

## Darley Primary School (5200) Strategic Plan 2017-2020

Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal: Simon Cornock .....	.....[name].....[date]	.....[name].....[date]
School Council: Ruth Baas.....	.....[name].....[date]	.....[name].....[date]
Delegate of the Secretary: Tony Simpson .....	.....[name].....[date]	.....[name].....[date]

School vision	School values	Context and challenges	Intent, rationale and focus
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 and curious. Community members are encouraged to embrace new opportunities and develop inquiring minds in a rapidly changing world.	Collaboration Courage Creativity Curiosity Caring	Darley Primary School, located in the township of Bacchus Marsh, serves the educational needs of families in the primarily residential area of Darley. The school was established in 1981. The school has a very welcoming physical environment with a range of purpose built educational facilities. The school's 2017 enrolment was approximately 640 students. The school had a 2017 staffing complement of 35.2 equivalent full time (EFT) teaching staff, consisting of three Principal class, and 34 teachers, along with 14.3 EFT Education Support Staff. Substantial changes in the staffing profile occurred during the strategic plan period, with the retirement of several key, highly experienced teachers who had all been in the school for some years. The school has attracted several graduate teachers who have successfully commenced their careers at Darley Primary School and providing a balance of experience across the staff profile. Another significant change was the employment of a second Assistant Principal. The school is organised around a Professional Learning Community (PLC) structure of Year level teams of teachers. Prep, Year 1-4 are all single-aged classes, and Years 5 and 6 (Senior School) are multi-age. Teachers are timetabled for joint planning sessions in teams also meet as a PLC Team once a week. The school's curriculum framework incorporated the eight learning areas required by the Education and Training Reform Act 2006 and was being aligned with the new Victorian Curriculum. In addition, a broad range of curriculum and extra opportunities was provided to students. These included specialist Visual Arts, Chinese, Performing Arts, Physical Education and Science. Student wellbeing was addressed through positive relationships initiatives and restorative practice approaches. The 'Darley Team' time program aimed to develop and enhance student social competencies.	<p><b>Intent</b> The school's intent is to focus on growth for every student, beginning with achieving even higher standards of learning for all students. The school will focus on learning growth, including raising the bar for those already performing at or above high standards and supporting those who might be performing below expectations. It also intends to achieve observable growth in student engagement and wellbeing outcomes. Regarding learning, the school intends to continue its recent approach to improving outcomes for all students through a consistently embedded differentiated instructional model and working toward excelling status in the four FISO excellence in teaching and learning dimensions.</p> <p><b>Rationale</b> The FISO curriculum planning and assessment initiative indicates that curriculum and assessment for learning have been shown to have a significant impact on student outcomes over time. Thus, a rationale is IF an evidence-based differentiated teaching and learning model is embedded in every classroom THEN consistently high quality teaching focused on each student's point of need will occur AND every student will demonstrate at least targeted learning progress.</p> <p><b>FISO Focus</b> While the school will pursue all FISO factors linked to improved student outcomes, the focus will be on the initiatives and dimensions in the Excellence in teaching and learning priority.</p> <ul style="list-style-type: none"> <li>Building practice excellence initiative would be the focus improvement initiative. Building practice excellence requires the desired practice to be articulated through the Curriculum planning and assessment and Evidence-based high impact teaching strategies FISO initiatives. It also requires the PLC and PLTs to focus on evaluating impact on learning.</li> </ul> <p>Further improvement in the effectiveness of the PLT structures will also require activity in the Instructional and shared leadership and Building leadership teams dimensions of FISO.</p>

Four-year goals (for improving student achievement, engagement and wellbeing)	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets (for improving student achievement, engagement and wellbeing)
To ensure the achievement of high quality educational outcomes and strong learning growth for all students with a focus on Literacy and Numeracy.	FISO Excellence in teaching and learning Priority and related initiatives and dimensions (Building practice excellence, Curriculum planning & assessment, evidence based high impact strategies).	<p><b>Develop and embed an agreed school wide instructional model</b> A starting point during the first year of the SSP might be continued work on development of an overarching school instructional model based on the 5Es, and that incorporates evidence-based principles of instruction, for example;</p> <ol style="list-style-type: none"> <li>Clear structure of lessons and for planning</li> <li>Essential learnings</li> <li>Learning intention and success criteria</li> <li>Explicit teaching</li> <li>Practice</li> <li>Differentiation and student grouping</li> <li>Specific feedback and reflection</li> </ol> <p><b>Develop agreed Models of differentiated practice for English language modes and Mathematics strands</b> The starting point during the first year of the SSP to be continued work in the areas identified in Reading and Number and Algebra. Developmental work would produce 'go to references' or 'guides' that describe expectations for Curriculum planning, Assessment, and Instructional practice:</p> <ul style="list-style-type: none"> <li>Curriculum planning                             <ul style="list-style-type: none"> <li>Continue aligning planning documents and processes with the Victorian Curriculum</li> <li>Integrate learning intentions and success criteria aligned with the Victorian Curriculum into the planning and classroom teaching processes –                                     <ul style="list-style-type: none"> <li>Continue to enhance the role students perform in developing and</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Every student achieving at least a year's growth for a year's effort according to teacher judgement verified by NAPLAN relative growth and percentage of students in the top two bands</li> <li>Growth in top two NAPLAN bands, increasing the percentage who attain top two NAPLAN band achievement in Year 3 and maintaining an increase in the percentage achieving at this level in Year 5 in both Reading and Numeracy.</li> </ul> <p><i>Growth targets</i></p> <ul style="list-style-type: none"> <li>Each student to make at least one Victorian Curriculum level of learning progress in each school year during the strategic plan period in English and Mathematics. (as measured by teacher judgement and other school assessments identified in the school assessment schedule)</li> <li>The NAPLAN Year 3 to 5 Relative Gain measures to consistently show:                             <ul style="list-style-type: none"> <li>25 per cent or more of students making high relative gain.</li> <li>25 per cent or less of students making low relative gain.</li> </ul> </li> <li>Increasing the percentage of Year 3 and 5 students assessed in the top two NAPLAN Bands for their year levels in Reading, Writing and Numeracy</li> </ul>

