

School Strategic Plan for Dallas Brooks Community Primary School 2015 -2018

Endorsements

Endorsement by School Principal	Signed..... Name: Valerie Karaitiana Date.....
Endorsement by School Council	Signed..... Name: Pat Townsend Date..... School Council President's endorsement represents endorsement of School Strategic Plan by School Council
Endorsement by the delegate of the Secretary	Signed..... Name..... Date.....

School Profile

<p>Purpose</p>	<p>Dallas Brooks Community Primary School is committed to:</p> <ul style="list-style-type: none"> • Improving learning outcomes for all students by: <ul style="list-style-type: none"> ○ Implementing the principles of 21st Century learning - collaboration, knowledge construction, self-regulation, real world problem solving and innovation, technologies for learning, skilful communication. ○ Preparing students for their secondary and post school years. ○ Maximising the academic, social and physical potential of all students. ○ Developing the ability of students to apply their learning knowledge. ○ Providing a stimulating, secure and supportive learning environment. ○ Building a strong connection with our local community and beyond. ○ Developing confident, self-regulated learners.
<p>Values</p>	<p>The values of Dallas Brooks Community Primary School are –</p> <ul style="list-style-type: none"> • Respect • Trust • Pride • Perseverance
<p>Environmental Context</p>	<p>Dallas Brooks Community Primary school is located in the suburb of Dallas, City of Hume.</p>

In 2015 Dallas Brooks Community Primary School has an enrolment of 488 primary school students with 150 children enrolled in preschool programs. The school operates onsite 3 year old and 4 year old Kindergarten Programs and Playgroups for children up to 3 years of age.

The school community represents a diverse range of socio-economic, cultural, religious and language backgrounds. Twenty six different ethnic groups are represented with the majority of students from language backgrounds other than English, the largest community groups being Arabic and Turkish speaking. Our SFO is .88.

Dallas Brooks Community Primary School is a place that both encourages and enables professional learning , effective teamwork and inclusiveness within purpose designed facilities reflecting a 21st century educational approach to teaching and learning including the provision of open flexible learning areas.

The K-6 learning environment of Dallas Brooks Community Primary School emphasizes the acquisition of literacy and numeracy skills within an orderly and technology rich environment. Sporting excellence, the Performing Arts and community partnerships have a strong focus within our new school with extensive programs catering for preschool education through to adult education.

Our families value education and our students have a positive attitude towards school and learning. The school involves parents in school life, both within and outside classrooms. The school works with other educational and welfare groups in cooperative networks.

<p>Service Standards</p>	<p>Service Standards:</p> <p>General :</p> <ol style="list-style-type: none"> 1. The school commits to the active sharing of its vision and goals to ensure school community engagement in the school’s strategic plan. 2. The school fosters close links with parents and the broader school community through its commitment to open and regular communications. 3. The school provides all students access to a broad, balanced and flexible curriculum which includes skills for learning and life. 4. The school provides a safe and stimulating learning environment that caters for the individual learning needs of students. <p>Specific:</p> <ol style="list-style-type: none"> 1. The school’s vision and goals will be a ‘footnote’ on appropriate school documents. At the AGM the school’s strategic plan will be presented to the school community. 2. Fortnightly newsletters distributed in predominant home languages. Bulletin board and digital noticeboard updated with upcoming events and celebration of learning. Assemblies – whole school and PLTs – to be held on a regular basis. Timely advertising of special events through a variety of media. 3. Curriculum planning is based on AUSVELs. Timetabling maximises student learning. Specialists in the areas of; Visual Art, Performing Arts, Physical Education, Science and Technology and Languages (Indonesian, Arabic and Turkish). 4. Students are aware of Learning Intentions and contribute to the Success Criteria of each lesson. Learning goals are negotiated with student input. All teachers will provide timely and targeted feedback for students on their work Provision of intervention for students ‘at risk’. Implementation of a school-wide behaviour management program.
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	<p>Stimulating and safe learning environment</p> <ul style="list-style-type: none">• The school will follow up all unexplained absences within 24 hours• The school will respond to all communication by parents and caregivers within 2 working days.• The school will work diligently to build positive relationships with parents and carers• Parents will be engaged regularly when their child does not behave in a socially acceptable manner• Students will play an active part in the development and review of the school's wellbeing policies.
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Strategic Direction

	Goals	Targets	Key Improvement Strategies
<p>Achievement</p> <p>Achievement refers to both the absolute levels of learning attainment and growth in student learning that schools strive to support.</p> <p>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.</p>	<p>To improve student outcomes in Foundation to Year 2 in Number and Writing across all year levels.</p>	<ul style="list-style-type: none"> By 2018 90% of students in Year 3 will achieve bands 3, 4 or 5 in their NAPLAN Numeracy results. Current percentage 67%= 2014 By 2018 Year 3 and Year 5 students will be assessed as achieving in the top three bands. Year 3 currently= 30% Year 5 currently= 40% By 2018 Writing NAPLAN data will show: <ul style="list-style-type: none"> A minimum of 25% of students achieving a high relative growth Current percentage= 7% 	<p>Build and embed exemplary teacher practice by:</p> <ul style="list-style-type: none"> Developing the capacity of teachers to effectively use assessment information to monitor student learning and to inform and teaching practice. Developing the capacity of teachers to provide effective student feedback.

