

# School Strategic Plan for Dixons Creek Primary School North Eastern region 2014 - 2017

**NB: The grey boxes denote the non-negotiable components of the school strategic plan. Please remove on completion along with this note.**

Endorsement by School Principal	Signed..... Name...SHARON WALKER..... Date.....
Endorsement by School Council	Signed..... Name...MARK HULL..... Date.....  School Council President signs indicating that the School Strategic Plan has been endorsed by School Council
The <i>Education Training and Reform Act 2006 section 2.3.24</i> states schools must have a system of governance that enables a school to develop a strategic direction. The school council president therefore must sign the plan.	



## School Profile

<p><b>Purpose – including vision statement</b></p> <p><i>VRQA minimum standard for School Governance – Philosophy</i></p> <p><i>Education Training and Reform Act 2006 - Sch. 2, 16 School's philosophy</i></p>	<p>Children at this school are responsible, independent and flexible young learners who are able to access the latest technology in order to communicate with the world. They have highly developed social skills and maintain self-discipline. The children work in groups that are productive, harmonious and energised. Physical education, the arts and positive social interactions allow all children the opportunity to experience success and recognition in the community. Children at Dixon's Creek Primary School are happy to come to school. They are respectful to others and do not tolerate bullying of any kind.</p> <p>The staff members at Dixon's Creek Primary School take pride in the school community's achievements. They support the goals of innovation, access and excellence through ongoing professional development and training. The curriculum at this school supports the individual student's needs with creativity and a wealth of relevant activities. High standards in literacy and numeracy are expected and planned for. Teaching staff value the expertise and experience of the parent group and encourage active community participation in many aspects of the school.</p> <p>The school community is a supportive, involved and proactive group. The resources and environment at the school are highly maintained and valued. School, home and community links are strong and actively fostered.</p>
<p><b>Values</b></p>	<p><b>AS TEACHERS AND ALL NON-TEACHING STAFF, WE WILL:</b></p> <ul style="list-style-type: none"><li>▪ Model positive behaviour to students consistent with the standards of our profession.</li><li>▪ Proactively engage with parents about student outcomes.</li><li>▪ Work with parents to understand the needs of each student and, where necessary, adapt the learning environment accordingly.</li><li>▪ Work collaboratively with parents to improve learning and wellbeing outcomes for students with additional needs.</li><li>▪ Communicate with the principal and school leaders in the event we anticipate or face any tension or challenging behaviours from parents.</li><li>▪ Treat all members of the school community with respect.</li></ul> <p><b>AS PARENTS, WE WILL:</b></p> <ul style="list-style-type: none"><li>▪ Model positive behaviour to our child.</li><li>▪ Ensure our child attends school on time, every day the school is open for instruction.</li><li>▪ Take an interest in our child's school and learning.</li><li>▪ Work with the school to achieve the best outcomes for our child.</li><li>▪ Communicate constructively with the school and use expected processes and protocols when raising concerns.</li><li>▪ Support school staff to maintain a safe learning environment for all students.</li><li>▪ Follow the school's complaints processes if there are complaints.</li><li>▪ Treat all school leaders, staff, students, and other members of the school community with respect.</li></ul>

