing to ensure a safe and secure learning environment.
<b>Key Improvement Strategy 3.c</b> Empowering students and building school pride	Build the capacity of students to be resilient, socially responsible and respectful in their relationships.