

# School Strategic Plan 2018-2022

Doreen Primary School (0945)



Submitted for review by Glenn Simondson (School Principal) on 11 December, 2018 at 11:25 AM  
Awaiting endorsement by Senior Education Improvement Leader  
Awaiting endorsement by School Council President

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<p><b>School vision</b></p>	<p>At Doreen Primary School, our aim is to provide a safe and supportive environment for the whole school community that encourages independence in social and academic situations; fosters positive risk taking; develops and nurtures resilience; provides an environment where both positive and negative consequences of actions are respected; values respect for all members of the community; fosters the notion that a student's best efforts are an achievement they should aim for and be proud of; and includes all stakeholders in decision making.</p>
<p><b>School values</b></p>	<p>Respect: for others and ourselves.            Learning: developing children as self-motivated, independent and lifelong learners.            Consequences: acceptance of the consequences of actions, both positive and negative, and will move forward after they have occurred.            Responsibility: taking responsibility for learning and the environment we learn in.            Caring: a place where the whole school community feels they belong and are valued in some way.            Community: the whole school community are stakeholders in the learning environment            Environment: children are active members of their environment from both a school level, and in the wider world.            Resilience: our students will learn to be persistent and resilient when dealing with social interaction as well as academic tasks, confidently taking risks in their learning, stepping outside their comfort zones.            Independence: an environment where children feel confident and skilled enough to actively seek out solutions for tasks they are set.</p>
<p><b>Context challenges</b></p>	<p>Doreen Primary School is a small semi-rural primary school set amongst farmland located in Melbourne's northern green wedge. Its location is nearby the Northern Growth Corridor, currently experiencing massive influxes of population.            Doreen Primary School is now drawing students from both rural and outer suburban settings. It is seen as an alternative to the many government and private schools in its vicinity, as its enrolments distinguish it as a small school in comparison to its neighbours. (It is however the largest it has been in its 150 year history) Geographically, it is surrounded by both independent and government schools that actively compete for enrolments, so it must provide an educational setting that is acknowledged as effective in all areas.            Logistically, parents must take an active role in getting children to and from school, as there is no public transport system or footpath to the school, and most travel 2-3km to school. Coupled with this is the fact that there is no before and after school care program, although an unofficial agreement on pick-up or drop-off times is in practice.            In the last decade, the school's enrolments have more than doubled, and the school has been successful in obtaining an enrolment ceiling of 150 students. Over the period of this review, the enrolments of the school have been between 150 and 158 students. Consensus in the school community is that enrolments should be kept as low as possible.            Enrolment growth has meant continued challenges in managing change; re-writing programs and policies as per the school's</p>

strategic Plan; developing quality, engaging and effective facilities; attracting quality staff - and then being able to provide professional development for them; increased playground issues; and parking provision. From 2016 onwards, enrolments have plateaued, and balancing the small school culture with the logistics of working with larger groups has become easier. Children are often enrolled at Doreen, as parents are concerned about their child being lost in a large school system, and the school has been most successful in working with children who have experienced this in other schools before transferring to Doreen. The culture of a smaller extended family atmosphere is imperative. It is an important and underlying focus of the school that all staff get to know all children, and usually by the time a student leaves, staff will have got to know the child, their parents, and in many cases their grandparents. Children feel they belong at Doreen, and they are known. These are just two of the factors we believe increases their engagement, and ultimately their success.

Doreen is also a school that spends more time trying to provide quality experiences, rather than talking about them. Specialist classes are offered in Italian, Phys.Ed., Art, Music and Library. All students take part in Swimming programs, Jets Gymnastics, Life Education and Bike Education, which culminates in "The Great Doreen Bike Ride". There is also a Family Life Program run for grades 5&6. A camping Program begins in grade 3 includes all 3-6 children, and over four years takes the children to four places spread over Victoria. There is also a P-2 Sleep over.

Junior School Council develops leadership skills, and is supported by programs run in our NESST cluster of schools. The Junior School Council (which involves all children) often takes on Social Justice Issues. They support a little boy in Cambodia, and in 2015 they sent a container of collected school supplies to East Timor. In 2016, they helped with the provision of a Library in an orphanage in Papua New Guinea.

All areas of the Arts are well represented. The school has several rock bands, choirs and drumming groups. These are run by the Music Teacher, working alongside music tutors. The Music teacher also provides a one hour lesson to all children in their music program. The Visual Arts teacher, who is a practicing artist, provides an engaging and varied program. To enhance an already effective and engaging program, several visiting artists visit over the school year, and work on special projects and installations with the children. These programs have resulted in several school based art installations, and has extended into the ICT area with an Animation/ Film Making project being run each year. Since 2012, when our first entry was judged best Primary School entry in Australia (ACMI Screen IT Awards) the school has consistently entered the Animated Film section of the ACMI awards, and digital animation has become a skill taught to children from grade 2 upwards. In the time our entries have been placed in the year's 5-8 section, we have consistently been an Australia wide finalist. To extend the ICT program, in 2015 the school entered a digital game in the years 5-8 Game making section. The Game took all by storm and as well as winning the Australia wide section, it featured on television programs. In 2016 the school's Game entry was a finalist and received an honourable mention, while in 2017 it won again. The results of both programs promote and enhance the skills of children at this school, and the results are quite remarkable in that these competitions include private schools with large budgets, and place our children in a category with secondary students.