	<p><b>AS STUDENTS, WE WILL:</b></p> <ul style="list-style-type: none"> <li>▪ Model positive behaviour to other students.</li> <li>▪ Comply with and model school values.</li> <li>▪ Behave in a safe and responsible manner.</li> <li>▪ Respect ourselves, other members of the school community and the school environment.</li> <li>▪ Actively participate in school.</li> <li>▪ Not disrupt the learning of others and make the most of our educational opportunities.</li> </ul>
<p><b>Environmental Context</b></p>	<p>Dixons Creek Primary School is situated in the Yarra Valley on the Melba Highway, 46 kilometres north-east of Melbourne. It is in a rural location surrounded by vineyards. The nearest neighbouring primary schools are Toolangi, Yarra Glen and Yering. Of these three schools two are small schools with around twenty two students each whilst Yarra Glen Primary School has around 140 students. Dixons Creek Primary School's 'Student Family Occupation' (SFO) index of .3733 is quite low for the Yarra Valley and indicates our school families have a mid to high socio economic status combined with a low proportion of students with English as a second language.</p> <p>In 2014 the school has gone from an enrolment of 54 students in 2010 to 101 presently. This rapid growth has placed huge demands on staff as we resource new classrooms, initiate and mentor graduate staff and deal with the complexities of high needs children. In 2014 there are six classrooms: a Year Prep, Year 1, Year 2, Year 3 and two Year 4-6 classes. Class sizes are small with an average of 17 students per grade. There is a mix of graduate and senior teachers. The school has a high proportion of 'Education Service Officers' (ESO) staff. This staff assist individual students on the disability program, or in small groups, as needed.</p> <p>The school has several numeracy and literacy intervention programs for those children falling below the expected level. Classroom teachers accommodate those well above the expected level with a variety of individual or group tasks. Year 6 children fill many leadership roles around the school including leading the weekly assembly.</p> <p>The curriculum is planned using AusVELS documents with dedicated literacy and numeracy lessons taking up three hours of each day. Curriculum planning spans two strands: Learning Areas and General Capabilities. Content in both strands is mainly delivered through an integrated approach. The 'Four Year Integrated Unit Planner' outlines topics to be covered. Teachers are encouraged to plan in teams and to join with surrounding small schools to plan, and to mediate samples of work, for teaching and assessment purposes. The use of computers and tablet devices in every room enable students to use ICT in meaningful purposeful ways. A camping program is enacted in the Years 2-6 on a yearly basis. Years Prep – 2 are offered a swimming program each year. All children are able to participate in sports offered by the Yarra Valley Sporting Association.</p> <p>For assessment and reporting, teachers use the SPA Data Tracker and QUICKVIC software packages. Student reports are written in a family friendly manner and list each child's strengths and weaknesses. All children falling below the expected level of achievement have individual learning plans with most having regular teacher parent meetings.</p> <p>The school has a supportive School Council and active parent group who are highly involved in their children's education.</p>

## Strategic Intent

*The Education Training and Reform Act 2006 section 2.3.24*, states schools must produce a 4 year strategic plan that clearly articulates its **goals** and **targets** over that period.

	Goals	Targets	Key Improvement Strategies
<b>Achievement</b>	Improve student learning outcomes in Literacy and Numeracy, particularly in strengthening Numeracy skills in the Year 3-6 area.	<ul style="list-style-type: none"> <li>- 70% of students to be in the medium to high growth category in Literacy and Numeracy in NAPLAN assessment</li> <li>- 20% of students working 2 bands above expected level in NAPLAN assessment</li> <li>- 75% of students working at or above expected level according to AusVELS teacher judgements</li> </ul>	<ul style="list-style-type: none"> <li>- To build teachers capacity to collaboratively use data to analyse student achievement and teach at the point of need.</li> <li>- To build teacher capacity through targeting professional development and the development of whole school approaches in the teaching of literacy and numeracy</li> </ul>
<b>Engagement</b>	To strengthen students motivation and commitment to actively involve themselves in their learning and understand how they learn	<ul style="list-style-type: none"> <li>- All variables in Student Attitudes to School' survey to be at or above the 50<sup>th</sup> percentile in both Years 5 and 6</li> <li>- Local school devised student surveys to show increased student satisfaction at all year levels</li> </ul>	<ul style="list-style-type: none"> <li>- To enhance student motivation through the use of ICT</li> <li>- To revisit the vision and values statements of Dixons Creek Primary School</li> </ul>
<b>Wellbeing</b>	To strengthen the provision of a safe, supportive, orderly, inclusive and stimulating learning environment for the school community	<ul style="list-style-type: none"> <li>- Reduce student absence to at or below state mean</li> <li>- Student Attitudes to School Survey – Student Relationships and Wellbeing areas to be at or above the 50<sup>th</sup> percentile</li> </ul>	<ul style="list-style-type: none"> <li>- To develop a whole school approach to improve student morale, learning confidence and learning environment through teacher professional development in the management of student behaviour and classroom climate</li> </ul>
<b>Productivity</b>	To align the schools human, physical, and financial resources with the schools strategic intent.	<ul style="list-style-type: none"> <li>- Demonstrate the effective allocation of the schools budget (percentage of budget allocations in line with SSP– PD, ICT, Numeracy)</li> <li>- Parent Opinion Survey – for school improvement/general satisfaction results to be at or above the 50<sup>th</sup> percentile</li> </ul>	<ul style="list-style-type: none"> <li>- Revisit the school workforce plan, including the role of a teaching principal</li> <li>- Raising staff awareness of the need for an understanding of the relationship between the SRP and the school strategic plan</li> </ul>



