

## Doncaster Gardens PS Strategic Plan 2017-2020

Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal: Carolyn Elliot ..... [date]	.....[name] ..... [date]	.....[name] ..... [date]
School council: Julie Daniel ..... [name] ..... [date]	.....[name] ..... [date]	.....[name] ..... [date]
Delegate of the Secretary: ..... [name] ..... [date]	.....[name] ..... [date]	.....[name] ..... [date]

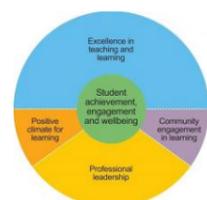
School vision	School values	Context and challenges	Intent, rationale and focus
<p>To facilitate the development of well-adjusted and unique citizens who will succeed in life and actively contribute to the betterment of the global community.</p>	<p>Doncaster Gardens has established <b>shared values</b> and a <b>common language</b> that sets out expectations for each individual's involvement in the school. Our values are:</p> <p><b>Compassion-</b> displaying empathy for others and a desire to assist</p> <p><b>Curiosity-</b> a desire to know and learn new things</p> <p><b>Creativity-</b> the ability to use the imagination to develop new and original ideas or things</p> <p><b>Courage-</b> the ability to face danger, difficulty, uncertainty or pain without being overcome by fear or being deflected from a chosen course of action</p>	<p>Doncaster Gardens Primary School, established in 1997 when Waldau and Doncaster East Primary Schools merged to become Doncaster Gardens, is located in a residential area of Doncaster East. The school's guiding principle is to be the 'best we can be'. The school grounds are compact and include both purpose built and learning spaces and various areas adapted to cater for the student enrolment. An example is the Senior Learning Unit designed to promote a collaborative and flexible learning community. The school's curriculum framework incorporates the eight learning areas<sup>1</sup> required by the <i>Education and Training Reform Act 2006</i> and was being aligned with the new Victorian Curriculum. In addition, a broad range of opportunities is provided to students. Specialist classes are provided in Performing Arts, Music, Visual Art/Wood Tech, Language Centre (Mandarin), STEM (Science, Technology, Engineering &amp; Mathematics) and the library/ICT centre. A broad range of extra-curricular activities that include Chess, instrumental music, orchestra, choir, electronics, art club and sport are offered.</p> <p>An enrolment zone is in place in response to accommodation constraints in terms of both buildings and grounds. The February 2017 enrolment of 670 students, including International students. The enrolment figures are expected to increase by 30 students each year representing a continued challenge in regards to facilities and play space. Two in every five students are from English as Additional Language backgrounds with this number expected to rise. <b>The school Student Family Occupation (SFO) Index of 0.2528, was below the state median of 0.5166, placing the school in the high socio-economic group of schools.</b></p> <p>Student testing from both internal and external sources identify our students as high achievers requiring growth and extension. Developing teacher capacity to use data sources to identify and cater for students working beyond expected level is seen as a priority within the context of this plan.</p> <p><b>The school teaching team comprised 35.2 full time equivalent (EFT) teaching staff, including a principal and assistant principal, and support staff numbering 6.6 EFT.</b></p>	<p><i>[DN: Given your context and findings from your self-evaluation and review: What is your school trying to achieve? (intent) Why is this important? (rationale) What are you prioritising? How will the Strategic Plan unfold over 4 years? (focus)]</i></p> <p><b>Student learning</b></p> <p>Within the strong performance patterns recorded in NAPLAN results some differences between Literacy and Numeracy outcomes highlighted Writing, and specific student cohorts, for example, EAL students and new enrolments, as potential focuses for the next strategic plan. As a result, it was suggested that a goal to ensure the maximisation of student learning outcomes across the curriculum be considered for inclusion in the new strategic plan.</p> <p>It was also suggested that targets designed to measure progress toward achievement of this goal be included in the new strategic plan. Such targets would be aimed at ensuring every student makes at least expected progress each year and maintaining the very high percentages of students performing above expected standards.</p> <p>The panel's considerations of strategies designed to achieve the learning goals and targets were based on the rationale that if the school's teaching and learning models was embedded in every classroom then consistently high quality teaching will occur and every student will demonstrate good learning progress. The view formed by the panel that, given the evidence that existing strategies have been effective in improving student learning outcomes in the upper years, they be the continued focus of the next strategic plan:</p> <ul style="list-style-type: none"> <li>- Investigate, develop, and consistently embed an agreed school wide differentiated instructional model.</li> <li>- Build teacher ownership of and capacity to implement the Doncaster Gardens instructional model.</li> <li>- Provide leadership to implement the Doncaster Gardens instructional model.</li> <li>- Continue to use assessment data to identify those students who are not making expected progress and adapt strategies and resource allocations to turnaround such performance patterns through targeted intervention programs.</li> </ul> <p><b>Engagement and Wellbeing</b></p> <p>The clear evidence of positive student perceptions about their cognitive, emotional and behavioural engagement with schooling resulted in the panel endorsing the school's current directions, suggesting the following be considered for inclusion in the new School Strategic Plan.</p> <p>To develop students who are:</p> <ul style="list-style-type: none"> <li>- inquiring, creative, critical thinkers</li> <li>- equipped with strong foundational STEM capabilities</li> <li>- engaged in and connected to learning.</li> </ul> <p>Based on the rationale that if students are cognitively, emotionally and behaviourally</p>



