

School Strategic Plan 2022-2026

Dallas Brooks Community Primary School (5546)



Submitted for review by Valerie Karaitiana (School Principal) on 17 October, 2022 at 04:00 PM

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Endorsed by Gail Hart (School Council President) on 19 October, 2022 at 05:01 PM

School Strategic Plan - 2022-2026

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<p>School vision</p>	<p>School Vision: For all students to be literate, numerate, creative, safe and happy.</p> <p>eLearning Vision: To actively engage the school learning community in authentic learning projects to develop responsible global citizens.</p>
<p>School values</p>	<p>Respect- We accept somebody for who they are, even when they're different from us or you disagree with them. Perseverance- When facing a challenge, you use your mind and body to overcome it. Pride - We ensure that students' voice is represented in their work and within the community. Trust- We provide a safe environment to express our thoughts, and feelings and trust our own abilities.</p>
<p>Context challenges</p>	<p>Equity funded students The school had around 400 equity funded students (SFO 0.9121). It has implemented many initiatives designed to support their vulnerable students (refer sections 1.2,2.2,2.4) including:</p> <ul style="list-style-type: none"> - Sponsorship of the community Hub which provides breakfast every school day for up to 100 students - Teaching and learning initiatives such as the GRIN implemented to support at risk students to participate in main mathematics lessons - ES staff in each classroom to support vulnerable students - Literacy, numeracy and e-learning consultants provide staff with high impact strategies for their students - Trauma informed teaching practices, given significant numbers of students experiencing trauma - A comprehensive wellbeing team to support students and families - A wellbeing centre which provides safe and inclusive spaces for students <p>The school is committed to reducing learning gaps and tracks, monitors and plans for growth for all equity funded students.</p>
<p>Intent, rationale and focus</p>	<p>Literacy- By 2026, increase the average percentage of students working at or above level against the Victorian Curriculum in Reading from 32% to 44%.</p> <p>Rationale: Both the NAPLAN literacy data and the teacher judgment data indicate large percentage of students in the bottom 2 bands, and the percentage of students in the top 2 band hasn't been increasing as expected. The school's overall Literacy performance is comparatively lower than similar schools. An improvement in achievement data is required.</p>

As a whole school, we will prioritise building teacher content knowledge in the English curriculum through moderation and planning and confidence in delivering classroom instructions using high impact strategies. We will continue implementing the differentiated curriculum with a focus to extend students in the top 2 bands by using data to identify entry points. We will improve the effectiveness of goal setting in literacy with students based on the data.

Numeracy- Improve numeracy outcomes for all students. Targets: 1) increase top 2 bands Numeracy Year 5 from 13% in 2021 to 25% in 2026. 2) decrease below benchmark growth from 34% in 2021 to 20% in 2026. 3) increase above benchmark growth from 13% in 2021 to 25% in 2026.

Rationale: Both the NAPLAN numeracy data and the teacher judgment data indicate large percentage of students in the bottom 2 bands, and the percentage of students in the top 2 band hasn't been increasing as expected. The school's overall numeracy performance is comparatively lower than similar schools. An improvement in achievement data is required.

As a whole school, we will prioritise building teacher content knowledge in the numeracy curriculum and confidence in delivering classroom instructions. We will continue implementing the differentiated curriculum with a focus to extend students in the top 2 bands. We will improve the effectiveness of goal setting in numeracy with students.

Wellbeing - Improve wellbeing and engagement outcomes for all students. Targets: 1) By 2026, increase the percent positive responses score on AtoSS for the following factors:

Female effective classroom behaviour from 79 per cent in 2021 to 85 per cent. 2) Student voice and agency from 78 per cent in 2021 to 85 per cent. 3) Increase the percentage positive endorsement in the School Staff Survey for trust in parents from 55 per cent positive to 75 per cent.

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Goal 1	Improve literacy outcomes for all students.
Target 1.1	By 2026, increase the percentage of students in the top two NAPLAN bands in Year 5 Reading from 10 per cent in 2021 to 25 per cent.
Target 1.2	By 2026, increase the proportion of students who maintain their place in NAPLAN top two bands (Year 3 to Year 5) from 8 per cent in 2021 to 25 per cent.
Target 1.3	By 2026, decrease the percentage of students below benchmark growth in NAPLAN reading from 43 per cent in 2021 to 15 per cent.
Target 1.4	By 2026, increase the average percentage of students working at or above level against the Victorian Curriculum in Reading from 32% to 44%.
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum	Build teaching curriculum content, pedagogical knowledge and practice in literacy.

and senior secondary pathways, incorporating extra-curricula programs	
Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Review documentation and implement an agreed approach to literacy planning and practice.
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	Strengthen data literacy of staff to use assessment to inform point-of-need learning and track growth.
Goal 2	Improve numeracy outcomes for all students.
Target 2.1	By 2026, increase the percentage of Year 5 students in the top two NAPLAN bands in Numeracy from 13 per cent in 2021 to 25 per cent.
Target 2.2	By 2026, decrease the percentage of Year 5 students below benchmark growth in NAPLAN Numeracy from 34 per cent in 2021 to 20 per cent.
Target 2.3	By 2026, increase the percentage of Year 5 students assessed as above benchmark growth in NAPLAN Numeracy from 13 per cent in 2021 to 25 per cent.

Target 2.4	By 2026, increase the average percentage of students working at or above level against the Victorian Curriculum in Number and Algebra from 21% to 40%.
Key Improvement Strategy 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build content and pedagogical knowledge and practices in numeracy with a focus on differentiation.
Key Improvement Strategy 2.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Build teacher capacity to give effective and timely feedback and to support goal setting.
Key Improvement Strategy 2.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop practices which support learner confidence and dispositions in mathematics.
Goal 3	Improve wellbeing and engagement outcomes for all students.
Target 3.1	<p>By 2026, increase the percent positive responses score on AtoSS for the following factors:</p> <ul style="list-style-type: none"> • Female effective classroom behaviour from 79 per cent in 2021 to 85 per cent • Student voice and agency from 78 per cent in 2021 to 85 per cent

<p>Target 3.2</p>	<p>By 2026, increase the percentage positive endorsement in the School Staff Survey for trust in parents from 55 per cent positive to 75 per cent.</p>
<p>Key Improvement Strategy 3.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Embed a consistent whole school approach to behaviour management and wellbeing.</p>
<p>Key Improvement Strategy 3.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Develop processes and practices to support student voice and agency within the learning processes.</p>
<p>Key Improvement Strategy 3.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	<p>Strengthen school, family and community partnership.</p>