

DIXONS CREEK PRIMARY SCHOOL Strategic Plan 2017-2021

For schools in the 2016 review cycle, the SSP must finish in 2020. School in the 2017 review cycle will finish in 2021.

| Endorsement | Re-Endorsement (if a Goal, KIS or Target is changed) | Re-endorsement (if a Goal, KIS or Target is changed) |
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| Principal: SHARON WALKER 27/11/2017 |[name].....[date] |[name].....[date] |
| School council: MARK HULL 27/11/2017 |[name].....[date] |[name].....[date] |
| Delegate of the Secretary: [name] [date] |[name].....[date] |[name].....[date] |

| School vision | School values | Context and challenges | Intent, rationale and focus |
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| <p>Our vision for Dixons Creek Primary School is to empower students to embrace learning; to achieve their personal best and to build their emotional, social and physical well-being so they may actively contribute to the local and global community in a child safe environment. All members of the school community will value, and REACH to be: Resilient, Energetic, Accountable, Caring and Honest.</p> | <p>We REACH to be: Resilient, Energetic, Accountable, Caring and Honest.</p> | <p>Dixons Creek Primary School is located in the Yarra Valley 46 kilometres north east of Melbourne. The school, established in 1871, retains a rural and close-knit culture amongst the students and the wider school community.</p> <p>The schools infrastructure consists of the original school building housing the office and staffroom and four portable classrooms including a library and art room. The school has large active and passive play areas.</p> <p>Current enrolment is 70 students and has declined over the course of the strategic plan. DET projections are for enrolments to continue to decline—a common trend around neighbouring Yarra Valley schools. Students come from Kinglake, Steele’s Creek, Castella and Yarra Glen as well as from the immediate location of Dixon’s Creek. The SFO Index is 0.3693 in 2017.</p> <p>The key challenges facing the school include:</p> <ul style="list-style-type: none"> • Raising student enrolment levels • Raising the percentage of students achieving high growth in literacy and numeracy from Year 3 to Year 5 • Improving rates of student attendance • Raising student perceptions of schooling • Maintaining high parent opinion • Raising the school’s ‘Differentiated Performance Group’ from ‘Transform’ to ‘Influence.’ <p>The school’s 2017 ‘Parent Opinion’ and ‘Student Attitudes to School Survey’ results show considerable improvement from the 2014 to 2016 results, indicating that changes made to community communication and approachability, are making a positive impact.</p> <p>A high number of families take extended holidays during the school terms. We have addressed this through regular parent contact and newsletter items however the higher absence rates continue.</p> | <p>Dixons Creek Primary School is striving to achieve improved student outcomes, higher levels of engagement and wellbeing by identifying current levels of proficiency and identifying practices and behaviours that will move the school through the higher levels of performance as identified in the ‘Framework for Improving Student Outcomes’ on the ‘Continua of Practice for School Improvement 2017.’</p> <p>To effect improved student outcomes, engagement and wellbeing, a number of ‘essential elements’ need to be present. If the leadership team, teachers, students and school community understand and adopt these elements, higher performance in all areas will be achieved.</p> <p>The priorities in 2018 will be to:</p> <ul style="list-style-type: none"> • Audit the school’s documented curriculum plan and edit where necessary to reflect the Victorian Curriculum • Teachers to adopt changes in pedagogy according to chosen high impact teaching strategies and to share this practice through peer observation • Build teacher capacity to plan effectively for all students in their classroom through a differentiated curriculum plan with clear student learning goals • Teachers to effectively use student assessment data to evaluate their impact on student outcomes <p>The priorities in subsequent years – 2019 to 2021 will be to:</p> <ul style="list-style-type: none"> • Continue 2018 priorities • Ensure school growth through the ‘Continua of Practice for School Improvement’ in identified priority areas and to ensure reflection and continual evaluation of all others • Ensure that student, parent and staff satisfaction levels remain high |

| 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) |
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| <p>1. To develop consistency of practice in all aspects of teaching and learning.</p> | <p><u>FISO Priority</u>: Excellence in Teaching and Learning <u>FISO Initiatives</u>: Building Practice Excellence and Curriculum planning and assessment</p> | <ul style="list-style-type: none"> • Build teacher capacity to differentiate learning to ensure challenge and progress for every student. • Build teacher efficacy in evidence based high impact teaching strategies and the implementation of the instructional practices. • Develop teacher capacity in the use of multiple sources of data | <ul style="list-style-type: none"> • School performance in all FISO dimensions to be assessed as ‘Excelling.’ • The school’s differentiated performance group to be assessed as in the ‘Influence’ group. |

