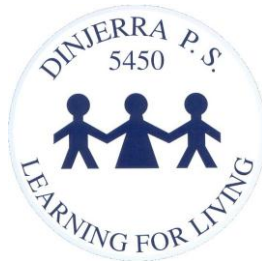


Dinjerra Primary School 5440

School Strategic Plan 2010 -2013



Endorsement by School Principal	SIGNED..... NAME Leanne Sheardown DATE.....
Endorsement by School Council	SIGNED..... NAME Cheryl Ashman DATE..... School Council President signs indicating that the School Strategic Plan has been endorsed by School Council
Endorsement by Regional Network Leader	SIGNED..... NAME: Lyn Jobson DATE.....

School Profile

<p>Purpose</p>	<p>To provide a dynamic learning environment that engages students and staff to actively and collaboratively inquire about the world around them and be supported to achieve their personal best in an atmosphere of mutual respect and cooperation.</p>
<p>Values</p>	<p>Our school vision is premised on the following values:</p> <ul style="list-style-type: none"> • commitment to each other and to all we do • confidence to approach all learning experiences • courage to take calculated risks • humour to embrace all we do and all we face • integrity in all of our actions • persistence to embrace challenges • respect for each other and our environment. • empathy and friendship
<p>Environmental Context</p>	<p>Social – community and demographics</p> <ul style="list-style-type: none"> • approximately 26 nationalities • major groups are African (Somali, Sudanese and smaller African countries) and Vietnamese • 83% of families receive Educational Maintenance Allowance • 81% of students come from backgrounds where English is the second language • Students come from Maidstone, Tottenham and Braybrook • Mobility is a huge factor • Levels of teaching experience ranges • 8% oPSD students <p>Educational</p> <ul style="list-style-type: none"> • Greater emphasis on ICT • Inquiry learning • Priority areas are literacy and numeracy

- Extra curricula programs (lunch time activities, after school activities, leadership program, Bulldogs program,)
- Specialist programs offered

Technological

- Classrooms are equipped with computers at a ratio 1 computer for every 2.5 students
- Wireless network throughout the school
- 100% of teachers that have laptop
- IWB installed in 6 learning areas

Grounds and facilities

- Learning hub (4 classrooms and library) as part of BER funding
- Maribyrnong City Council child and family hub on site

Community partnerships

- Sparks reading
- Ardoch
- NAB Literary Buddies
- Melbourne University Student Ambassador Leadership Program
- Maribyrnong City Council
- Oz Opera

Strategic Intent

	Goals	Targets	Key Improvement Strategies
Student Learning	To improve the literacy and numeracy student outcomes, with particular focus on students in P-2	<p>By 2012 100% of 'deemed capable' students in <u>Prep</u> will be reading with accuracy at or above Level 5.</p> <p>By 2012 100% of 'deemed capable' students in <u>Year 1</u> will be reading with accuracy at or above Level 15</p> <p>By 2012 100% of 'deemed capable' students in <u>Year 2</u> will be reading with accuracy at or above Level 20. (between 2006-2008 the percentages reading accurately at Level 20 were 81%, 87% and 74%)</p> <p>By 2012 100% of 'deemed capable' students in <u>Year 3</u> will be at or above NAPLAN Band 3 in reading, (currently 91% are at or above and 64% are above Band 3 in reading) and numeracy (currently 86% are at or above and 64% are above Band 3 in number) and 30% or more will be above Band 4. (currently 32% are above Band 4 for reading and number)</p> <p>By 2012 100% of 'deemed capable' students in <u>Year 3</u> will be at or above NAPLAN Band 3 writing (currently 73%) and 25% or more will be above Band 4 (currently 14%).</p>	Build the capacity of teachers to implement a comprehensive school wide approach to literacy and numeracy.

