

School Strategic Plan 2018-2022

Derrimut Primary School (5512)



Submitted for review by Joanna Stanford (School Principal) on 12 November, 2018 at 10:40 AM

Endorsed by Anne Fox (Senior Education Improvement Leader) on 21 November, 2018 at 03:55 PM

Endorsed by Tony Malloy (School Council President) on 23 November, 2018 at 03:03 PM

School Strategic Plan - 2018-2022

Derrimut Primary School (5512)

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| School vision | Derrimut Primary School is proud to be a 'place to grow and thrive'. We are an inclusive and collaborative community of thinkers and learners. We strive for excellence so all learners can be the very best that they can be. |
| School values | Academic Rigour Respect Teamwork Leadership |
| Context challenges | <p>Derrimut Primary School is a primary school that opened at the beginning of the 2010 school year. Derrimut P.S was constructed under a Public-Private Partnership (PPP) agreement and is a state of the art educational facility with flexible, modern, open-planned spaces to facilitate learning practices that maximize the learning outcomes for every student.</p> <p>The building design at Derrimut promotes active, student-centred learning for all students through the creation of flexible, functional spaces that support contemporary learning and teaching practices. The facilities exhibit characteristics of high quality design that promote academic excellence, collaborative practice and a sense of belonging among students and the broader school community. We learn, embed and sustain high quality teaching and learning through Departmental initiatives and current educational theory. We are a professional community of learners that are committed to using student learning data and multiple forms of feedback to improve student outcomes.</p> <p>We are a diverse community where students grow and thrive within a safe and engaging environment. We are developing a culture where students have high expectations of themselves and others through agency in their learning. We are developing a strong sense of respect for one another and take pride in being a member of being a member of the Derrimut Primary School community.</p> |
| Intent, rationale and focus | <p>The process of self-evaluation has highlighted the many strengths we have at Derrimut and the sharp and narrow focus of improvement for the next 4 years of the strategic plan. The key findings and potential areas of focus in each priority area are:</p> <p>Excellence in Teaching and Learning : All data collected supports strong development and implementation of consistent practices in teaching and learning. We will do this through our professional learning. We will continue to build teacher knowledge, capacity and practice for high level consistency and high expectations in every classroom. Induction of new staff is paramount. We will focus on consistently meeting and exceeding State benchmarks in NAPLAN Reading, Writing and Numeracy results through our Strategic Plan targets.</p> <p>Professional Leadership: We will continue to have a clear school vision for strategic direction and consistency. We will continue to</p> |

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| | <p>support the effectiveness of our instructional leaders. Our structure, organization, communication and strategies demonstrate a focussed approach to continuous school improvement.</p> <p>Positive Climate For Learning: Through our SWPBS, we intentionally plan for and teach the strategies and expectations to establish a strong culture for learning in an orderly environment. We will develop our student voice, agency and leadership as detailed in our strategic plan.</p> <p>Community Engagement In Learning: Every opportunity is taken to build positive parent-teacher partnerships to support and recognize achievement in student learning and behaviour. Through leadership development of our students and strong home-school partnerships with our families, , Derrimut Primary will actively contribute to build a strong sense of pride in the wider Derrimut community.</p> |
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| Goal 1 | To improve student learning outcomes in Reading and Writing. |
| Target 1.1 | NAPLAN Relative Growth Reading Increase % of students showing high relative growth from 26% in 2018 to more than 30% in 2022. Reduce % of students showing low relative growth in grade from 34% in 2018 to less than 10% in 2022. |
| Target 1.2 | NAPLAN Relative Growth Writing Increase % of students showing high relative growth from 19% in 2018 to more than 25% in 2022. Reduce % of students showing low relative growth in from 33% in 2018 to less than 10% in 2022. |
| Target 1.3 | <u>Reading Top Two Bands</u> Increase the number of students in the top two NAPLAN bands in year 3 from 29 in 2018 to 53% in 2022. Increase the number of students in the top two NAPLAN bands in year 5 from 25% in 2018 to 40% in 2022. |
| Target 1.4 | Reading Bottom Two bands Decrease the number of students in the bottom two NAPLAN bands in year 3 from 11% in 2018 to 10% in 2022. Decrease the number of students in the bottom two NAPLAN bands in year 5 from 24% in 2018 to 10% in 2022. |

