

School Strategic Plan 2021-2025

Dinjerra Primary School (5450)



Submitted for review by Natalie Vulic (School Principal) on 19 January, 2022 at 08:41 AM

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Endorsed by Kylie Kirk (School Council President) on 18 February, 2022 at 05:05 PM

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School vision	<p>During the School Review process in 2021, a future key direction determined by the panel: to develop and embed a contemporary school vision, values and objectives and embed a school culture that reflects the needs of the school, emphasising the wholistic development of all students. This body of work is scheduled to begin in 2022.</p> <p>In the meantime, Dinjerra Primary School's current vision is to prepare young people to become active, engaged and responsible citizens of the local and global community. We aim to prepare students to contend with a very dynamic 21st century in which creativity, cooperative work, connectedness to the world and adaptability are key features. The school aspires to provide a contemporary approach to teaching and learning in its purposeful learning environment.</p> <p>The current motto of the school 'Learning For Living' reflects the school's commitment to students becoming independent learners who operate successfully in the school community.</p>
School values	<p>Dinjerra Primary School's current school values are:</p> <ul style="list-style-type: none">• We are Safe• We are Thoughtful• We are Learners <p>Values, beliefs and practices for all students, staff, parents and visitors:</p> <ul style="list-style-type: none">• Everyone has a right to be treated with care and compassion, free from harassment and discrimination.• We work cooperatively and resolve conflict peacefully.• We respect the experience and knowledge of others, particularly those with special skills and expertise.• We respect others and their cultures, accept diversity and adopt behaviours that include others.• We acknowledge that difficulties and disappointments are a normal part of life and by managing these wisely we can build greater resilience and achieve better outcomes for all.• As members of the Dinjerra Primary School community we agree that our interactions will be conducted in a friendly, open and good-humoured manner.• We acknowledge that Dinjerra Primary School has played a significant role in our local community for many years and its traditions need to be respected. <p>From 2021, Dinjerra staff members have focused on the three big ideas of a Professional Learning Community:</p>

	<ol style="list-style-type: none"> 1. Ensuring that all students learn at high levels 2. Being results driven and informed by data, and 3. A collaborative culture – we work collaboratively <p>We are research driven, and refer to ‘best practice’ in Education to design optimal learning experiences for our students. The staff work collaboratively to build high-quality curriculum documentation and agreed upon practices.</p> <p>We have a valuable connection with our families and offer a variety of ways for families to contribute to the school, in terms of classroom volunteers, gardening committee and fundraising and community events.</p> <p>Over 2021, the following Professional Learning Community Norms were developed: TIME: We will arrive in the allocated area on time to finish on time, ensuring the agenda is followed. LISTENING: We will actively listen to discussions, in a respectful and courteous manner. EXPECTATIONS: We will be professional at all times and challenge each other in a respectful way. PARTICIPATION: We will contribute to discussions by sharing the ‘air time’ fairly. CONFIDENTIALITY: We will respect the confidentiality of our PLC, our students and the wider school community. DECISION MAKING: We will make curriculum decisions based on data, while considering everyone’s point of view.</p>
<p>Context challenges</p>	<p>The self-evaluation and school review confirmed the following barriers to improved student achievements and learning gain over the life of the previous strategic plan:</p> <p>Whole School Documented Guaranteed and Viable Curriculum and Assessment Practices: The Panel heard during the review fieldwork interviews and examination of curriculum documentation, that there was not a whole school, documented, guaranteed and viable curriculum. While there had been development of documentation in some of the curriculum areas, this was not achieved in all areas, and at all stages of learning. Approaches to assessment during the SSP period were also reviewed and refined, but at times, had not supported teachers to identify the specific learning needs of their students. This resulted in staff assessment of their level of progress against the FISO continua as below embedding.</p> <p>Differentiation and Individual Learning Goals: The Panel found during fieldwork examination of the curriculum documentation, as well as through discussions with a range of school personnel, that there was not a documented whole school curriculum in all learning areas, and at all stages of learning. In addition, staff had not been supported during the previous three years of the SSP period to integrate curriculum with quality, common formative assessment to identify the learning needs of students. This resulted in some students not being adequately supported or challenged in their learning, and therefore having less than the expected level of growth in learning, as reflected in NAPLAN at Year 5.</p>

