



Dandenong South Primary School Strategic Plan 2018-2021

Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal: Leonie Fitzgerald 5-12-17[name].....[date][name].....[date]
School council: Rina Main 5-12-17[name].....[date][name].....[date]
Delegate of the Secretary: Ken Robinson[name].....[date][name].....[date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p>Vision Statement To provide students with a positive and engaging learning environment which will equip them with the knowledge, skills and social competencies they need for the future to become respectful and responsible citizens who contribute positively to society.</p> <p>Mission Statement To provide the optimum learning environment so that every child has the opportunity to succeed.</p>	<p>Our Philosophy Dandenong South Primary School has a holistic approach to learning where the academic, physical, social, and emotional needs of all children are fostered through the school's values of:</p> <ul style="list-style-type: none"> Resilience – Having the capacity to cope with change and bounce back in difficult times. Empathy – Using our personal experiences to feel for and relate to others. Challenge – Persevering and remaining focused when faced with a tough situation. Being a risk taker with learning. Respect - Respecting ourselves, and recognising and accepting the differences in ability, race, religion and beliefs of others. 	<p>Dandenong South Primary School is located in the South-Eastern Victoria Region, thirty-nine kilometres from Melbourne. The school is bordered by residential, commercial and industrial zones. The school has a kindergarten onsite coordinated in partnership with the City of Greater Dandenong and Best Chance Child Family Care. Facilities include a modern gymnasium, refurbished classrooms, spacious grounds, a Learning Centre and a Community Hub.</p> <p>In 2017, the enrolment is 615 students. Approximately 95% of these students have a language background other than English. 31% of students are also from a refugee background. There is a small number of international students.</p> <p>The school is divided into five sub-schools; Foundation, Grade 1, Grade 2, Grades 3 and 4 and Grades 5 and 6. The full-time equivalent (FTE) teaching staff is 49.0 including a Principal, 2 Assistant Principals, 4 Leading Teachers, 4 additional support teachers, 2 English as an Additional Language (EAL) teachers and 15 Education Support (ES) staff. Specialist areas include visual arts, performing arts and physical education.</p> <p>To meet the needs of the students who predominantly speak English as an additional language, the school offers a range of literacy intervention programs. These include first phase and second phase EAL programs, LEAP (Literacy Enhancement Assessment Program) oral language, phonological awareness, and reading and writing programs. The school utilizes a Play Based Learning approach through its Investigations program. Inquiry Learning consolidates this approach in Grades 3-6.</p> <p>The school continues its relationship with a number of partnering organisations to provide a Community Hub, which offers programs tailored to the needs of the local community. The Hub offers support to families by familiarising them with the school setting and builds relationships with school staff to provide a safe, supportive and accessible venue for a range of community services.</p>	<p>Dandenong South Primary School is committed to improving the learning and wellbeing outcomes of every student. As a school and learning community, we strive for a culture of learning and continuous improvement. In improving outcomes and providing a high standard of academic achievement, the school has a personalised learning approach that uses effective teaching practices to empower our students to reach their full potential.</p> <p>Dandenong South Primary School will focus on delivering quality and consistent teaching practice over the next four years. Our 2017 School Review identified the need to further improve the growth of student learning outcomes in English and Mathematics. The FISO dimensions; building practice excellence, evidence-based high-impact teaching strategies and evaluating impact on learning, were suggested for focus in the 2017 School Review. Building teacher skills in using high-impact teaching strategies, developing instructional leadership capacity and strengthening feedback processes were proposed.</p> <p>A goal to improve students' connectedness and engagement in their learning was also identified in the 2017 School Review. Strategies to achieve the goal included giving students agency to make choices in what and how they learn and how they are assessed and to have a voice in school decision making. These strategies will skill students to be self-directed learners and leaders.</p> <p>To enhance wellbeing, a cohesive and consistent approach that builds students' resilience, social and emotional health was identified as a key goal. To achieve the goal, the Resilience, Rights and Respectful Relationships (RRRR) program will be embedded into all areas of the school's curriculum. A further focus on student wellbeing and safety will be prioritised through working with parents/carers and families to develop students' resilience, social and emotional skills.</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)
<p>Student Achievement: To maximise student learning growth in English and Mathematics for Foundation to Grade 6.</p>	<p>Excellence in teaching and learning</p> <p>High Impact Teaching Strategies</p> <p>Evaluating impact on learning</p>	<p>Provide ongoing professional learning through the school's engagement with Literacy and Numeracy consultants to maximise the learning growth for all students in English and Mathematics.</p> <p>Build teacher capacity to effectively differentiate teaching and incorporate high impact teaching strategies for all students in Reading.</p> <p>Build and strengthen teacher data literacy including data collection and analysis techniques with a key focus on student learning growth.</p> <p>Develop feedback processes, including the implementation of goal setting that will enhance student capacity to develop more individualised learning goals and become more self-directed learners.</p> <p>Build teacher capacity to routinely use explicit high impact teaching strategies with a focus on individual student goal setting and models of feedback. This will involve developing an agreed approach to embed student feedback and agency in all areas of the curriculum.</p>	<p>Strategic Plan Target 1 (NAPLAN): By 2021, increase the NAPLAN high relative learning growth of the Year 3 to 5 deemed capable cohort in areas of reading, writing and numeracy.</p> <p>SSP Reading Target Reading Learning Gain: By 2021, 35% of the Year 3 to 5 NAPLAN cohort will demonstrate high growth and 20% will demonstrate low growth.</p> <p>SSP Writing Target Writing Learning Gain: By 2021, 35% of the Year 3 to 5 NAPLAN cohort will demonstrate high growth and 20% will demonstrate low growth.</p> <p>SSP Numeracy Target Numeracy Learning Gain:</p>

