

# School Strategic Plan 2022-2026

Doreen Primary School (0945)



Submitted for review by Glenn Simondson (School Principal) on 05 September, 2022 at 01:18 PM  
Endorsed by Clare Read (Senior Education Improvement Leader) on 05 September, 2022 at 03:22 PM  
Awaiting endorsement by School Council President

# School Strategic Plan - 2022-2026

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<p><b>School vision</b></p>	<p>School Purpose and Vision            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>School Values            Determination - Students will develop independence and the skills needed to actively seek solutions with confidence determination and self-discipline.            Opportunity - To cater for and foster individual creativity and forward thinking so as to have the skills needed for the challenges of the future.            Respect - All members of our school community will learn to have respect for others and themselves in both their community and beyond, fostering the culture of everyone belonging and having a voice.            Resilience - Children in our school community will be encouraged to be independent and resilient in both their social interactions and when taking on academic tasks and activities.            Empathy - Students will be supported in developing tolerance, understanding and acceptance of each other's unique qualities at both a school level and in the wider community.            Excellence - students will strive to achieve their best and be proud to do so, developing a lifelong thirst for learning and an intrinsic feeling of pride in their efforts.            Nurture - This school will be a safe and supportive environment where children will learn the benefits of taking the consequences for their chosen action, both positive and negative.</p>
<p><b>Context challenges</b></p>	<p>The school review noted the performance of the school in sustaining student learning growth above similar schools in reading, writing and numeracy, and continued progress for students during remote learning. The provision of extension and tutoring support was seen as effective and strong collaboration and communication between staff and families was a feature. The school had strong student engagement and connectedness,, also maintained during remote learning and calm, organised and respectful class environments are the norm.            Our challenges are to increase consistency in approaches to student agency in their learning, and ensure further opportunities for students to discuss their learning with teachers. This needs to be supported by a structured professional learning program.</p>

**Intent, rationale and focus**

The School Review found that the school's culture was a highlight and that academic performance had maintained through the remote learning period. The review explored the extent to which student agency was present and found that there were some areas the school could develop. This would support the further enhancement in student learning growth, and in particular would provide challenge for high performing students. The key directions for the new Strategic Plan will include an emphasis on literacy and numeracy and the development of an agreed instructional model, integrating the use of High Impact Teaching Strategies. Data will be used to guide differentiated teaching, goal setting and curriculum planning. This work will be supported by professional learning structures. In addition, in line with the revised Framework for Improvement Student Outcomes, a focus on a school wide approach to wellbeing will be developed.

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<b>Goal 1</b>	Maximise learning growth and achievement for all students in literacy and numeracy.
<b>Target 1.1</b>	Using Victorian Curriculum teacher judgements data, by 2026 increase the percentage of students assessed in Foundation to 6 at and above the expected level of achievement: <ul style="list-style-type: none"><li>• Writing from 96% in 2021 to 98%</li></ul>
<b>Target 1.2</b>	Using SPA (Student Performance Analytics) data, by semester two 2025, increase the proportion of students Year 1 to Year 6 making a minimum of one year's growth each year as measured by school based standardised testing: <ul style="list-style-type: none"><li>• Reading and viewing from 94% in 2021 to 96%</li><li>• Spelling from 90% in 2021 to 95%</li></ul>
<b>Target 1.3</b>	Using NAPLAN data, by 2026 increase the percentage of students maintaining achievement in the top 2 NAPLAN bands from Year 3 to Year 5: <ul style="list-style-type: none"><li>• Reading from 63% in 2021 to 75%</li><li>• Writing from 30% in 2021 to 50%</li><li>• Numeracy from 68% in 2021 to 75%</li></ul>

<p><b>Target 1.4</b></p>	<p>By 2026 improve positive responses on the School Staff Survey for these framework factors:</p> <p>Teaching and learning evaluation module:</p> <ul style="list-style-type: none"> <li>• Professional learning to improve practice from 40% in 2021 to 80%</li> <li>• Understand how to analyse data from 80% 2021 to 90%</li> </ul> <p>Teaching and learning practice and improvement module:</p> <ul style="list-style-type: none"> <li>• Timetabled meetings to support collaboration from 60% in 2021 to 65%</li> </ul>
<p><b>Key Improvement Strategy 1.a</b> The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	<p>Embed a professional learning culture of team collaboration, feedback and reflection.</p>
<p><b>Key Improvement Strategy 1.b</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Develop and embed a whole-school instructional model</p>
<p><b>Key Improvement Strategy 1.c</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	<p>Build data literacy skills to inform collaborative planning for differentiated teaching and learning</p>