		<ul style="list-style-type: none"> – A maximum of 15% of students achieving a low learning growth <p>Current percentage= 40%</p>	
<p>Engagement</p> <p>Engagement refers to the extent to which students feel connected to and engaged in their learning and with the broader school community.</p> <p>Engagement spans students' motivation to learn, as well as their active involvement in learning.</p> <p>Engagement also refers to students engagement as they make critical transitions through school and beyond into further education and work.</p>	<p>To improve student learning confidence</p> <p>To improve the learning experiences</p>	<p>By 2018 the mean factor score for the Teaching and Learning variable in the Attitudes to School student survey will be at least 4.7</p> <p>By 2018 the mean factor score for the learning confidence variable will be at least 4.5 – a growth of .5</p> <p>By 2018 the mean factor score for the stimulating learning variable will be at least 4.5 – a growth of .7</p>	<p>Develop and sustain a culture of collective responsibility for the outcomes of all students.</p>
<p>Wellbeing</p> <p>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</p>	<p>Wellbeing</p> <p>To improve the connectedness of students to their peers, the school and the wider community.</p>	<p>By 2018 the mean factor score for Student Relationships will be at least 5.5 (2014 - 4.18) and for Wellbeing at least 6.5. (2014- 6.0)</p>	<p>Build and sustain a school culture based on mutual trust, respect and whole school responsibility.</p>

<p>sustaining students' positive learning experiences.</p>		<p>(Attitude to School student survey). By 2018 the mean for the School Climate module in the staff survey will increase from 311(2014) to 550</p>	
<p>Productivity</p> <p>Productivity refers to the effective allocation and use of resources, supported by evidence and adapted to the unique contexts of each school.</p> <p>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.</p>	<p>Productivity</p> <p>Align resources to ensure the 2014 - 2018 strategic plan can be delivered and sustained.</p>	<p>By 2018 the mean for the Professional Learning module in the staff survey will increase from 336 (2014) to 560</p>	<p>Develop and implement a strategic approach to the allocation of resources with particular attention to professional learning.</p>

School Strategic Plan 2014- 2017: Indicative Planner

Key Improvement Strategies		Actions	Achievement Milestone
<p>Achievement</p> <p>Build and embed exemplary teacher practice by:</p> <ul style="list-style-type: none"> – Developing the capacity of teachers to effectively use assessment information to monitor student learning and to inform and teaching practice. – Developing the capacity of teachers to provide effective student feedback. 	Year 1	<ul style="list-style-type: none"> ▪ In Term 1 audit current practices regarding the use of student assessment information with an initial focus on Writing and Number. ▪ Action the aligning of Number and Writing moderation tasks with the assessment schedule. ▪ Build the accuracy of teacher judgements by triangulating data initially in Writing and Number. ▪ Conduct PD in PLTS on the implementation of the assessment tools. ▪ Implement the new assessment schedule and ensure the information is used to inform teaching and learning. ▪ Develop modules for the Staff Induction program to ensure new members of staff are cognizant with school requirements 	<ul style="list-style-type: none"> ▪ Audit completed by the end of Term 1 ▪ The alignment of moderation tasks for Writing and Number will be completed term 4 ▪ Teacher judgements will align with other assessment data. ▪ Teachers will have a clear understanding of the assessment tools. ▪ The assessment schedule will be fully and consistently implemented and used to inform planning and teaching by end term 1. ▪ Teachers will demonstrate greater differentiation of learning, as evidenced in planning and instructional walks.

	Year 2	<ul style="list-style-type: none"> ▪ Further develop the Staff Induction program. ▪ Provide professional learning regarding the effective use of student feedback. 	<ul style="list-style-type: none"> ▪ Teachers and support staff will provide effective feedback to students.
	Year 3	<ul style="list-style-type: none"> ▪ Provide students with explicit teaching on giving and receiving feedback. 	<ul style="list-style-type: none"> ▪ Students will give and receive feedback from each other.
	Year 4	<ul style="list-style-type: none"> • Review progress using staff opinion data and student opinion data • Review assessment schedule and tools to ensure their currency and validity • Review AUSVELS achievement data monitoring four year growth 	<ul style="list-style-type: none"> • Data mapping
Engagement	Year 1	<ul style="list-style-type: none"> ▪ Provide professional learning to ensure members of staff have an understanding of learning confidence and how to develop learning confidence in students. 	<ul style="list-style-type: none"> ▪ Teachers will be incorporating teaching and learning strategies aimed at developing learning confidence.