<sup>1</sup> English, mathematics, sciences, humanities and social sciences, the arts, languages, health and physical education, information and communication technology, and design and technology.

			<p>engaged with schooling then their outcomes will improve.</p> <p>Review panel suggested the following:</p> <p>To develop resilient students who display:</p> <ul style="list-style-type: none"> <li>- growth mindsets, and</li> <li>- behaviours and attitudes that reflect the (new) school values.</li> </ul> <p>The school believes that these mindsets are integral for all learners at the school including staff.</p>
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Four-year goals (for improving student achievement, engagement and wellbeing)	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets (for improving student achievement, engagement and wellbeing)
<p><i>[DN: Goals are SMART statements that define the outcomes your school is striving to achieve, expressed in terms of student achievement, engagement and/or wellbeing, and that are inclusive of all students.]</i></p> <p><b>Student Achievement</b></p> <p>To ensure the maximisation of student learning outcomes across the curriculum.</p>	<p><b>Excellence in Teaching and Learning</b></p> <ul style="list-style-type: none"> <li>• Building Practice Excellence</li> <li>• Building leadership teams</li> </ul>	<p><i>[DN: What are the high-level actions your school will undertake over the next four years to achieve your goals and targets? List chronologically from most immediate, short, medium to longer term strategies]</i></p> <p><b>Investigate, develop, and consistently embed an agreed school wide differentiated instructional model.</b></p> <p><b>Continue to use assessment data to ensure students at all areas are identified and taught at their point of learning need.</b></p>	<p><i>[DN: Associated four-year targets for measuring the successful achievement of your goal. Targets should describe impact on student achievement, engagement and/or wellbeing. This could include specific targets for student cohorts within the school, including high ability, Koorie and refugee. ]</i></p> <ul style="list-style-type: none"> <li>• All Prep to Year 6 deemed capable students to make at least one Victorian Curriculum level progress every year in English and Mathematics (as measured by teacher judgement and other school assessments).</li> <li>• The proportion of Year 3 students achieving at NAPLAN Bands 5&amp;6 for Reading, Writing and Numeracy at or above 85%.</li> <li>• the proportion of Year 5 students achieving at NAPLAN Bands 7&amp;8 for Reading and Numeracy at or above 80%.</li> <li>• The proportion of Year 5 students achieving at NAPLAN Bands 7&amp;8 for Writing at or above 65%.</li> <li>• The proportion of Year 5 students achieving Relative growth targets in NAPLAN – High growth above 40%, Low growth below 10%</li> </ul>
<p>To develop inquiring, creative and critical thinking students equipped with strong foundational STEM capabilities.</p>	<p><b>Positive Climate for Learning</b></p> <ul style="list-style-type: none"> <li>• Empowering students and building school pride</li> </ul>	<p><b>Development of a whole school STEM approach that engages students through inquiry and problem solving</b></p>	<ul style="list-style-type: none"> <li>• To improve the student Attitudes to School Survey Stimulating Learning measure mean score to be at or above the state 75<sup>th</sup> percentile mark.</li> </ul>



<p>To develop resilient students who display growth mindsets, and behaviours and attitudes that reflect the school values.</p>	<p><b>Positive Climate for Learning</b></p> <ul style="list-style-type: none"> <li>Empowering students and building school pride</li> </ul>	<p><b>Embed a coherent school wide approach to the development of a growth mindset for all learners</b></p>	<ul style="list-style-type: none"> <li>To achieve Student Relationships and Wellbeing factor mean scores at levels at similar to or better than the state 75<sup>th</sup> percentile scores.</li> </ul>
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