

School Strategic Plan 2022-2026

Derrimut Primary School (5512)



Submitted for review by Joanna Stanford (School Principal) on 13 October, 2022 at 12:23 PM

Endorsed by Charles Branciforte (Senior Education Improvement Leader) on 14 October, 2022 at 12:45 PM

Endorsed by Leonie Foote (School Council President) on 18 October, 2022 at 06:28 PM

School Strategic Plan - 2022-2026

Derrimut Primary School (5512)

School vision	At Derrimut Primary, we are a community of learners who strive for excellence to be the very best that we can be.
School values	Respect Responsibility Excellence
Context challenges	EAL Students: ATSI Students: Socio Economic Students:
Intent, rationale and focus	<p>Our Goals for this strategic plan is to develop a learning environment, instructional model and pedagogical practices to enable the best learning.</p> <p>We will be prioritising our learning around the lesson plan structure that incorporates the gradual release of responsibility. Within this structure with be research based instructional practices to support the learning. Cycles of assessment will guarantee growth.</p> <p>We will also focus on prioritising student engagement, their role in goal setting and feedback, and having voice and agency in the learning.</p>

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Goal 1	To improve learning outcomes for every student.
Target 1.1	Students NAPLAN benchmark growth will show high growth at: <ul style="list-style-type: none">• Reading from 27% per cent in 2022 to 35% or above in 2026• Writing from 17% in 2022 to 25% or above in 2026• Numeracy from 19% in 2022 to 25% or above in 2026
Target 1.2	<p>By 2026, increase the percentage of students in the top 2 NAPLAN bands in Year 3 :</p> <ul style="list-style-type: none">• Reading from 46% (2022) to 55% (2026)• Writing from 49% (2022) to 55% (2026)• Numeracy from 30% (2022) to 40% (2026) <p>By 2026, increase the percentage of students in the top 2 NAPLAN bands in Year 5 :</p> <ul style="list-style-type: none">• Reading from 23% (2022) to 36% (2026)• Writing from 11% (2022) to 20% (2026)• Numeracy from 19% (2022) to 30% (2026) <p>By 2026, decrease the percentage of students in the bottom 2 NAPLAN bands in Year 3:</p> <ul style="list-style-type: none">• Reading from 12% (2022) to 10% (2026)• Writing from 7% (2022) to 6% (2026)• Numeracy from 25% (2022) to 15% (2026)

	<p>By 2026, decrease the percentage of students in the bottom 2 NAPLAN bands in Year 5:</p> <ul style="list-style-type: none"> • Reading from 12% (2022) to 10% (2026) • Writing from 16% (2022) to 12% (2026) • Numeracy from 24% (2022) to 15% (2026)
Target 1.3	<p>Teacher judgement growth: Students making at or above 12 months growth to be at or above 85% in 2026, (74% in 2022)</p>
Target 1.4	<p>Improve the percentage positive endorsement in the School Staff Survey for the following measures:</p> <ul style="list-style-type: none"> • Teaching and learning evaluation from 74% in 2022 to 80% by 2026. • Teaching and learning planning from 80% in 2022 to 90% by 2026. • Teaching and learning implementation from 78% in 2022 to 85% by 2026. • Teaching and learning practice from 72% in 2022 to 80% by 2026. • Teacher collaboration from 66% in 2022 to 80% by 2026. • Instructional leadership from 72% in 2022 to 90% by 2026. • Academic emphasis from 59% in 2022 to 85% by 2026. • Collective efficacy from 67% in 2022 to 90% by 2026.
Target 1.5	<p>By 2026, increase the percent positive responses score on AToSS in the factors:</p> <ul style="list-style-type: none"> • Effective teaching time from 87% (set as a mean over 2018-2021) to 93% • Stimulated learning from 81% (set as a mean over 2018-2021) to 90%

	<ul style="list-style-type: none"> • Differentiated learning challenge from 82% (set as a mean over 2018-2021) to 90%
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build staff capability to understand the learning needs of each student through a deep knowledge of the curriculum and continuum of learning.
Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build staff capability in the use of evidence based pedagogical practices through the agreed instructional model.
Key Improvement Strategy 1.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Develop staff capability in assessment that is informed by the effective use of data to drive teaching and learning.
Goal 2	To empower all students to be active agents in their learning.
Target 2.1	Improve the percentage positive endorsement in the School Staff Survey for the following measures: <ul style="list-style-type: none"> • Promote student ownership of learning goals from 86% in 2022 to 90% by 2026 • Support growth and learning of whole student from 68% in 2022 to 80% by 2026 • Believe student engagement is key to learning from 89% in 2022 to 95% by 2026 • Parent and community involvement from 63% in 2022 to 80% by 2026 • Using student feedback to inform practice from 62% in 2022 to 80% by 2026

Target 2.2	<p>By 2026, increase the percent positive responses score on AToSS for Years 7–12 in the factors:</p> <ul style="list-style-type: none"> • Student voice and agency from 75% in 2022 to 80% in 2026 • Sense of confidence from 80% in 2022 to 85% in 2026 • Self-regulation and goal setting from 87% in 2022 to 90% in 2026 • Effective classroom behaviour from 82% in 2022 to 90% in 2026 • Motivation and interest from 84% in 2022 to 90% in 2026
Target 2.3	<p>Improve the percentage positive endorsement in the School Staff Survey/Parent Opinion Survey for the following measures:</p> <ul style="list-style-type: none"> • Student voice and agency from 85% in 2022 to 92% by 2026 • Confidence and resilience from 87% in 2022 to 92% by 2026
<p>Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	Develop and implement a whole school approach to individual learning goal setting and feedback with students.
<p>Key Improvement Strategy 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	Build staff capability to know and engage students as learners.
Key Improvement Strategy 2.c	Embed the whole school approach to positive behaviours.

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