		<p>understanding and providing feedback about learning intentions and success criteria.</p> <ul style="list-style-type: none"> <li>▪ Continue developing approaches to development of essential learnings and student 'I can' statements related to learning intentions and success criteria.</li> <li>▪ Investigate potential for regular electronic reporting of learning intentions and success criteria and student progress to parents via appropriate apps and school website</li> </ul> <ul style="list-style-type: none"> <li>○ Continue to develop staff knowledge of the Victorian Curriculum</li> <li>○ Continue with interventions to support and extend students</li> </ul> <p>- Assessment</p> <ul style="list-style-type: none"> <li>○ Continue assessments and implement new approaches that are fit for purpose, that is, measuring progress against the learning progressions, e.g., Fountas and Pinnell,</li> <li>○ Use assessment data to: <ul style="list-style-type: none"> <li>▪ identify starting points of students,</li> <li>▪ student differentiated point of need or differentiated groups</li> <li>▪ monitor student progress</li> </ul> </li> <li>○ refine software application for points above.</li> <li>○ Ensure assessment data collected enable a focus on measuring effect of teaching practice</li> </ul> <p>- Instruction</p> <ul style="list-style-type: none"> <li>○ Ongoing development and implementation of consistent whole school evidence-based English and Mathematics pedagogy that is informed by the assessment data.</li> </ul> <p><b>Review and refine professional learning community/team processes to focus on implementing and monitoring the school's instructional models</b> Embed collaborative practices in teams that will directly impact on improving student outcomes:</p> <ul style="list-style-type: none"> <li>○ Ensure implementation of the models of practice are the focus through agendas etc.</li> <li>○ time to meet regularly using collaborative processes</li> <li>○ use an inquiry cycle to share and interrogate student assessment data, plan and implement appropriate teaching interventions based on the data, and measure the effectiveness of those interventions</li> <li>○ use assessment data at beginning of the year to establish PLC (student learning) goals and targets and explore increased accountability for these (e.g., through PDPs)</li> </ul> <p><b>Focus on teacher leadership development</b></p> <ul style="list-style-type: none"> <li>• Through PLC Project</li> <li>• Through PDP process</li> <li>• Targeted leadership PD opportunities</li> </ul>	
--	--	---	--

<p>To develop inquiring, creative and critical thinking students who challenge themselves to achieve growth in their learning.</p>	<p>FISO Positive climate for learning Priority and the empowering students' initiative.</p>	<p><b>Activate student voice, leadership and agency in own learning</b></p> <ul style="list-style-type: none"> <li>○ Continue the integrated model incorporating alignment with the Victorian Curriculum critical and creative thinking capability and possibly other capacities described in new pedagogies for deeper learning</li> <li>○ Ensure students have an active role articulated in the school's instructional model</li> </ul>	<ul style="list-style-type: none"> <li>● Attain eighty per cent or greater positive responses to the student Attitudes to School Survey teaching and learning factors</li> <li>● Reduce the percentage of students with between 10 and 20 days absence per year from the one-third of P-6 annual absences pattern to one-quarter of P-6 annual absences (using the Supplementary school level report – Percentage of students by absence days indicator)</li> <li>● More students reaching highest levels of achievement in Critical and Creative Thinking</li> </ul>
<p>To develop resilient students who display growth mindsets, and behaviours and attitudes that reflect the school values.</p>	<p>FISO Positive climate for learning Priority and the health and wellbeing initiative.</p>	<p><b>Refine and implement agreed whole school approaches to student wellbeing and resilience aligned with the school values</b></p> <ul style="list-style-type: none"> <li>● Develop a whole of school approach to promoting student well-being and resilience, including ..... <ul style="list-style-type: none"> <li>○ Use of explicit Social and Emotional Learning curriculum</li> <li>○ Promoting positive teacher-student relationships</li> <li>○ Enhancing positive peer relationships</li> <li>○ Enhancing school-home relationships</li> <li>○ Enhancing school-agency relationships</li> </ul> </li> <li>● Participation in SWPB program</li> <li>● Partner School participation in Respectful Relationships</li> </ul>	<ul style="list-style-type: none"> <li>● Increase the percentage of positive responses to the student Attitudes to School Survey measures of Classroom Behaviour, Student Safety and Connectedness to Peers to greater than 80%</li> <li>● Identify some relevant measures contained in other survey or other sources and develop SSP targets from baseline data (e.g., the new ATSS and/or other surveys, Education State resilience measures when developed and as appropriate)</li> </ul>