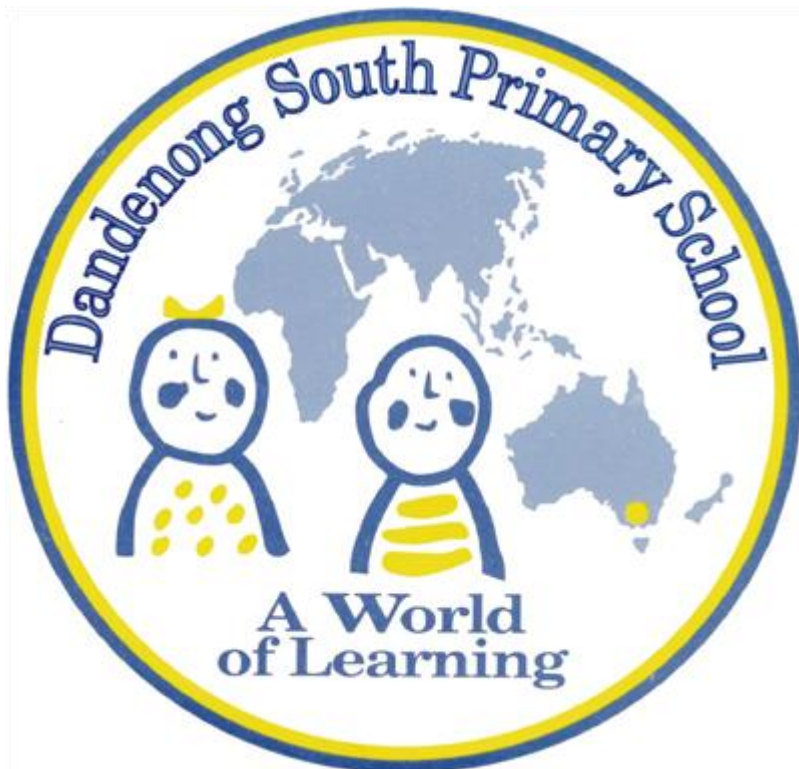


School Strategic Plan 2022-2025

Dandenong South Primary School (4810)



Submitted for review by Leonie Fitzgerald (School Principal) on 16 December, 2021 at 04:28 PM

Endorsed by Kenneth Robinson (Senior Education Improvement Leader) on 16 December, 2021 at 06:05 PM

Endorsed by Rina Main (School Council President) on 30 December, 2021 at 02:50 PM

School Strategic Plan - 2021-2025

Dandenong South Primary School (4810)

School vision	<p>School Vision: At Dandenong South Primary School we 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 in order for them to become respectful and responsible citizens who contribute positively to society.</p>
School values	<p>School Values: 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 being respectful, safe and responsible. These values provide us with a framework for the way we achieve our vision.</p>
Context challenges	<p>Attendance The importance of school attendance is regularly promoted and communicated to parents and students. Absences including unapproved absences and the number of absent days are higher than state levels. Some of the reasons for higher absences include cultural celebrations, extended travel by some families and varying levels of value attributed to regular school attendance.</p> <p>Demand for different types of staff Catering for the increased challenges of teaching students coming from a variety of different language backgrounds and societal complexities, Dandenong South Primary School aims to recruit skilled and experienced teaching staff. The school also prefers a leadership structure where each Sub School is managed by a Leading Teacher who is not in the classroom. This person oversees the wellbeing and academic needs of the students within that year level cohort. The school's predominant focus is on improving student outcomes and teacher instructional capacity in literacy and numeracy. Wellbeing is also integrated into the curriculum at all year levels and students participate in specific programs designed to assist in personal health and wellbeing. As the school continues to deliver these programs, staff familiar with the instructional approaches are more in demand.</p> <p>Demand for specific specialist skills Dandenong South Primary School requires teachers who are familiar with the English as an Additional Language framework. Additionally, familiarity with trauma informed practices and behaviour management is also desirable.</p>

	<p>Community Partnerships 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 is integral in strengthening relationships with families and supporting them with the school setting. The Community Hubs program allows the school staff to provide a safe, supportive and accessible venue for a range of community services.</p>
<p>Intent, rationale and focus</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. Enhancing student wellbeing through a cohesive and consistent approach that builds students' resilience, social and emotional health is also a key goal. The school will continue to strengthen the partnerships with parents and carers around curriculum, student wellbeing and student progress as this would assist the school to deepen and develop sustainable and respectful relationships.</p> <p>The school will focus on delivering quality and consistent teaching practice over the next four years, with a particular focus on building data literacy. Implementation of the Professional Learning Communities (PLCs) initiative was also suggested as a vehicle to strengthen the way teachers used data and reflected on their practice in order to build practice excellence to improve student learning outcomes. The use of feedback and reflection strategies to support students will be consistently implemented across the school so that students become skilled in asking for or giving effective feedback. This will strengthen partnerships in learning between students, staff and parents as well as provide opportunities for greater student voice and learner agency. If we develop the instructional leadership capacity and strengthen feedback processes, then we will be able to more effectively build teacher capacity and in turn improve student learning outcomes.</p>

