

School Strategic Plan for Doreen Primary School

0945

2015-2018



Endorsements

<p>Endorsement by School Principal</p>	<p>Signed.....</p> <p>Name.....</p> <p>Date.....</p>
<p>Endorsement by School Council</p>	<p>Signed.....</p> <p>Name.....</p> <p>Date.....</p> <p>School Council President's endorsement represents endorsement of School Strategic Plan by School Council</p>
<p>Endorsement by the delegate of the Secretary</p>	<p>Signed.....</p> <p>Name.....</p> <p>Date.....</p>

School Profile

<p>Purpose</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>Values</p>	<p>Respect: for others and ourselves.</p> <p>Learning: developing children as self-motivated, independent and lifelong learners.</p> <p>Consequences: acceptance of the consequences of actions, both positive and negative, and will move forward after they have occurred.</p> <p>Responsibility: taking responsibility for learning and the environment we learn in.</p> <p>Caring: a place where the whole school community feels they belong and are valued in some way.</p> <p>Community: the whole school community are stakeholders in the learning environment</p> <p>Environment: children are active members of their environment from both a school level, and in the wider world.</p> <p>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.</p> <p>Independence: an environment where children feel confident and skilled enough to actively seek out solutions for tasks they are set.</p>

Environmental Context

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 140 plus 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. In 2015 the enrolment was 152. With the school having waiting lists in the Foundation area, and enquiries at all other levels, it would be fair to say this enrolment is stable. General consensus in the school community is that enrolments should be kept as low as possible, and the maintaining of a small school culture a major goal. All parents who enquire about enrolments state their interest in that small school culture where they can see their children will be valued and be a participant in the schools life rather than a spectator.

Managing change; re-writing programs and policies; 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 will be just some of the issues the school will continue to face over the next few years. Previously the whole school went on excursion, now grades are going alone and the traditional excursions such as the whole school trip into the city at Christmas time and The Great Doreen Bike Ride are becoming logistically challenging feats.

As stated, a major challenge the school faces is to continue the small school culture, whilst absorbing the changes it is facing. 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 which 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-6 Sleep over.

Junior School Council develops leadership skills, and Student Welfare Programs which involve community projects are available. The Junior School Council (which involves all children) often takes on Social Justice Issues. They support a little girl in Cambodia, and in the past have raised \$3500 to send a container of School Resource Material to East Timor. New projects are discussed at the meeting, and the students set about raising money to support their chosen causes.

The Arts are well represented. We have several rock bands, choirs and drumming groups. These are run by the music teacher along with music tutors. The visual arts program is run by a teacher who is a practising artist, and along with an engaging and varied program, involves several visiting artists over the school year. The program has resulted in several school based art installations, and has extended into the ICT area with a Film Making project being run each year. In 2012 a section of our first film was judged best Primary School entry in Australia (ACMI Screen IT Awards), and in 2013 our entry came second. We returned to the winners list in 2014. These Film making projects are continuing, developing new skills and mediums each year. This is becoming a permanent component of our program. Our school values ICT as a valuable resource, but has not seen the need to move to one to one computers. Students develop their skills across many areas, ICT being a part of this.

Facilities over the last 4 years have been both extended and upgraded. This will mean more focus on maintenance over the next 4 years

In May 2014, an offer was made to School Council for the provision of a Basketball Court Roof, at

	<p>material cost. This was taken up, and through donations of labour, cranes, trucks, excavations, concrete, engineers drawings and Staff and Parent Working Bees, the project will be completed late this year or early next. We have had local businesses along with parents donate money as this facility will provide an excellent resource for our school, as well as a new training venue in the wider community. The facility will be completed and become over the life of this plan</p>
<p>Service Standards</p>	<p>General</p> <ul style="list-style-type: none"> • The school fosters close links with parents and the broader school community through its commitment to open and regular communications. • The school commits to the active sharing of its vision, goals and approaches to student engagement and student success. • The school guarantees all students access to a broad, balanced and flexible curriculum including skills for their own personal development. • The school provides a safe and engaging learning environment to ensure all students can achieve their full potential. • All students will receive instruction that allows for their individual needs. • The school commits to providing parents with accurate, relevant feedback on their child's progress. • The SPA data, along with NAPLAN results will be used to both assess student progress and the effectiveness of programs. It will be analysed when planning Yearly programs and teaching focus. <p>Specific</p> <ul style="list-style-type: none"> • Parents will be engaged regularly when their child does not behave in a socially acceptable manner. • Students will play an active part in the development and review of the school's behaviour policies. • Middle and Upper school students will take an active role in assessing their progress and reporting back to their parents. • Children deemed as academically at risk will be supported with an Intervention Program

