Victoria Department of Education and Early Childhood Development

School Strategic Plan for Dimboola Primary School No. 1372 2015-2018

Reviewer: Lyn Watts
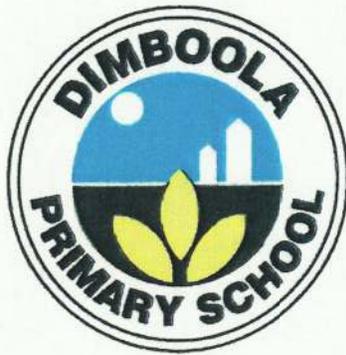
Endorsement by School Principal	Signed	*[signature]*
	Name	PAUL HOLMES
	Date	3/6/15
Endorsement by School Council	Signed	*[signature]*
	Name	Jason Revell
	Date	3/6/15
	School Council President signs indicating that the School Strategic Plan has been endorsed by School Council	
Endorsement by Regional Network Leader	Signed	*[signature]*
	Name	Matt Dunkley
	Date	24/4/2015
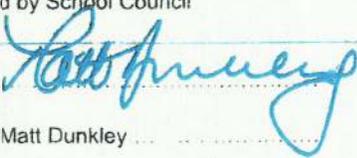
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Purpose	Dimboola Primary School believes that each child is a unique individual as well as a growing member of society. The school's role is to assist children to develop to their fullest potential. We aspire to provide our students with a safe, secure and supportive environment based upon teamwork, respect, flexibility and trust so that they have the opportunity to achieve their personal best in all Key Learning Areas. Staff, students, parents and carers are all valued members of the school community, working together they provide direction for the school and contribute to the decision making process.
Values	We strive to build a strong school community of enthusiastic learners • Honesty in all our actions • Respect for each other and our environment • Resilience to bounce back when something bad happens Tolerance to accept those things that are different.
Environmental Context	Dimboola Primary School has been on its present site since 1875 and continues to be an integral part of the Dimboola and district communities. It is the only government primary school in the town of 1,500 people situated in the West Wimmera region on the main Adelaide to Melbourne road and rail link. Dimboola has a very strong community spirit that is proud of its social, sporting and cultural achievements. Dimboola's economy is predominantly rural with wheat and sheep but the local railways; local hospital and milling companies also provide employment for the township. There is a strong emphasis on learning partnerships in the school. The parents at Dimboola Primary School are encouraged to be actively involved in their child's "learning journey". Parents and caregivers play a key role in the education of their children and we believe that students achieve their potential when there is a strong partnership between all stakeholders – child, teacher and parent. The school has 6 grades with a total of 125 students. Our Prep Grade is a straight grade, and then we have a Year 1&2, a Year 2&3, a straight Year 4 and two Year 5&6 classes. Our Student Family Occupation index is 0.6250 for 2015, compared to the state-wide median of 0.5135, which means our

student readiness to learn is affected more than the average Victorian student by a range of circumstances, including prior educational experiences and family or other personal circumstances. We are seeing an increase in welfare issues with the school supporting the student and the family.

Of our students, 25% travel to school on one of the 4 buses from the surrounding areas of Pimpinio, Wallup, Gerang Gerung and Antwerp. There are 4 students who are listed as coming from a home where English is the additional language, 14 are of Aboriginal or Torres Strait Islander origins and 3 receive funding from the Program for Students with Disabilities.

The buildings are in basically 3 sections with the Administration block dating back to the 1880s, a Light Timber Construction building from the 1970s housing the Preps, Year 1&2, Art Room and a refurbished double classroom for the Year 5&6 students. A new modular building purchased in 2009 through the Building the Educational Revolution program houses the Year 2&3 class and the Year 4 class. The grounds are spacious and well maintained with plenty of shade, grassed areas and play areas. We collect the rain water and store it on site to be used in the student toilets and watering the main oval.

Our staffing profile of 6 classroom teachers, 2 specialists, a Leading Teacher, 4 Educational Support Staff (3 part-time) and a Principal has a good range of experience and enthusiasm. All classroom teachers and specialists are female with the only males being the Principal and an ESS.

There is a strong focus on Collegiate Coaching between staff members that provides planning, feedback and direction to always strive for better outcomes for our students. ICT is strongly promoted through the acquisition of notebooks, iPads, a videoconferencing unit and Smart boards for each room so that our students gain the confidence and skills to further their knowledge and abilities ready for the digital age.

Our student welfare programs of You Can Do It! and the Restorative Practice approach and the promotion of our school values are strongly embedded into the school culture and continue to be of worth and importance.