Facilities over the last 4 years have been both extended and upgraded. In the early years of this plan an upgrade to the schools dilapidated Basketball Court was undertaken. The school community took the project on with the Principal being an Owner builder. The finished product came about with real community support, a lot of hard work, and many community building Working Bees. In 2016 a school Masterplan group was formed, and a Masterplan formulated. In 2017 Both DET CARS money and Locally Raised funding went towards infrastructure projects such as pathways, drainage and a new boundary fence. The major project for the year was the installation of synthetic turf on the school "oval". This was completed in December and funded via donations, school

	<p>focussed saving in the budget, and volunteer work where possible.</p> <p>In 2017, there was also a major escalation in the relationship the school had developed with several Chinese Schools, via The Education Training Centre of Australia. Children from China have been staying in our community and attending school for short periods, and in October 2017 Doreen reciprocated. Nine children, two staff and seven parents went over to China. They visited schools in the Guangzhou area, made presentations, attended the Hui Zhou No. 11 Primary School for five days. The students lived in the Hui Zhou community for 5 nights, taking part in all aspects of their Chinese host's routine. The group then flew to Beijing where they visited The Forbidden City, The Olympic Precinct, went shopping at markets, visit the Beijing Mall, Tia An Men Square and spent a day at the Great Wall. A brilliant experience for all concerned, and successful enough to ensure a regular occurrence.</p> <p>Challenges</p> <ol style="list-style-type: none"> <li>1. To continue to provide the wide breadth of programs and experiences for our students in a small school setting which has limited budgets and staff.</li> <li>2. To ensure expected growth of one level per year for all students across both Literacy and Numeracy, especially in the Middle and Upper Schools, indicated by both NAPLAN and SPA data.</li> <li>3. To ensure children in the upper 2 bands as indicated by NAPLAN or the at least one year ahead as indicated by SPA, make expected growth as per one year level per year.</li> </ol>
<p><b>Intent, rationale and focus</b></p>	<p>Intent</p> <p>In 2019 we will revisit the school's Values and Purpose with the whole school community, and ensure they mirror community expectations. As part of this, Student Agency in classroom activities will be examined and grown where possible, with ownership of learning goals and outcomes a focus. Teaching staff will continue their work on a Whole school approach to Extension activities, with a focus on allowing all children access to these activities. Learning intentions and success criteria will be evident in these approaches.</p> <p>Rationale</p> <p>Doreen Primary has survived and grown due to the support and belief the whole school community has in the school. Students, staff and parents believe they have a connection to the school; it is their school and they have a place here. The School's Values and Purpose should reflect this, as should teaching approaches and the Whole School Culture. Ownership, Engagement and Participation are fostered in this environment, and our school can move forward as a whole, rather than being driven.</p> <p>Focus</p> <ol style="list-style-type: none"> <li>1. Embed the school's values and purpose into the school culture as well as program delivery.</li> <li>2. Develop the Extension Program across the school as a whole school approach.</li> <li>3. Extend Student Agency into all classrooms where appropriate.</li> </ol>

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<b>Goal 1</b>	Improve literacy and numeracy outcomes for all students.
<b>Target 1.1</b>	By 2022 all students will make a minimum of one year's growth per year as measured by school based standardised testing.
<b>Target 1.2</b>	By 2022 all students will make two years growth from Year 3 to Year 5 as measured by NAPLAN
<b>Target 1.3</b>	By 2022 80% of students will show high or medium growth from Year 3 to Year 5 as measured by NAPLAN
<b>Key Improvement Strategy 1.a</b> Curriculum planning and assessment	Backward mapping of Integrated Curriculum against the Victorian Curriculum
<b>Key Improvement Strategy 1.b</b> Building practice excellence	Professional development and capacity building of staff on developmental sequence of teaching mathematics
<b>Key Improvement Strategy 1.c</b> Building practice excellence	Embed a whole school approach to differentiation of teaching and learning'
<b>Goal 2</b>	Improve student engagement and connectedness to school through embedding the school culture into everyday practice
<b>Target 2.1</b>	By 2022 maintain the schools scores at or above 90% for <ul style="list-style-type: none"> <li>○ Students feel connected to the school (2017 92%)</li> </ul>

	<ul style="list-style-type: none"> <li>○ Staff feel positive about school climate (2017 89%)</li> <li>○ Parents feel satisfied</li> </ul>
<b>Target 2.2</b>	By 2022 reduce the difference between gender responses to Student Voice and Agency in the Attitudes to School survey to not greater than 10%
<b>Key Improvement Strategy 2.a</b> Vision, values and culture	Review and develop the school's Purpose and Goals with a focus on whole community engagement (V, V & C)
<b>Key Improvement Strategy 2.b</b> Empowering students and building school pride	Review the Doreen Primary School Teaching and Learning Action Plan to ensure student agency and voice
<b>Key Improvement Strategy 2.c</b> Vision, values and culture	Ensure the goals and values are fully documented and the connection between the values are embedded and discussed in whole school documents. This would enable the school to design school policies, processes and instructional programs around the agreed vision, values