Strategic Direction

	Goals	Targets	Key Improvement Strategies
<p>Achievement</p> <p>Achievement refers to both the absolute levels of learning attainment and growth in student learning that schools strive to support.</p> <p>While recognising that literacy and numeracy are essential foundations for students' success, achievement outcomes encompass a broader view of learning, spanning the full range of curriculum domains, as well as students' co-curricular achievements.</p>	<p>To continue to develop and foster student outcomes in Literacy and Numeracy (Prep – Year 6) at the levels this school has historically achieved.</p> <p>To ensure that all high achieving students are engaged and extended so as high end student progress follows growth expectations of at least one level per year.</p>	<ul style="list-style-type: none"> • For each student to achieve at least one year's growth in learning (as measured by AusVELS) during each school year. • That NAPLAN Relative Growth scores measuring learning gain from Year 3 to Year 5 will be at or above the state means for the medium and high growth categories on each dimension. • That when comparing matched cohorts of students from Year 3 to Year 5, the percentage of students in the top two NAPLAN bands in Year 5 will match or exceed the percentage of students in the top two NAPLAN bands when the same cohort of students was in Year 3. • That when comparing matched cohorts of students from Year 3 to Year 5, the percentage of students in the lower two bands will not increase. • That there will be an improved correlation between teacher and NAPLAN assessments 	<ul style="list-style-type: none"> • Continue to build the capacity of all leaders and teachers in effective literacy and numeracy teaching • Develop further the use of the Student Performance Analyzer in order to track student performance throughout the year and longitudinally, as a component of improving teaching practice, as well as for program planning • Whole school professional learning and conversations around moderation of student work within and across AUSTVELS levels, and planning curriculum linked to the AUSTVELS progression points in order to foster and enhance a consistent assessment approach. • Whole School focus on evaluation of classroom extension activities and approaches currently in classrooms. • Whole School focus on developing and documenting uniform, engaging and effective extension activities and approaches in classrooms.

	<p>To re-visit and develop the Integrated Curriculum Model so as it is line with the Australian Curriculum Expectations, and is a usable and effective document at this school.</p>	<p>Develop the Scope and Sequence Chart for the Integrated Curriculum Model in 2015. Develop a usable and effective assessment model for the program in 2015, and trial and assess it in 2016.</p> <p>90% of children as are deemed capable, are able to score at or above expected outcome levels, and to progress one years development each year on the Integrated Curriculum Program.</p>	<ul style="list-style-type: none"> • Integrated curriculum Model redeveloped to be in line with Austvel expectations by the end of 2015 • Assessment model for Integrated Curriculum Model developed then trialed 2015-16.
<p>Engagement</p> <p>Engagement refers to the extent to which students feel connected to and engaged in their learning and with the broader school community.</p> <p>Engagement spans students' motivation to learn, as well as their active involvement in learning.</p> <p>Engagement also refers to students engagement as they make critical transitions through school and beyond into further education and work.</p>	<p>To maximise opportunities for all students to be engaged in their learning</p> <p>To continue student voice and leadership experiences by fostering an active and engaging Junior School Council.</p>	<ul style="list-style-type: none"> • 90% Student satisfaction on Student Opinion Surveys regards <ul style="list-style-type: none"> - Connectedness to peers - Classroom activities - Teaching strategies - Student feedback • Maintain absenteeism at better than state benchmark over the life of the strategic plan • Parent satisfaction with engagement variables to be maintained in the 4th quartile 	<p>Involve students in their own learning, understanding learning styles and setting goals via Learning Plans ,Three Way Conferences, and Self- assessment activities</p> <p>Student Opinion surveys conducted throughout the whole school. Results discussed at staff meeting and Junior School Council.</p> <p>DET Student Opinion Survey completed for grades 5&6.</p> <p>Student voice monitored throughout the whole school via the Junior School Council.</p> <p>NESST Leadership Program initiative (Yr. 6) Further development of the Student Welfare Program. Plan and implement staff PD on Restorative Practices. Continued to use and further develop the JSC, Newsletter and Website as ways to</p>