The school has strong connections with the Secondary College sharing facilities, staff and professional development days as well as providing teaching and learning occasions for both sets of students through school visits. As a part of the West Wimmera Sports Association we provide sporting events against other schools and the chance to go on to district and regional trials in a range of events from athletics, to hockey and basketball.

The School Council and Parents Club are very supportive of the school and assist staff with camps, excursions, special days, BBQs, sporting events, school fundraising, fetes, canteen, uniforms, working bees and cultural performances.

Service Standards	**_General_**
	- *staff will be accessible, receptive and responsive to their school community*
	- *staff have a commitment to develop sound relationships and work collaboratively with colleagues, students, parents and regional or state personnel*
	- *staff collaboration is evident through shared values and goals, and collective responsibility in all phases of education, including planning, intervention and reviewing*
	- *staff will demonstrate reflective practice and enquiry learning*
	- *staff will participate in professional development, effective performance management processes and professional peer supervision and support*
	- *staff will display effective interpersonal skills for working in partnership with others*
	- *staff will follow through on negotiated actions and commitments*
	- *staff will maintain confidentiality*
	Specific
	- *The school will respond to all communication by parents and caregivers within 2 days, except for extenuating circumstances.*
	- *The school will be proactive in contacting parents over conduct, safety and health concerns involving their child such as injuries, unacceptable behavior or praise.*
	- *Students will play an active part in the development and review of the school's policies and practices*
	- *All teachers will provide timely and targeted feedback to students on their work.*

Strategic Direction

	Goals	Targets	Key Improvement Strategies
Achievement Achievement refers to both the absolute levels of learning attainment and growth in student learning that schools strive to support. 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.	To improve learning growth across both English and Mathematics for all students	By 2018: Teacher judgement scores for Number & Algebra to improve from the current 15% to at least 20% of students achieving above the expected AusVELS level. Teacher judgement scores for all domains of English to improve from the current 15% to at least 25% of students achieving above the expected AusVELS level. By 2018 the percentage of students in the high growth range for NAPLAN as below:	Improve whole school approaches for the consistent and effective teaching of English and Mathematics. Consistently monitor and develop teacher practice to ensure continued growth in knowledge and expertise for both English and Mathematics. Develop a continuum of learning across the school for all levels as well as at an individual level (differentiation). Regular testing to measure and demonstrate growth through the use of Hattie's effect size. Build high level teacher knowledge of AusVELS to ensure it both informs and audits the content of teaching and learning at the school.

Table (high growth range for NAPLAN):

Domain	% of students showing high growth in 2014	% of students showing high growth by 2018
Grammar & Punctuation	6.7%	>20%
Reading	6.7%	>20%

To increase the percentage of students in the top two bands in NAPLAN as below:

Domain	Year	2014	2018	Year	2014	2018
Spelling	3	36.9%	40%	5	29.5%	35%
Numeracy	3	26.3%	30%	5	11.8%	25%

Engagement Engagement refers to the extent to which students feel connected to and engaged in their learning and with the broader school community. Engagement spans students' motivation to learn, as well as their active involvement in learning. Engagement also refers to students engagement as they make critical transitions through school and beyond into further education and work.	To deepen student involvement and engagement in their own learning.	By 2018: The percentage of students at or above the expected AusVELS level in Managing Personal Learning to improve from 89% (2014) to 95%. The percentage of students at or above the expected AusVELS level for Working in Teams to remain above 95%. The school mean scores in the Student Attitude to Schools Survey for Learning Confidence to improve from 4.05 in 2014 to at least 4.5 and Student Motivation from 4.6 in 2014 to at least 4.8. The school mean score in the Student Attitude to Schools Survey for Stimulating Learning (4.62 in 2014) to remain above state (4.18) and region mean (4.18). Absence rate to remain at or below 13 days per student, down from 16.5 and 15.3 in 2012 and 2013 respectively.	Consolidate student involvement and participation in their learning and decision making through a continuing whole school commitment to student voice and leadership. Further develop learning environments that support innovative teaching and learning strategies such as ICT and preferred learning styles. Embed elements of Hopkin's *Model of Powerful Learning* into each lesson such as Learning Intentions, Success Criteria, Reflection and Pace. Continued focus on high student engagement through the provision of a broad and personalised curriculum through active hands on learning. Review student management practices. Strengthen links between school, home and the wider community.
Wellbeing 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.	To develop a culture of supportive and collegiate learning across all levels of the school community that promotes the social, emotional and physical development of our students.	By 2018: Student Distress will improve from 5.45 in 2014 to at least 6.0 on the Student Attitude to Schools Survey. Student Safety will improve from 4.18 in 2014 to at least 4.5 on the Student Attitude to Schools Survey. Our own student survey results will reflect improvement in Student Safety and Classroom Behaviour. Classroom Behaviour on the Parent Opinion Survey to be in the 3rd Quartile, currently at 4.13 in the 2nd Quartile.	Ensure a whole school approach to the collection and analysis of data from student safety surveys to inform student wellbeing. Respond to data extracted from student surveys to ensure improvement. Build a whole school community commitment to making the school values inherent in the culture of the school.