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| | | <p>to evaluate their impact on learning.</p> <ul style="list-style-type: none"> • Develop a documented curriculum plan, assessment and shared pedagogical approaches. • Explicit use of evidenced-based school improvement strategies and teacher professional practice activities. | |
| 2. To improve learning growth for all students in literacy and numeracy. | <p><u>FISO Priority:</u> Excellence in teaching and learning <u>FISO Initiatives:</u> Evidence-based high impact strategies and Building practice excellence</p> | <ul style="list-style-type: none"> • Build teacher capacity to demonstrate and apply current pedagogical knowledge that develops high-order thinking and metacognition to extend all learners. • Ensure teachers have a deep understanding of their teaching and the effect it has on student learning. • Build teacher practice of high-impact teaching strategies through peer observation sessions. • Ensure the leadership team builds a culture that supports improving the quality of teaching across the school and maintains an inquiry and evaluation cycle. • Develop Individuals and teams that are open to critically evaluating their practice in a culture of trust and with a strong sense of collective efficacy – a belief that teachers are jointly responsible for ensuring the success of all students. | <ul style="list-style-type: none"> • 70% of students in the medium to high growth category in all NAPLAN assessments • 70% of Year 3 students working in the top 2 bands in all NAPLAN assessments • 70% of Year 5 students working in the top 2 bands in all NAPLAN assessments • All factors in the 'Effective Teaching Practice for Cognitive Engagement,' as measured in the 'Students Attitudes to School' survey, be at or above the 60th percentile. • 85% positive response to 'Collective Efficacy of Teaching and Learning' from the staff survey. • 85% positive response rate to 'Academic Evidence' from the staff survey. • All students, Prep to Year 6 to have made 12 months growth in student achievement in one calendar year according to teacher judgements against the Victorian Curriculum Achievement Standards. |
| 3. To improve the whole school approach to health, wellbeing, inclusion and engagement. | <p><u>FISO Priority:</u> Positive climate for learning <u>FISO Initiatives:</u> Empowering students, health and wellbeing, setting expectations and promoting inclusion, intellectual engagement and self-awareness.</p> | <ul style="list-style-type: none"> • Build an improved whole-school approach to health and wellbeing ensuring engagement with students, parents/carers and community health specialists to plan, evaluate and improve health and wellbeing policies and programs. • Audit the whole-school curriculum plan to ensure that social and emotional health are taught explicitly and integrated across the curriculum. Teachers use behavioural interventions as opportunities for teaching and reinforcement. • Use a range of data, including student and parent feedback, to regularly review the effectiveness of student wellbeing programs. • Build integrated instructional and behavioural programs, to ensure students are engaged, motivated and thriving. Staff minimise disruptive behaviour by actively developing students' social and cognitive skills and providing an inclusive learning environment. | <ul style="list-style-type: none"> • All variables in 'Student Attitudes to School' survey to be at or above the 'State' mean in Years 4-6 • 'Student Motivation and Interest' factor score in the 'Student Attitudes to School' (SASS) survey at or above positive response 90% • 'Differentiated Learning Challenge' survey factor score (SASS) at or above positive response 90% • 'Classroom Behavior' survey factor score at or above positive response 90% • 'General Satisfaction' factor in the 'Parent Opinion' (POS) survey at or above 85% positive • 'School Pride and Confidence' factor in the POS at or above 90% positive • 'High Expectations for Success' factor in the POS at or above 90% positive • 'Stimulated Learning Environment' factor in the POS at or above 90% positive • Student absences to be at or below the state mean. |