## School Strategic Plan 2014- 2017: Indicative Planner

Key Improvement Strategies (KIS across the 4 outcomes areas)		Actions	Achievement Milestones (Changes in practice and behaviours)
Achievement	Year 1	<ul style="list-style-type: none"> <li>▪ Set up the SPA Student Data tracker and train staff</li> <li>▪ Program time for whole staff reports detailing students well below, or well above, expected level</li> <li>▪ Audit numeracy resources particularly in the Year 3-6 classrooms</li> <li>▪ Audit year level curriculum plans in literacy and numeracy</li> <li>▪ Set up school based 'Guided Reading' resource packs for older children</li> <li>▪ Set up new school Library facility</li> <li>▪ Introduction of peer observations</li> </ul>	<ul style="list-style-type: none"> <li>▪ All staff using the SPA data tracker to analyse student outcomes, plan units of work, plan for intervention and acceleration and look for trends that may indicate the need for change in teaching and learning programs</li> <li>▪ Regular discussions at timetabled staff meetings concerning individual student progress</li> <li>▪ Teachers plan, collaborate and reflect in teams using common planning documents</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>▪ Develop and implement whole-school approach to teaching reading writing, spelling and numeracy</li> <li>▪ Ensure data is analysed regularly in unit meetings and present findings to all staff</li> <li>▪ Purchase literacy and numeracy resources</li> <li>▪ Review use of tablet devices in teaching and learning programs in classrooms</li> <li>▪ Audit curriculum in line with new AusVELS documents</li> </ul>	<ul style="list-style-type: none"> <li>▪ Teachers share and analyse data to set precise targets for school, team and class</li> <li>▪ Teachers use a school aligned developmental curriculum</li> <li>▪ All teachers participate in peer observation sessions</li> </ul>
	Year 3	<ul style="list-style-type: none"> <li>▪ Ensure data is analysed regularly in unit meetings and present findings to all staff</li> <li>▪ Purchase literacy and numeracy resources</li> <li>▪ Audit curriculum in line with new AusVELS documents</li> </ul>	<ul style="list-style-type: none"> <li>▪ Teachers share and analyse data to set precise targets for school, team and class</li> <li>▪ Teachers use a school aligned developmental curriculum</li> <li>▪ All teachers participate in peer observation sessions</li> </ul>

	Year 4	<ul style="list-style-type: none"> <li>▪ Ensure data is analysed regularly in unit meetings and present findings to all staff</li> <li>▪ Purchase literacy and numeracy resources</li> <li>▪ Audit curriculum in line with new AusVELS documents</li> </ul>	<ul style="list-style-type: none"> <li>▪ Teachers share and analyse data to set precise targets for school, team and class</li> <li>▪ Teachers use a school aligned developmental curriculum</li> <li>▪ All teachers participate in peer observation sessions</li> </ul>
Engagement	Year 1	<ul style="list-style-type: none"> <li>▪ Develop a local student engagement and wellbeing survey that can be used to measure these variables</li> <li>▪ Introduce the use of student goal books in all year levels</li> <li>▪ Investigate tablet device applications that will engage students</li> <li>▪ Initiate use of class sets of tablet devices in every classroom</li> </ul>	<ul style="list-style-type: none"> <li>▪ Teachers analyse student engagement data in order to plan for increased student motivation</li> <li>▪ Increased student ability at all levels to develop realistic personal goals</li> <li>▪ Teachers will model explicit teaching strategies</li> <li>▪ Tablet devices are used in every classroom throughout the day</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>▪ All children complete a school devised student survey in March and November of each year</li> <li>▪ Ensure use of student goal books in all year levels</li> <li>▪ Include student feedback data in all staff PDP plans</li> </ul>	<ul style="list-style-type: none"> <li>▪ Teachers analyse student engagement data in order to plan for increased student motivation</li> <li>▪ Increased student ability at all levels to develop realistic personal goals</li> <li>▪ Teachers will model explicit teaching strategies</li> <li>▪ Tablet devices are used in every classroom throughout the day</li> </ul>
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	Year 4	<ul style="list-style-type: none"> <li>▪ All children complete a school devised student survey in March and November of each year</li> <li>▪ Ensure use of student goal books in all</li> </ul>	<ul style="list-style-type: none"> <li>▪ Teachers analyse student engagement data in order to plan for increased student motivation</li> <li>▪ Increased student ability at all levels</li> </ul>