		Improve teacher capacity to help students understand and apply mathematical skills and knowledge to real life contexts.	<p>By 2021, 40% of the Year 3 to 5 NAPLAN cohort will demonstrate high growth and 10% will demonstrate low growth.</p> <p>Strategic Plan Target 2 (Additional Data): MOI At the end of Grade 1, 80% of the students deemed capable will be achieving growth points up to A3, B2 and C3 in the Mathematics Online Interview.</p> <p>ARCOTS By 2021, all students deemed capable will move at least one level in the ARCOTS assessment each year.</p> <p>Strategic Plan Target 3: Using the Continua of Practice for School Improvement, our school will move from Evolving to Excelling in all areas of 'Evidence Based High Impact Teaching Strategies' by 2021.</p>
<p>Building Leadership Teams: Build the leadership capacity of a range of staff across the school.</p>	Building Leadership Teams	<p>Build the instructional practice of targeted staff members to effectively and strategically use evidence based high impact teaching strategies.</p> <p>Further develop the instructional leadership capabilities of staff across the school to drive school improvement and strengthen school leadership capacity.</p>	<p>Strategic Plan Target 4: Using the Continua of Practice for School Improvement, our school will move from Embedding to Excelling in all areas of 'Building Leadership Teams' by 2021.</p> <p>Strategic Plan Target 5: Leadership - Staff Opinion Survey: By 2021, the Leadership component of the Staff Opinion Survey will show levels at or above state level.</p>
<p>Student and Community Engagement: To further develop a positive climate for learning across the school. To improve student engagement both within the classroom and at a whole school level.</p>	<p>Positive Climate for Learning</p> <ul style="list-style-type: none"> o Student Voice o Empowering students and building school pride <p>Community Engagement in Learning</p> <ul style="list-style-type: none"> o Parents and carers o Building communities 	<p>Embed an agreed instructional model and build teacher capacity in planning and implementing highly effective Investigations and Inquiry learning that challenges and engages all students.</p> <p>Incorporate high quality use of digital technologies to enhance the engagement of students in learning.</p> <p>To engage in meaningful partnerships and collaboration with parents and families, early childhood settings, and the wider community in order to provide a safe, supportive and inclusive school environment.</p>	<p>Strategic Plan Target 6: Participation: Student Attendance The 2018-2021 average student absenteeism days to be at or below state level.</p> <p>Strategic Plan Target 7: Attitudes to School: Positive Climate for Learning The 2018-2021 mean percentage in all areas to be 90% or above in students who respond with agree/strongly agree.</p> <p>Strategic Plan Target 8: Parent Opinion: Positive Climate for Learning The 2018-2021 mean percentage in all areas to be 90% or above in parents who respond with agree/strongly agree.</p>
<p>Student Wellbeing: To further develop and strengthen a comprehensive approach to wellbeing across the school.</p>	<p>Positive Climate for Learning</p> <ul style="list-style-type: none"> o Setting expectations and promoting inclusion o Health and wellbeing 	<p>Integrate the Resilience, Rights and Respectful Relationships (RRRR) program into all areas of the curriculum to complement and support the school's values and Restorative Practices approach.</p> <p>Incorporate a positive psychology approach towards improving student wellbeing and self-regulation across the school.</p>	<p>Strategic Plan Target 9: By the end of 2021, the 'Resilience' mean percentage in all areas to be 90% or above in students who respond with agree/strongly agree in the Attitudes to School Survey, ATOSS.</p>