			share school values, policies, expectations and protocols. Introduction of school wide awards to highlight students exhibiting positive behaviours and assisting others – in line with the school’s values.
<p>Wellbeing</p> <p>Students’ health, safety and wellbeing are essential to learning and development. An inclusive, safe, orderly and stimulating environment for learning is critical to achieving and sustaining students’ positive learning experiences.</p>	<p>Doreen Primary School aims to provide a safe, inclusive and caring environment for the whole school community. All should feel valued, a stake holder and that any issue which arises will be dealt with appropriately.</p> <p>Students at Doreen Primary School will be confident they have access to a support network including peers and staff if needed.</p>	<p>95% of Student Opinion Surveys will indicate a safe and supportive learning environment.</p> <p>Student Opinion Surveys will indicate students are confident they have an avenue of support if negative issues arise.</p> <p>95% of Parent Opinion Surveys will indicate a safe and supportive learning environment.</p> <p>Parent opinion surveys indicate School Approachability.</p> <p>Maintain absenteeism at better than state benchmark over the life of the strategic plan</p>	<p>Student Opinion surveys conducted throughout the whole school. Results discussed at staff meeting and Junior School Council.</p> <p>DET Student Opinion Survey completed for grades 5&6.</p> <p>Student Welfare activities and program.</p> <ul style="list-style-type: none"> - Gardening Group - JSC, Life Education, Family Life programs. <p>Newsletter articles in regards the need for regular punctual attendance at school. Continue to provide a safe and nurturing environment.</p> <p>Continue with the school’s highly supportive and consistent approach to managing discipline issues.</p>
<p>Productivity</p> <p>Productivity refers to the effective allocation and use of resources, supported by evidence and adapted to the unique contexts of each school.</p> <p>Successful productivity outcomes exist when a school uses its resources – people, time, space, funding, facilities, community expertise, professional learning, class structures, timetables, individual learning plans and facilities – to</p>	<p>Our Goal is to provide resources to ensure that children at this school have access to quality learning experiences with effective teachers, as well as quality facilities and resources over the length of this Plan.</p> <p>Provide, maintain and develop safe engaging and environmentally appropriate grounds that are a result of input from all stakeholders at the school. Further foster links with the local area in regards the facilities that are developed</p>	<p>Budgets will fund staffing expectations as agreed upon by Staff and Principal, with input from School Council.</p> <p>Fund the Program Budgets required to run programs at DPS, as approved by staff and school council.</p> <p>The intervention program will be appropriately resourced to provide an effective engaging and robust program. Parent support in the top quartile for our school environment via the Parent</p>	<p>The DET Budget Planner is used to forecast funding levels in term 3 of the year before each designated year.</p> <p>Program Budgets are published and approved each year by staff, school council and principal.</p> <p>Intervention programs are developed, run and evaluated each year. SPA data, along with collected work samples and teacher observations will be is used to evaluate effectiveness levels. Plan to develop the school oval.</p>

<p>the best possible effect and in the best possible combination to support improved student outcomes and achieve its goals and targets.</p>	<p>at Doreen Primary School.</p>	<p>Opinion Survey. Staff support in the top quartile for our school environment via the Staff Opinion Survey.</p>	<p>Plan to further develop the undercover basketball court to enable it to generate funding via community use. Investigate the possibility of hiring out School facilities for Community Events and Corporate Picnics. Continue with plans to build a historical garden and plant a time capsule.</p>
--	----------------------------------	--	---