		<ul style="list-style-type: none"> <li>year levels</li> <li>Include student feedback data in all staff PDP plans</li> </ul>	<ul style="list-style-type: none"> <li>to develop realistic personal goals</li> <li>Teachers will model explicit teaching strategies</li> <li>Tablet devices are used in every classroom throughout the day</li> </ul>
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Key Improvement Strategies (KIS across the 4 outcomes areas)		Actions	Achievement Milestones (Changes in practice and behaviours)
Wellbeing	Year 1	<ul style="list-style-type: none"> <li>Audit the school behaviour policy and rewrite where necessary</li> <li>Initiate new yard duty procedures for staff to follow</li> <li>Trial a mental health program for children such a 'Kids Matter'</li> <li>Trial 'Bully Stoppers' student survey</li> <li>Audit and make changes to the Year 6 graduation procedures</li> </ul>	<ul style="list-style-type: none"> <li>Students feel socially connected to their peers and poor playground is reduced</li> <li>Teachers deal with all behaviour in a standardised manner with agreed consequences</li> <li>Poor student behaviour is documented in a consistent manner</li> <li>Developed action plan for bullying and cyberbullying followed by community</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>Audit the school behaviour policy and rewrite where necessary</li> <li>Audit the mental health program for effectiveness and change</li> <li>Continue 'Kids Matter' and 'Bully Stoppers' programs if agreed</li> <li>Continue to refine Year 6 graduation procedures</li> </ul>	<ul style="list-style-type: none"> <li>Students feel socially connected to their peers and poor playground is reduced</li> <li>Teachers deal with all behaviour in a standardised manner with agreed consequences</li> <li>Poor student behaviour is documented in a consistent manner</li> <li>Developed action plan for bullying and cyberbullying followed by community</li> </ul>
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Productivity	Year 1	<ul style="list-style-type: none"> <li>Principal to reduce teaching days to two a week</li> <li>Improve quality of PDP process for all staff</li> <li>Keep new website current and informative</li> <li>Allocate new school budget in line with SSP</li> <li>Ensure information to local pre-school centres is current and informative</li> <li>Keep new website current and informative</li> </ul>	<ul style="list-style-type: none"> <li>Improved principal performance in relation to educational leadership</li> <li>Improved principal performance in relation to administration tasks</li> <li>Improved parent knowledge and access to school policies, curriculum information and classroom activities</li> <li>Maintenance of high Prep enrolments</li> <li>Teachers use multiple sources of feedback to enhance teaching</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>Revise principal teaching time fraction according to new school needs</li> <li>Allocate new school budget in line with SSP</li> <li>Ensure information to local pre-school centres is current and informative</li> </ul>	<ul style="list-style-type: none"> <li>Improved principal performance in relation to educational leadership</li> <li>Improved principal performance in relation to administration tasks</li> <li>Improved parent knowledge and access to school policies, curriculum</li> </ul>

		<ul style="list-style-type: none"> <li>▪ Keep new website current and informative</li> <li>▪ Manage resources to stock school Library</li> </ul>	<ul style="list-style-type: none"> <li>▪ information and classroom activities</li> <li>▪ Maintenance of high Prep enrolments</li> <li>▪ Teachers use multiple sources of feedback to enhance teaching</li> </ul>
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