	<p>There are a significant number of students below expected level in their learning of English and Mathematics. Over 2021, staff have worked to identify SMART Goals in Reading Benchmark Level, although these targets were not realised over the 2021 school year.</p>
<p>Intent, rationale and focus</p>	<p>Dinjerra is aiming to provide high quality learning experiences for all students, at their point of learning need. This will increase both Learning and Wellbeing outcomes.</p> <p>This means a future focus on learning growth. To achieve this work, a staff-owned guaranteed and viable curriculum and assessment practices will be collaboratively built. A focus on consistent and high quality practices in how to use such documentation will be developed, implemented and monitored. This will create greater clarity at each curriculum level and therefore be a springboard to clearer differentiation practices, including goal setting practices for individual students, thus empowering students to be more greatly involved in their own personalised learning.</p> <p>Through the focus on the capabilities and growth mindset, Dinjerra will develop and implement a whole school approach to fostering student agency and wellbeing in learning, authentic student voice and leadership that empowers students as active participants in the community.</p>

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Goal 1	Improve learning outcomes for all students.
Target 1.1	NAPLAN increase the per cent of students meeting and above Benchmark growth in: <ul style="list-style-type: none">• Reading from 45 per cent in 2021 to 100 per cent by 2025• Writing from 25 per cent in 2021 to 100 per cent by 2025• Numeracy from 70 per cent in 2021 to 100 per cent by 2025.
Target 1.2	NAPLAN increase the per cent of students in the top two bands in Year 3 in: <ul style="list-style-type: none">• Reading from 45 per cent in 2021 to 65 per cent by 2025• Writing from 43 per cent in 2021 to 65 per cent by 2025• Numeracy from 41 per cent in 2021 to 65 per cent by 2025.
Target 1.3	NAPLAN increase the per cent of students in the top two bands in Year 5 in: <ul style="list-style-type: none">• Reading from 6 per cent in 2021 to 50 per cent by 2025• Writing from 6 per cent in 2021 to 50 per cent by 2025• Numeracy from 6 per cent in 2021 to 50 per cent by 2025.
Target 1.4	Improve the per cent of positive endorsement in the School Staff Survey measures:

	<ul style="list-style-type: none"> • Collective efficacy from 73 per cent in 2020 to 90 per cent by 2025 • Academic Emphasis from 70 per cent in 2020 to 90 per cent by 2025 • Guaranteed and Viable Curriculum from 77 per cent in 2020 to 90 per cent by 2025 • Assessment: Moderation of student assessment from 63 per cent in 2020 to 90 per cent by 2025.
Target 1.5	<p>Improve the per cent of positive endorsement in the Students Attitudes to School Survey measures:</p> <ul style="list-style-type: none"> • Stimulated learning from 68 per cent in 2020 to 85 per cent by 2025 • Sense of confidence from 64 per cent in 2020 to 85 per cent by 2025 • Differentiated Learning Challenge from 88 per cent in 2020 to 90 per cent by 2025.
Key Improvement Strategy 1.a Curriculum planning and assessment	Further develop, document and embed whole school approaches to curriculum planning, assessment and shared instructional approaches that strengthen staff capacity in the delivery of a rich and engaging curriculum.
Key Improvement Strategy 1.b Building practice excellence	Develop the knowledge, skills and understanding of leaders to strengthen and embed effective school-wide collaborative and agreed upon structures and processes that build practice excellence.
Key Improvement Strategy 1.c Building practice excellence	Develop a culture of personalised learning, including a whole school approach to effective differentiation, supported by a tiered response.
Key Improvement Strategy 1.d Vision, values and culture	Develop and embed a contemporary school vision, values and objectives and embed a school culture that reflects the needs of the school, emphasising the wholistic development of all students.
Goal 2	Improve wellbeing outcomes for all students.
Target 2.1	<p>Improve the per cent of positive endorsement in the Students Attitudes to School Survey measures:</p> <ul style="list-style-type: none"> • Student voice and agency from 54 per cent in 2020 to 80 per cent by 2025

	<ul style="list-style-type: none"> • Emotional awareness and regulation from per cent in 2020 to per cent by 2025.
Target 2.2	<p>Attendance:</p> <p>Increase the per cent of students with less than 20 days of absence from 75 per cent in 2020 to 90 per cent by 2025</p>
Key Improvement Strategy 2.a Empowering students and building school pride	Develop and implement a whole school approach which enables students to demonstrate authentic agency in leading their own learning.
Key Improvement Strategy 2.b Health and wellbeing	Develop and implement a comprehensive whole school approach to developing the capabilities necessary to thrive, contribute and respond positively to the challenges and opportunities of life.