		<p>By 2012 100% of 'deemed capable' students in <u>Year 4</u> will be at or above VELS Level 3.0</p> <p>By 2012 100% of 'deemed capable' students in <u>Year 5</u> will be at or above NAPLAN Band 5 in reading (currently 58%) and numeracy (currently 54%) and 10% or more will be above Band 6 (currently 0% are above Band 6 for reading and 4% are above Band 6 for numeracy).</p> <p>By 2012 100% of 'deemed capable' students in <u>Year 5</u> will be at or above NAPLAN Band 5 in writing (currently 77%) and 28% or more will be above Band 6. (currently 18% are above Band 6 for writing)</p> <p>By 2012 100% of 'deemed capable' students in <u>Year 6</u> will be at or above VELS Level 4.0</p>	
<p>Student Engagement and Wellbeing</p>	<p>To reduce the number of children arriving late to school</p> <p>To improve student engagement and relationships</p> <p>To improve student behaviour</p>	<p>By 2013, student and parent opinion surveys will show an improvement in the mean scores for responses to safety & connectedness to peers and behaviour.</p> <p>By 2013, staff opinion surveys will show an improvement in the mean scores for factors relating to the behaviour of students.</p>	<p>Build the capacity of teachers to implement a x common approach to teaching and classroom management that supports an engaging and productive learning environment</p>

Student Pathways and Transitions	Improve processes in support of student transitions from year level to year level	The school could seek to maintain high parental satisfaction with transition arrangements	Refine and review school processes for all students moving from year to year as well as from primary to secondary
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SCHOOL STRATEGIC PLANNER 2010- 2013: INDICATIVE PLANNER

Key Improvement Strategies (Prioritised KIS across the three student outcomes areas)	Actions		Achievement Milestones (Changes in practice and behaviours)
Student Learning Develop Implement Adapt Evaluate	2010	<ul style="list-style-type: none"> ▪ Review leadership and curriculum teams – composition, role and responsibilities and develop assessment literacy and numeracy focus • Professional Learning teams focus on using data to inform planning ▪ Develop common expectations of student achievement and understandings and how learning environments impact on learning ▪ Develop diagnostic assessment schedule and common practices for assessment ▪ Literacy and numeracy coaching cycles in place in all rooms using WMR and school based coaches ▪ Self reflection of own teaching practices ▪ Develop scope and sequence for literacy and numeracy ▪ Develop Students at Risk (SAR) profiles across domains to track and monitor students ▪ Develop deeper understanding about inquiry based learning <ul style="list-style-type: none"> • Expectation of ICT use across learning areas - School wide E Learning vision developed ▪ 	<ul style="list-style-type: none"> ▪ Professional Learning teams with focus of pedagogy ▪ System and school wide data is analysed regularly and used to inform the planning, teaching and assessment cycle ▪ Improved teaching practices – evidence of coaching ideas in classrooms as well as PoLT ▪ Regular moderation in team meetings ▪ Use of scope and sequence in team planning ▪ Use of individual learning plans for students at risk ▪ Inquiry based learning evident in all classes ▪ Increased purposeful ICT use in teaching programs ▪ P&D plans to demonstrate use of data in planning for student’s needs as well as personal Ultranet goals <ul style="list-style-type: none"> • School wide E Learning vision implemented • Meet DEECD timeline for implementation of the Ultranet ▪ ▪
	2011	<ul style="list-style-type: none"> • Professional Learning teams focus on catering for different ability levels • Regular use of system and school wide data in teaching teams to drive planning • Develop peer observation cycle across the school • Review reporting to parents policy and procedures/practices • Review SAR data collection/profile • Refine inquiry planning ▪ Continue to enhance ICT use in each classroom 	<ul style="list-style-type: none"> ▪ P&D plans to demonstrate use of data in planning for student’s needs ▪ Capacity building in teachers as a result of peer coaching ▪ System and school wide data is analysed regularly and used to inform the planning, teaching and assessment cycle ▪ Team moderation groups meeting regularly and all student assessment showing moderation influences ▪ Build links with Kingsville PS teachers to support planning for inquiry
	2012	<ul style="list-style-type: none"> ▪ Implement revised reporting to parents policy and practices ▪ Network/local school moderation sessions • Professional Learning teams focus on e5 instructional model ▪ Adapt and review inquiry planning 	<ul style="list-style-type: none"> ▪ Positive feedback from parents regarding quality of information about their child’s progress ▪ System and school wide data is analysed regularly and used to inform the planning, teaching and assessment cycle ▪ Team moderation groups meeting regularly and all student assessment showing moderation influences