Productivity			
Productivity refers to the effective allocation and use of resources, supported by evidence and adapted to the unique contexts of each school.

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 the best possible effect and in the best possible combination to support improved student outcomes and achieve its goals and targets. | To provide the learning space and resources for staff to maximise student learning and wellbeing outcomes for students. | By 2018:

To ensure that the school is in surplus in each year of the SSP after posting a deficit in 2014.

General Satisfaction on the Parent Opinion Survey will improve from the 3rd quartile to approach, or enter into, the 4th quartile.

All items identified as school maintenance priorities will be attended to by the school maintenance budget where possible.

Teachers will organize and engage in 4 collegiate visits per term to provide feedback and support in line with their P&D goals. | Continue to audit and enhance the physical resources in line with the School's Strategic Plan.

Consult and liaise with staff to ensure a safe and functioning work place.

Support teacher capacity to improve student learning outcomes through professional learning in and out of the school as well as Collegiate Coaching and feedback. |

School Strategic Planner 2015- 2018: Indicative Planner

Key Improvement Strategies		Actions	Achievement Milestone
		Actions are the specific activities to be undertaken in each year to progress the key improvement strategies. There may be more than one action for each strategy. Schools will choose to describe actions with different levels of detail.	Achievement milestones are markers of success. They are useful in demonstrating whether the strategies and actions have been successful. Achievement milestones often reflect observable changes in practice or behaviour. To simplify and focus the school's monitoring of progress, only a limited number of achievement milestones should be set.
Achievement **Improved whole school approaches for the teaching of Literacy and Numeracy.**	Year 1	• Develop student learning goals in English and Mathematics. • Professional Learning Time sessions aimed at the teaching of maths problem solving strategies and automatic response. • Learning support programs instigated across the school such as focussed Year 5/6 maths groups, QUICKSMART, STAP, etc. • Develop the CAFÉ reading program across the school. • Develop pre and post testing to monitor learning growth. • Provide a suitable student data tracking program.	• Regular PLT sessions to deliver and share staff expertise. • Students set English and Math SMART goals, to provide student feedback. • Teachers commence trialling the CAFÉ reading program after attending a PD Day with Lyn Watts (May 29th). • Teachers commence using the Accelerus reporting program after scheduled PLT sessions (April 20th). • Complete AusVELS compliant scope and sequence documents.
	Year 2	• Implement CAFÉ reading into the classrooms. • Provide PLT sessions that cover data collection and analysis, providing feedback, differentiated teaching, moderation and assessment. • Evaluate exemplar programs in other similar school settings that use flexible teaching approaches • Monitor and ensure a curriculum that is relevant, sequential and differentiated.	• Regular PLT sessions to deliver and share staff expertise. • Regular PLT sessions to share and fine tune implementation of CAFÉ program. • Teachers investigate the tracking of student data using Accelerus. • Weekly PLTs and grade level meetings established ensuring data analysis, planning and delivery of focussed and at point of need teaching.

	Year 3	• Develop AusVels compliant documents for History and Science. • Provide professional development in data analysis to inform planning, delivery and assessment of a differentiated curriculum. • Evaluate the first year of the CAFÉ reading program.	• Data from Accelerus used to inform teaching and differentiation in planning. • Planners show consistent whole school approach to teaching and learning. • Enhanced teacher capacity is demonstrated through differentiated planning and improved student outcomes.
	Year 4	• Self-evaluation & external review of school progress against goals, improvement strategies, actions and targets.	• New 4 year strategic plan endorsed by School Council & DET.
Engagement	Year 1	• Establish an SRC to allow another avenue for student voice. • Investigate exemplar school based student surveys and refine our own Student Safety Survey to provide more valuable data. • Develop pre-school connection with a Year 4 and Kinder buddy program. • To promote It's not OK to be away program through newsletter, assemblies, local media and classrooms.	• Election of classroom reps for a JSC. • Develop and trial our own Student Safety Survey based on our needs and wants. • Train (and refresh in some cases) staff in the Restorative Practice program (August 14th). • PLT sessions to promote and fine tune RP program. • Acknowledge high attendees through assemblies, mid-year and end of year reports.
	Year 2	• Implementation of a consistent approach to the Restorative Practice program by all staff. • Evaluation of ICT program. • Continue to promote the It's not OK to be away program. • Enhance curriculum planning, connecting student learning to the outside world. • Design, refine and implement an e-Learning Plan. • Review the SRC model. • Review the Student Engagement policy following on from the retraining in Restorative Practice.	• Teams use consistent strategies to enable students to write personal goals. • An online survey based on our own SSS Questionnaire. • All staff to attend PD Day for the You Can Do It! program to ensure consistency of delivery and maximum value. • Planning and units of work to provide evidence of connecting student leadership to the outside world. • e-Learning developed and documented.