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Goal 1	To improve student learning outcomes for every student in literacy and numeracy
Target 1.1	<p>By 2025 increase the percentage of students in Years 3 and 5 achieving in the top 2 NAPLAN bands for the domains of:</p> <p>Year 3</p> <ul style="list-style-type: none">• Numeracy from 17% (2021) to 25% <p>Year 5</p> <ul style="list-style-type: none">• Reading from 21% (2021) to 25%• Writing from 6% (2021) to 16%• Numeracy from 13% (2021) to 21%
Target 1.2	<p>By 2025 the percentage of Year 5 assessed as 'above' benchmark growth in NAPLAN to be:</p> <p>Year 5</p> <ul style="list-style-type: none">• Writing from 6% (2021) to 16%• Numeracy from 18% (2021) to 24%

<p>Target 1.3</p>	<p>By 2025, the percentage of Year F-6 students assessed as being above age expected level on Victorian Curriculum Levels F-10 will increase:</p> <p>English</p> <ul style="list-style-type: none"> • Reading from 13% in 2021 to 23% • Speaking and listening from 7% in 2021 to 17% • Writing from 6% in 2021 to 16% <p>Mathematics</p> <ul style="list-style-type: none"> • Number and Algebra from 10% in 2021 to 20% • Measurement and Geometry 5% in 2021 to 15% • Statistics and Probability 5% in 2021 to 15%
<p>Target 1.4</p>	<p>By 2025, improve the percentage of positive endorsement on SSS teaching & learning - planning module for the factors:</p> <ul style="list-style-type: none"> • Teacher collaboration from 73% (2021) to 80% • Collective Efficacy from 75% (2021) to 80% • Professional Learning through peer observation from 43% (2021) to 60%
<p>Key Improvement Strategy 1.a Curriculum planning and assessment</p>	<p>Build the capacity of all teaching staff to effectively use data to improve student learning outcomes.</p>
<p>Goal 2</p>	<p>Develop a consistent whole school understanding and approach to student agency and voice in learning</p>

Target 2.1	<p>By 2025 increase the percentage of positive endorsement on the 4-6 Student Attitudes to School Survey for the factors:</p> <ul style="list-style-type: none"> • student voice and agency to be at or above 85% from 78% (2021) • stimulated learning to be at or above 90% from 85% (2021) • sense of confidence to be at or above 90% from 86% (2021)
Target 2.2	<p>By 2025 increase the percentage of positive endorsement on the Parent Opinion Survey for the factors:</p> <ul style="list-style-type: none"> • Stimulated learning from an average of 92% (2019-2021) to be at or above an average of 95% (between 2022-2025) • Student voice & agency from an average of 93% (2019-2021) to be at or above an average of 95% (between 2022-2025)
Target 2.3	<p>By 2025, improve the percentage of positive endorsement on SSS teaching & learning -evaluation module for the factor:</p> <ul style="list-style-type: none"> • Use student feedback to improve practice to be at or above 90% from 86% (2021)
Key Improvement Strategy 2.a Intellectual engagement and self-awareness	<p>Build teacher and student capacity to have a consistent understanding, and implementation of strategies that support targeted feedback to enhance metacognition</p>
Goal 3	<p>To develop confident, resilient students through a comprehensive approach to wellbeing across the school.</p>

Target 3.1	<p>By 2025 increase the percentage of positive endorsement on the 4-6 Student Attitudes to School Survey for the factor:</p> <ul style="list-style-type: none"> • Respect for Diversity to be at or above 90% from 86% (2021) • Effective classroom behaviour to be at or above 85% from 80% (2021)
Target 3.2	<p>By 2025 increase the percentage of positive endorsement on the Parent Opinion Survey for the factors:</p> <ul style="list-style-type: none"> • Teacher communication from an average of 91% (2019-2021) to be at or above an average of 94% (between 2022-2025) • Not experience of bullying from an average of 85% (2019-2021) to be at or above an average of 88% (between 2022-2025)
Target 3.3	<p>By 2025 the school student absence mean to be at or below 15 days from 19.3 days (2021 YTD)</p>
Key Improvement Strategy 3.a Health and wellbeing	<p>Embed the school’s processes for supporting resilience and wellbeing</p>
Key Improvement Strategy 3.b Networks with schools, services and agencies	<p>Strengthen partnerships and system engagement with the school community and other schools and agencies</p>