School Strategic Plan 2022-2026

Drouin West Primary School (1417)

Submitted for review by Kelly Halliday (School Principal) on 01 February, 2023 at 09:58 AM
Endorsed by Julie Curtis (Senior Education Improvement Leader) on 01 February, 2023 at 10:00 AM
Awaiting endorsement by School Council President

School Strategic Plan - 2022-2026

Drouin West Primary School (1417)

School vision	To create an inclusive, safe community for all where students are engaged as learners.
School values	Drouin West Primary School is a cheerful community where students, staff and parents work hand in hand to create a positive learning environment. With a long history stretching from 1874 to present day Drouin West Primary school has grown to a population of over 250 students and 29 staff. Located approximately 100 kilometers east of Melbourne, around seven kilometers from Drouin, a major service town in West Gippsland. We have an attractive, welcoming school with beautiful rural grounds, a multipurpose room and areas for the visual and performing arts and science programs. The outdoor environment is well maintained with plenty of space for everyone to enjoy active play in our well established gardens and extensive spacious playground areas. The school community embraces its vision to support all students to Achieve. Our community lives by our engrained values of; Be a Learner, Be Safe, Be Kind and Be Respectful. These values are the guidelines by which our community operate daily. The school commits to developing a strong partnership with families in order to encourage all children to achieve their best in every lesson every day. Students have specific learning goals and are given support to continually improve academically, grow strong emotionally, be active and develop social skills that will enable them to be successful in our every changing world. We are value a diverse range of specialist subjects including, AUSLAN, Physical Education, Art and STEM. All run by specialist teachers who run a comprehensive program and engage with extracurricular activities such as interschool school sports, cow create careers, science in a suitcase, specialized sports clinics and excursions. Throughout our school we have a vast and active student leadership program allowing for individual and team growth and development. Students have a strong ability to voice their input into programs, environments and activities run within the school program. Through the leadership program student leaders learn how new skills and experience new opportunities to enable for extensive growth.
Context challenges	Drouin West Primary key challenges are continuing to build best practices across all curriculum areas and maintaining a catch up model from the COVID/remote learning years. An analysis of the school's NAPLAN and school – based benchmarking data identified a lower proportion of students demonstrating high growth in reading and numeracy. The percentage of students in the top two bands in Year 3 were not retained into Year 5. We have identified extending students in terms of increasing percentages of students achieving in the top 2 bands at Year 3 and Year 5 and achieving above age expected level teacher judgements as areas requiring

	focus for the next SSP. It has been identified our consistency in the development and implementation of student voice and agency in learning and wellbeing needs to be an area of continued focus and development. This was specifically related to self-regulation in learning and the development of goals, success criteria and two-way feedback. With an increased focus on self-regulation in learning there should also be a focus on student well being in terms of sense of connectedness, and motivation and support.
Intent, rationale and focus	Drouin West Primary is striving to ensure every child succeeds. We want all students to have the best start for their learning journey and have a strong, consistent and systematic approach to Literacy and Numeracy. We want to continue to maintain and continuously refine our high quality practices based on research and evidence. We believe that learning needs a systematic and sequenced approach through a safe and inclusive environment for our students to thrive. We are working towards setting up our students to succeed in life through empowerment, skills, and strong foundational skills for learning. Over the four years of this strategic plan, we will continuously refine our practices and our approaching responding to our students needs and what the evidence in front of us is telling us. Numeracy will be a high priority to build strong mathematicians and concrete the big ideas in numeracy through the years. We want to build inquisitive active learners that learn to think, problem solve and be able to be adaptive in an ever changing world. Learning and wellbeing will be a high priority for DWPS and teaching the whole child. We will continue to align our practices through the Science of reading through our our literacy and continue to have a strong tiered approach across the school for all learners. We will continue to embed our collaborative work, we are a strong team at DWPS and will be continue to prioritize our professional learning communities and our strong professional learning opportunities through all domains to ensure we are research informed and consistent in our approaches.

School Strategic Plan - 2022-2026

Drouin West Primary School (1417)

Goal 1	To improve student outcomes in literacy
Target 1.1	By 2026 increase the percentage of students in Year 3 in the top 2 bands in NAPLAN reading, based on a four-year rolling average benchmark from 32% in 2022 to 45%.
Target 1.2	By 2026 increase the percentage of students in Year 5 in the top 2 bands in NAPLAN reading, based on a four-year rolling average benchmark from 30% in 2022 to 38%.
Target 1.3	By 2026 the percentage of Year F –6 students assessed against the Victorian Curriculum (VC) Levels F–10 as being above expected growth will increase in reading, based on a four-year rolling average benchmark from a 24% average benchmark in 2022 to 30%.
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Refine and embed the instructional model for Literacy to ensure high quality evidence-based teaching and learning practice in all classrooms.
Key Improvement Strategy 1.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on	Build capabilities for data analysis and an understanding of data in teachers and students

student learning growth, attainment and wellbeing capabilities	
Key Improvement Strategy 1.c 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	Refine and embed the use of coaching and mentoring strategies to ensure the consistency of instructional practice across the school.
Goal 2	To improve student outcomes in numeracy
Target 2.1	By 2026 increase the percentage of students in Year 3 in the top 2 bands in NAPLAN numeracy, based on a four-year rolling average benchmark from 13% in 2022 to 31%.
Target 2.2	By 2026 increase the percentage of students in Year 5 in the top 2 bands in NAPLAN numeracy, based on a four-year rolling average benchmark from 6% in 2022 to 20%.
Target 2.3	By 2026 the percentage of Year F –6 students assessed against the Victorian Curriculum (VC) Levels F–10 as being above expected growth will increase in number and algebra, based on a four-year rolling average benchmark from a 17.5% average benchmark in 2022 to 25%.
Key Improvement Strategy 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Refine and embed the instructional model for Numeracy to ensure high quality evidence-based teaching and learning practice in all classrooms.

Key Improvement Strategy 2.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	Build teacher capabilities to differentiate instruction using the Professional Learning Communities (PLC) approach.
Key Improvement Strategy 2.c 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	Further develop and embed capabilities of middle school leaders to support high quality instructional practice
Goal 3	Develop active learners to improve student wellbeing.
Target 3.1	By 2026 the percentage of Year 4-6 students reporting positive endorsement in the following student attitudes to school survey measures • social engagement domain, student voice and agency factor will increase from 69% in 2022 to 71%. • social engagement domain, sense of connectedness factor will increase from 72% in 2022 to 75% • learner characteristics and disposition domain, goal setting and self - regulation factor will increase to from 88% in 2022 to 90% • effective teaching domain, stimulating learning factor will increase from 63% in 2022 to 75%
Target 3.2	By 2026 the percentage of parents reporting positive endorsement in the following parent opinion survey measures: • student motivation and support will increase from 83% in 2021 to 90%.

Target 3.3	By 2026, the percentage of Year F-6 students assessed against the Victorian Curriculum (VC) Levels F-10 to be at or above the VC Personal and Social Capability expected achievement standards will increase from 66 % in 2022 to 75%.
Key Improvement Strategy 3.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build and implement a model for two – way feedback across the school.
Key Improvement Strategy 3.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Build an understanding of learner agency
Key Improvement Strategy 3.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Refine and embed a cohesive school wide approach to student well - being.