<b>Goal 2</b>	Develop confident, connected and engaged learners, equipped to adapt and thrive.
<b>Target 2.1</b>	<p>Using Parent Opinion Survey data as a measure, by 2026 improve the positive responses for the following framework factors:</p> <p>Student cognitive engagement module:</p> <ul style="list-style-type: none"> <li>• Student motivation and support from 72% in 2020 to 80%</li> <li>• Effective teaching from 73% in 2020 to 80%</li> </ul> <p>Student development module:</p> <ul style="list-style-type: none"> <li>• Student agency and voice from 82% in 2020 to 87%</li> </ul>
<b>Target 2.2</b>	<p>Using the student Attitudes to School Survey as a measure, by 2026 improve the positive responses for the following framework factors:</p> <p>Learner characteristics and disposition module:</p> <ul style="list-style-type: none"> <li>• Sense of confidence from 75% in 2021 to 80%</li> </ul> <p>Social engagement module:</p> <ul style="list-style-type: none"> <li>• Student agency and voice from 71% in 2021 to 76%</li> </ul>
<b>Target 2.3</b>	Using the School Staff Survey as a measure, by 2026 improve the positive responses for the following framework factors:

	<p>Teaching and learning practice improvement module:</p> <ul style="list-style-type: none"> <li>• Seek feedback to improve practice from 60% in 2021 to 65%</li> <li>• Professional learning through peer observation from 40% in 2021 to 50%</li> </ul> <p>Teaching and learning implementation module:</p> <ul style="list-style-type: none"> <li>• Promote student ownership of learning from 80% in 2021 to 85%</li> <li>• Knowledge of High Impact Teaching Strategies from 60% 2021 to 65%</li> </ul>
<p><b>Key Improvement Strategy 2.a</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Develop staff capability to activate student agency and voice in classroom learning.</p>
<p><b>Key Improvement Strategy 2.b</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Strengthen the framework for student goal setting and feedback to activate personalised student learning.</p>
<p><b>Key Improvement Strategy 2.c</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	<p>Embed an approach to the use of data and evidence that enables students to track their own progress and inform goal setting.</p>
<p><b>Goal 3</b></p>	<p>Enhance student resilience, wellbeing and connectedness to school.</p>

<p><b>Target 3.1</b></p>	<p>Using Parent Opinion Survey data as a measure, by 2026 improve the positive responses for the following framework factors:</p> <p>Parent community engagement module:</p> <ul style="list-style-type: none"> <li>• Teacher communication from 60% in 2020 to 70%</li> </ul>
<p><b>Target 3.2</b></p>	<p>Using student Attitudes to School Survey data as the measure, by 2026 improve the positive responses in the AtoSS for the following framework factors:</p> <p>Social engagement module:</p> <ul style="list-style-type: none"> <li>• Sense of connectedness from 81% in 2021 to 86%</li> </ul> <p>Individual social and emotional wellbeing module:</p> <ul style="list-style-type: none"> <li>• Normal resilience from 51% in 2021 to 70%</li> </ul> <p>Emotional and relational engagement module:</p> <ul style="list-style-type: none"> <li>• Emotional awareness and regulation from 66% in 2021 to 75%</li> </ul>
<p><b>Target 3.3</b></p>	<p>Using the School Staff Survey as a measure, by 2026 improve the positive responses for the following framework factors:</p> <p>School Staff Safety and Wellbeing module:</p> <ul style="list-style-type: none"> <li>• Build resilience and a resilient and supportive environment from 66% in 2021 to 72%</li> </ul>



	<p>School Climate module:</p> <ul style="list-style-type: none"> <li>• Trust in students and parents from 67% in 2021 to 75%</li> <li>• Staff trust in colleagues from 35% in 2021 to 50%</li> </ul>
<p><b>Key Improvement Strategy 3.a</b> The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	<p>Embed a whole school framework for wellbeing and strengthen the focus on positive relationships and resilience.</p>
<p><b>Key Improvement Strategy 3.b</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	<p>Integrate the school's vision, mission and values into all areas of schooling.</p>