School Strategic Plan 2015- 2018: Indicative Planner

Key Improvement Strategies		Actions	Achievement Milestone
Achievement	Year 1	<ul style="list-style-type: none"> ▪ Integrated Curriculum Model assessed by each area and developed to reflect current practice and Austvels expectations. ▪ Integrated Curriculum Assessment Model developed ▪ All staff have access to SPA Model for planning 	<ul style="list-style-type: none"> ▪ Integrated Curriculum Model Produced (update) ▪ Integrated Curriculum Assessment Model produced ▪ All staff have PD on SPA model and use it for discussion on planning and program direction.
	Year 2	<ul style="list-style-type: none"> ▪ Integrated Curriculum Assessment Model evaluated ▪ Area Teachers develop Units of work for Integrated Curriculum. 	<ul style="list-style-type: none"> ▪ Integrated Curriculum Assessment Model upgraded and ratified. ▪ Units of Work for Integrated Curriculum Published
	Year 3	<ul style="list-style-type: none"> ▪ Audit Extension activities in classroom programs for children above the 90 percentile range in Literacy and Numeracy 	<ul style="list-style-type: none"> ▪ Documentation of Extension activities in the classroom produced. ▪ Staff PD focus on Extension activities for high achieving students.
	Year 4	<ul style="list-style-type: none"> ▪ Examination and Evaluation of approaches to extension activities in the classroom across all grades. 	<ul style="list-style-type: none"> ▪ Documentation of best practice ideas for Extension activities in the classroom. ▪ Extension activities assimilated into classrooms ▪ Evaluation and re-developing of extension activities where appropriate.
Engagement	Year 1	<ul style="list-style-type: none"> ▪ Junior School Council programmed into school activities to ensure student voice is a valued and relevant input into school life. ▪ Student Opinion of “School Life” and attitudes to school measured and evaluated across all grade levels ▪ Student Leadership will be fostered and developed via JSC and NESST Leadership Activities. 	<ul style="list-style-type: none"> ▪ Junior School Council meeting time allocated ▪ Leadership Programs conducted ▪ School based Student Opinion Surveys for all students occur with data examined by staff. ▪ DET based Attitudes to School Survey for grades 5&6 conducted and data published for the school community
	Year 2	<ul style="list-style-type: none"> ▪ Student Opinion of “School Life” and attitudes to school measured and evaluated across all grade levels ▪ Junior School Council formed to ensure student voice is a valued and relevant input into school life. ▪ Student Leadership will be fostered and developed via JSC and NESST Leadership Activities. 	<ul style="list-style-type: none"> ▪ Junior School Council meeting time and subsequent activities programmed into school timetables. ▪ Leadership Programs conducted ▪ School based Student Opinion Surveys for all students occur with data examined by staff. ▪ DET based Attitudes to School Survey for grades