Develop and sustain a culture of collective responsibility for the outcomes of all students.		<ul style="list-style-type: none"> ▪ Review lesson structures to enable the implementation of reflective practices. ▪ Provide environments in all classrooms which encourage discussions about learning confidence. ▪ Ensure all students are involved in establishing their own learning goals on a regular basis. ▪ In section meetings and PLTs discuss the concept of collective responsibility and how that is demonstrated. 	<ul style="list-style-type: none"> ▪ All students will have developed their own learning goals and will reflect on the achievement of their goals.
	Year 2	<ul style="list-style-type: none"> ▪ Continue to provide professional learning to all members of staff in a variety of ways on engaging students in their learning. 	<ul style="list-style-type: none"> ▪ The Learning Confidence variable in the student survey will show improvement. ▪ The components of the School Climate module will show improvement.
	Year 3	<ul style="list-style-type: none"> • Evaluate the impact of learning intentions, success criteria and learning goals 	<ul style="list-style-type: none"> ▪ The Learning Confidence variable in the student survey will show improvement.

			The components of the School Climate module will show improvement.
	Year 4	<ul style="list-style-type: none"> ● Review staff understandings and skills 	<ul style="list-style-type: none"> ▪ The Learning Confidence variable in the student survey will show improvement. <p>The components of the School Climate module will show improvement.</p> <p>Map the four year data set</p>
<p>Wellbeing</p> <p>Build and sustain a school culture based on mutual trust, respect and whole school responsibility.</p>	Year 1	<ul style="list-style-type: none"> ▪ In Term 1 research the School Wide Positive Behaviour Support Program. (SWPBS framework). ▪ Introduce the School Wide Positive Behaviour support framework across the school. – Semester 2 if appropriate. ▪ Audit current practices for staff, student and parent/carer participation in decision making and communication processes. 	<ul style="list-style-type: none"> ▪ The research of SWPBS will have been completed and students, members of staff, parents and carers will have been consulted and participated in the decisions to either accept or reject the framework. ▪ If adopted as a whole school approach, members of staff will have completed the online training program. ▪ The components of the School Climate module will show improvement.

		<ul style="list-style-type: none"> ▪ Design multiple processes that provide transparent meaningful opportunities for decision making and communication. 	
	Year 2	<ul style="list-style-type: none"> • Induct and train new staff in the SWPBF • Research communication strategies that will actively engage the multicultural community 	<ul style="list-style-type: none"> ▪ The components of the School Climate module will show improvement. ▪ Academic research completed ▪ Communication protocols established and implemented
	Year 3	<ul style="list-style-type: none"> ▪ Induct and train new staff in the SWPBF ▪ Conduct family forums 	<ul style="list-style-type: none"> ▪ The components of the School Climate module will show improvement. ▪ Communication protocols fully implemented
	Year 4	<ul style="list-style-type: none"> • Induct and train new staff in the SWPBF • Map data such as behaviour reports and suspensions to review impact of SWPBF 	<ul style="list-style-type: none"> ▪ The components of the School Climate module will show improvement.

<p>Productivity</p> <p>Develop and implement a strategic approach to the allocation of resources with particular attention to professional learning.</p>	Year 1	<ul style="list-style-type: none"> ▪ In consultation with members of staff develop and implement a strategic professional learning plan. ▪ Provide members of staff with a clear understanding of the facets of professional learning and how it is linked to the school's vision for the future and the SSP. ▪ Ensure the Performance and Development process is aligned with the school's vision for the future the new strategic plan. 	<ul style="list-style-type: none"> ▪ A Professional Learning plan will have been developed. ▪ All members of staff will have a Performance and Development and have a clear understanding of their role in achieving the school's goals.
	Year 2	<ul style="list-style-type: none"> ▪ Provide regular opportunities for members of staff to give and receive feedback from school leaders and from each other. 	<ul style="list-style-type: none"> ▪ The components of the Professional Learning module will show improvement.
	Year 3	<ul style="list-style-type: none"> • Conduct teacher and ES forums to review professional learning 	<ul style="list-style-type: none"> ▪ The components of the Professional Learning module will show improvement.

	Year 4	<ul style="list-style-type: none">• Review impact of individual and school professional learning plans	<ul style="list-style-type: none">▪ The components of the Professional Learning module will show improvement.