	Year 3	• Evaluation of extra-curricular activities provided by the school. • Implementation of a consistent approach by all staff in relation to the delivery of the You Can Do It! program. • Refine and extend transition programs into the school, through the school and out of the school. • Evaluate the e-Learning Plan. • Source relevant PD for staff on student engagement.	• Documented evidence of improved transition programs at each level ie pre-school information available for prospective parents to collaborating with secondary college. • Documented evidence of the success, or improvements needed, of the e-Learning Plan. • Staff and student interactions will reflect a consistent Restorative Practice approach.
	Year 4	• Self-evaluation & external review of school progress against goals, improvement strategies, actions and targets.	• New 4 year strategic plan endorsed by School Council & DET
Wellbeing	Year 1	• Develop a common approach to the provision of a safe and supportive learning environment through a consistent school wide approach to behaviour management. • Review current Student Code of Conduct. • Develop a school based survey for students and parents to provide greater information on the schools approach to student safety. • Develop the role of the Student Welfare Officer.	• All staff to be retrained in the Restorative Practice method. • The Student Code of Conduct will better address the needs of the school community. • Trialling of student and parent survey in Term 3. • Improved results in SATSS for student safety. • Student Welfare officer conducting PLTs to develop surveys.
	Year 2	• Ensure a common approach to the acknowledgement and recognition of positive behaviours through a consistent school wide approach. • Student leadership group to have formal leadership training through an approved provider. • Student leaders to conduct school based activities. • Fine tuning of school based safety survey. • Source relevant PD for staff on student wellbeing.	• Retraining and refreshing of all staff in the You Can Do It! foundations. • Develop a set of protocols from staff to support positive behaviours. • Student leaders conduct lunchtime activities and conduct sessions on multi-age days. • Data from school based safety survey shows improvement in e.g. How teachers respond to reports of bullying.

		• Develop a Social Emotional Learning curriculum and investigate social games through *Play is the Way.*	• Teachers use consistent student management practices across the school.
	Year 3	• Investigate exemplar student management practices and adapt them to our school. • Strengthen links between school, home and the wider community. • Extend programs which promote opportunities for student voice.	• Improved results in Staff Trust in Colleagues from staff opinion survey. • Meet and Greet parent information sessions are run by the students. • Increased evidence of student leadership responsibilities.
	Year 4	• Self-evaluation & external review of school progress against goals, improvement strategies, actions and targets.	• New 4 year strategic plan endorsed by School Council & DET.
Productivity	Year 1	• Analyse the approved School Strategic Plan to develop a timeline and a budget to best support the school's aims for the next 4 years. • Teachers share expertise and skills through scheduled PLTs and Collegiate Coaching. • School goals reflected in PDP for all teachers.	• Establish a learning environment in the Year 5&6 area. • Teachers commit to a minimum of 2 visits per term as an observer and 2 being observed, each visit with a focus and feedback session. • Link teacher PD plans to the School Strategic Plan and Annual Implementation Plan. • Release time provided for staff to implement PDP goals.
	Year 2	• Further develop and embed the provision of ICT across the school. • Yearly review and development of physical learning environments. • Teachers share expertise and skills through scheduled PLTs and Collegiate Coaching. • Review of Collegiate Coaching.	• Surveys completed for students and staff to gather feedback on the schools provision of ICT. • Resourcing of the school aligned to school priorities. • Documented evidence of analysis of Collegiate Coaching.
	Year 3	• Yearly audit of resources and programs to align funding. • Teachers share expertise and skills through scheduled PLTs.	• Documented staff feedback on trialling of new format.

		and Collegiate Coaching. • Trialling of new format for Collegiate Coaching if warranted.	
	Year 4	• Self-evaluation & external review of school progress against goals, improvement strategies, actions and targets.	• New 4 year strategic plan endorsed by School Council & DET.