			5&6 conducted and data published for the school community
	Year 3	<ul style="list-style-type: none"> ▪ Student Opinion of “School Life” and attitudes to school measured and evaluated across all grade levels ▪ Junior School Council formed to ensure student voice is a valued and relevant input into school life. ▪ Student Leadership will be fostered and developed via JSC and NESST Leadership Activities. 	<ul style="list-style-type: none"> ▪ Junior School Council meeting time and subsequent activities programmed into school timetables. ▪ Leadership Programs conducted ▪ School based Student Opinion Surveys for all students occur with data examined by staff. ▪ DET based Attitudes to School Survey for grades 5&6 conducted and data published for the school community
	Year 4	<ul style="list-style-type: none"> ▪ Student Opinion of “School Life” and attitudes to school measured and evaluated across all grade levels ▪ Junior School Council formed to ensure student voice is a valued and relevant input into school life. ▪ Student Leadership will be fostered and developed via JSC and NESST Leadership Activities. 	<ul style="list-style-type: none"> ▪ Junior School Council meeting time and subsequent activities programmed into school timetables. ▪ Leadership Programs conducted ▪ School based Student Opinion Surveys for all students occur with data examined by staff. ▪ DET based Attitudes to School Survey for grades 5&6 conducted and data published for the school community
Wellbeing	Year 1	<ul style="list-style-type: none"> ▪ Student Welfare Programs Audited and Documented ▪ Junior School Council will be fostered and developed ▪ K-F transition programs will be supported by the “Buddy” system with children from the upper grades. 	<ul style="list-style-type: none"> ▪ Documentation of all Student Welfare Programs and activities in the school ▪ Tuesday Group formed and activities conducted ▪ Foundation Buddies Program ▪ Minutes of JSC indicate student concerns are being presented when needed.
	Year 2	<ul style="list-style-type: none"> ▪ Student Welfare Programs evaluated and developed further where needed ▪ Junior School Council will be fostered and developed ▪ K-F transition programs will be supported by the “Buddy” system with children from the upper grades. 	<ul style="list-style-type: none"> ▪ Updated Student Welfare programs documented ▪ Foundation Buddy Program ▪ Computer Buddy Program ▪ Minutes of JSC indicate student concerns are being presented when needed.
	Year 3	<ul style="list-style-type: none"> ▪ Major Focus TBA ▪ Junior School Council will be fostered and developed ▪ K-F transition programs will be supported by the “Buddy” system with children from the upper grades. 	<ul style="list-style-type: none"> ▪ Foundation Buddy Program ▪ Computer Buddy Program ▪ Minutes of JSC indicate student concerns are being presented when needed.
	Year 4	<ul style="list-style-type: none"> ▪ Major Focus TBA ▪ Junior School Council will be fostered and developed ▪ K-F transition programs will be supported by the “Buddy” 	<ul style="list-style-type: none"> ▪ Foundation Buddy Program ▪ Computer Buddy Program ▪ Minutes of JSC indicate student concerns are

		system with children from the upper grades.	being presented when needed.
Productivity	Year 1	<ul style="list-style-type: none"> ▪ Budget planning using DET SRP Planner to staff all grades and programs. ▪ Program Budgets developed to resource all programs. ▪ School facilities developed and maintained. 	<ul style="list-style-type: none"> ▪ All programs funded and staffing resources allocated ▪ Program Budgets produced and approved by staff and School Council. ▪ Synthetic grass installed on Basketball Court ▪ Start program to plant grass around school where bare patches are. ▪ Lights installed on Basketball Court ▪ Working Bees and grass cutting service for grounds maintenance
	Year 2	<ul style="list-style-type: none"> ▪ Budget planning using DET SRP Planner to staff all grades and programs. ▪ Program Budgets developed to resource all programs. ▪ School facilities developed and maintained. 	<ul style="list-style-type: none"> ▪ All programs funded and staffing resources allocated ▪ Program Budgets produced and approved by staff and School Council. ▪ Continue grass planting ▪ Development of playground equipment – climbing frames. ▪ Historical Garden developed ▪ Working Bees and grass cutting service for grounds maintenance
	Year 3	<ul style="list-style-type: none"> ▪ Budget planning using DET SRP Planner to staff all grades and programs. ▪ Program Budgets developed to resource all programs. ▪ School facilities developed and maintained. 	<ul style="list-style-type: none"> ▪ All programs funded and staffing resources allocated ▪ Program Budgets produced and approved by staff and School Council. ▪ B&G Project focus on school boundary fence. ▪ Continued grass planting in grounds. ▪ Working Bees and grass cutting service for grounds maintenance
	Year 4	<ul style="list-style-type: none"> ▪ Budget planning using DET SRP Planner to staff all grades and programs. ▪ Program Budgets developed to resource all programs. ▪ School facilities developed and maintained. 	<ul style="list-style-type: none"> ▪ All programs funded and staffing resources allocated ▪ Program Budgets produced and approved by staff and School Council. ▪ B&G Projects to continue playground development – re-install shade sail over sandpit. ▪ Continue grassed area development ▪ Working Bees and grass cutting service for grounds maintenance