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| Target 1.5 | Writing Top Two Bands Increase the number of students in the top two NAPLAN bands in year 3 from 21% in 2018 to 46% in 2022. Increase the number of students in the top two NAPLAN bands in year 5 from 25% in 2018 to 40% in 2022 |
| Target 1.6 | Writing Bottom Two bands Decrease the number of students in the bottom two NAPLAN bands in year 3 from 24% in 2018 to 16% in 2022. |
| Key Improvement Strategy 1.a Curriculum planning and assessment | Develop and embed, and evaluate a guaranteed and viable curriculum in Reading and Writing underpinned by the Victorian Curriculum and supported by an agreed instructional model (CPA) |
| Key Improvement Strategy 1.b Curriculum planning and assessment | Build staff, leadership, PLC capacity in data literacy in order to differentiate and measure impact on teaching and learning in Reading and Writing (CPA) |
| Key Improvement Strategy 1.c Evidence-based high-impact teaching strategies | Build staff and leadership to embed HITS instructional practice across the school |
| Goal 2 | To improve student learning outcomes in Numeracy |
| Target 2.1 | Increase % of students showing high relative growth from 17% in 2018 to more than 25% in 2022. Reduce % of students showing low relative growth from 34% in 2018 to less than 10% in 2022. |
| Target 2.2 | Increase the number of students in the top two NAPLAN bands in year 3 from 28% in 2018 to 40% in 2022. |

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| Target 2.3 | Increase the number of students in the top two NAPLAN bands in year 5 from 16% in 2018 to 30% in 2022. |
| Target 2.4 | Decrease the number of students in the bottom two NAPLAN bands in year 3 from 19% in 2018 to 10% in 2022. |
| Target 2.5 | Decrease the number of students in the bottom two NAPLAN bands in year 5 from 24% in 2018 to 15% in 2022. |
| Key Improvement Strategy 2.a Curriculum planning and assessment | Develop and embed a guaranteed and viable curriculum in Numeracy underpinned by the Victorian Curriculum and supported by an agreed instructional model. |
| Key Improvement Strategy 2.b Curriculum planning and assessment | Build teacher capacity in data literacy in order to differentiate teaching and learning in Numeracy. |
| Key Improvement Strategy 2.c Evidence-based high-impact teaching strategies | Build staff and student capacity in making learning highly visible, explicit and purposeful using research-based evidence informed teaching practices in Numeracy |
| Goal 3 | To develop aspirational learning culture of high level engagement and achievement |
| Target 3.1 | Increase the percentage endorsement of Stimulating learning from 75% in 2017 to 85% in 2022 |
| Target 3.2 | Increase the percentage endorsement of Student Voice from 65% in 2017 to 81% in 2022 |

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| Target 3.3 | Increase the percentage endorsement of Student safety from 66% in 2017 to 80% in 2022 |
| Target 3.4 | By the end of 2022, the Student Absences Averages will have decreased, as outline below: Prep to 6 = 15.5 days in 2017 to 20% or less in 2020. |
| Key Improvement Strategy 3.a Empowering students and building school pride | To develop teacher capacity to develop and embed Student Voice and agency in Learning |
| Key Improvement Strategy 3.b Setting expectations and promoting inclusion | Embed a consistent approach to School Wide Positive Behaviours underpinned by the vision of Derrimut Primary School |
| Key Improvement Strategy 3.c Empowering students and building school pride | Develop and embed leadership skills of all students to set high expectations of themselves and a strong sense of school and community pride |