	2013	<ul style="list-style-type: none"> • Review reporting to parents policy and practices • Review 	<ul style="list-style-type: none"> ▪
Student Engagement and Wellbeing	2010	<ul style="list-style-type: none"> ▪ Develop Student Engagement and Wellbeing Policy ▪ Review student/parent opinion data trends related to student engagement ▪ Conduct forums with student groups to work through issues ▪ Review parent opinion data trends related to student engagement and conduct parent group forums ▪ Focus on classroom management strategies ▪ Introduction of school wide values program ▪ Refine leadership program and extend beyond 5/6 classes 	<ul style="list-style-type: none"> ▪ Consistent approach for dealing with student misbehaviour, attendance and engagement across the school ▪ Evidence of management strategies in classrooms ▪ Evidence of Values program being implemented in classrooms – a common language is shared by all at Dinjerra ▪ P&D plans to demonstrate application of student engagement initiatives in practice ▪ Development of a student council with representatives from 4-6 ▪ Improved survey results linked to student behaviour
	2011	<ul style="list-style-type: none"> ▪ Classroom management coaching with all teachers ▪ Refine School wide values program ▪ Continued student consultation on issues ▪ Refine Student Leadership Program running throughout school 	<ul style="list-style-type: none"> ▪ Staff participate in classroom management coaching schedule ▪ Evidence of coaching ideas in classrooms ▪ De-escalation of student issues
	2012	<ul style="list-style-type: none"> ▪ Continue classroom management coaching ▪ Continued student consultation on issues ▪ ▪ 	<ul style="list-style-type: none"> ▪ All teacher performance plans showing application of student engagement initiatives in practice
	2013	<ul style="list-style-type: none"> ▪ Evaluate classroom management program ▪ Evaluate leadership program ▪ Evaluate impact of Values program ▪ 	<ul style="list-style-type: none"> ▪ Evaluation of classroom management, leadership, values.
Student Pathways and Transitions	2010	<ul style="list-style-type: none"> ▪ Develop and implement systems to track student results and progress ▪ Development of extended classroom transition process ▪ Extension of playgroup ▪ Establish Professional Learning Team (PLT) with focus on student transition – staff/team meeting sessions, curriculum day focus, parent & student forums ▪ Review the current processes for student transition into, through and out of the school ▪ Visit other schools to see transition programs, visit local pre-schools and secondary schools to strengthen networks and discuss transition issues 	<ul style="list-style-type: none"> ▪ Increased numbers and participation in playgroup ▪ Transition program that responds to needs of students ▪ Networks between school and local kinders and secondary schools strengthened ▪ Critical movement points (between VELS levels) documented and understood by teachers ▪
	2011	<ul style="list-style-type: none"> ▪ Develop entry and exit checklists/information forms to support placement of students ▪ Revise current year 6 exit program, develop & implement pilot year 6 to secondary school transition program ▪ Continue to build connections and shared learning opportunities with local pre and secondary schools ▪ Evaluate pilot pre-school to prep transition program 	<ul style="list-style-type: none"> ▪ All classes participated in whole school transition program in term 4
	2012	<ul style="list-style-type: none"> ▪ Protocols and processes established for the transfer of 	<ul style="list-style-type: none"> ▪ All classes participated in whole school transition

		<ul style="list-style-type: none"> ▪ Implement entry/exit checklist/information forms to support placement of students 	<ul style="list-style-type: none"> ▪ program in term 4
	2013	<ul style="list-style-type: none"> ▪ Evaluation of transition protocols and processes throughout the school 	<ul style="list-style-type: none"> ▪ Transition processes for entry of students, at times other than prep, put into action ▪ Transition programs evaluated