

School Strategic Plan 2023-2027

Deanside Primary School (5578)



Deanside
Primary School

Awaiting for review by School Principal
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

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School vision	<p>Our Vision Students at Deanside Primary School will become creative and critical thinkers, empowered to positively impact both their school and their community.</p> <p>Our Mission Deanside Primary School's mission is to ensure students are supported to achieve their personal best academically, socially and emotionally. Students are encouraged to become courteous, self-managing, resilient and independent young people who have a sense of social responsibility and who are effectively prepared for life in an ever-changing world.</p>
School values	<p>School Values - EXCELLENCE, RESPECT, RESPONSIBILITY AND CARE</p> <p>To strive for EXCELLENCE We recognise we are all members of the school community who are encouraged to be confident, positive, persistent and resilient, as well as continually drive to achieve our personal best as we embrace new learning. We are 'self-disciplined' and take pride in ourselves and school. We are always ambitious, persistent and maintain a 'growth mindset' when challenged.</p> <p>To RESPECT We will respect ourselves, each other and the environment around us. We will treat everyone with tolerance, acceptance and understanding. We appreciate diversity and the worth in others. We ensure our words and body language is positive and respectful. We pride ourselves by using our manners and showing courtesy to other students, staff and visitors to our school.</p> <p>To show RESPONSIBILITY We take ownership and are accountable for our actions. We understand that our attitudes and behaviours have an impact on the people around us. We take care of our own and other people's property. We will be organised, ready and prepared for the school day and complete any tasks or duties that have been assigned for completion.</p>

	<p>To CARE We will be polite, friendly, empathetic, inclusive and show genuine kindness. We give our time and resources to help people in need and accepting different opinions, cultures, religions and languages. We aim to be consistently honest, trustworthy and display a strong sense of fairness. We are a community of students, staff and families supporting the hopes and educational aspirations of all.</p>
<p>Context challenges</p>	<p>Equity As a new school in 2022 we were recognised as having an SFO of 0.2431 based on our February census enrolment of 63 students. As a result, we received base equity money of \$2,468 credit and \$2,468 cash (2022 & 2023). Enrolments continue to grow and equity funding does not truly reflect the needs of the school. Our school is committed to making technology accessible to all of our students, and we are committed to using this funding to purchase iPads for all children.</p> <p>Aboriginal and Torres Strait Islander students and implementation of the Marrung Aboriginal Education Plan There were many programs embed in 2022 and we introduced some elements of the Marrung Abooriginal Education Plan. Enrolled students identifying as aboriginal are catered for via their individual needs within the planning structures of the school. CUST training was completed in 2023. We have worked hard to develop a positive climate for learning and development for all of our students. By starting every classroom, every day with an acknowledgement of country, flying the Australian/Aboriginal/Torres Strait Islander flags, assembly/special occasion welcome and foyer plaque. All of our aboriginal students have a clearly defined Individual Education Plans. Student Support Group Meetings also support these plans, and are attended by parents, teacher, assistant principal and nominated KESO. We received \$3,400 funding in 2022, this was used to support our classroom teachers by releasing them to research and write Individual Education Plans as well as attend SSG meetings. Educational Resources were purchased to support both students' social and emotional wellbeing. These resources and tools were used directly in the classroom by the students to assist them in their SEW goals.</p> <p>Students with disability and additional needs In 2022 we did not have any students on the Program for Students with Disabilities, but identified a number of children who required support. In 2023 we have six students receiving funding, with numerous other students identified as requiring support and working towards funding eligibility. We have been able to employ teacher aides to support learning in the classrooms. School has a full hearing augmentation system, which will also support the introduction of LOTE -AUSLAN program in 2024. 2022 saw us receive \$4479 credit and \$7901 in 2023, this funding has been used to buy resources for classrooms such as 'fiddle toys' weighted blankets, tents, and appropriate furniture item.</p> <p>Students with English as an Additional Language (EAL) As a new school we did not receive any EAL funding despite approx. 70% of enrolment being EAL in 2022. In 2023 we have 9 students Level 1, 24 students Level 2 and 9 students Level 3 (this has based on 2022 Feb census enrolments of 63 students) providing an indicative credit of \$33,991 and cash \$658. Due to the steady rise in enrolments, funding and data does not reflect the</p>

	<p>true EAL enrolment in the school. We are planning on using this to support staff EAL knowledge and improved resourcing. As we grow as a school, resourcing and targeted Professional Learning and supports will be required for classrooms with EAL.</p> <p>Victorian Professional Learning Communities (PLC) initiative Whilst we have not had formal PLC training as Staff at Deanside, we have recruited staff with various levels of knowledge on what a Professional Learning Community is and what is required. Whilst we do not use the term PLC yet, we are using various elements of the Professional Learning Community within our meeting cycle to ease in to the cycle to ensure we place ourselves in a good position to implement it with fidelity in the future. We do have Professional Learning sessions on a weekly basis that focus on key learning areas and identified needs of curriculum development and planning. We hold weekly 'Evidence of Learning' meetings that see our teachers immersed in data driven conversations and planning. Our teachers design student learning using the FISO improvement cycle to guide discussions and planning around student data, current research and the cycle of implement and monitor to track student learning. This process is supported with clear consistent documentation, and was developed by staff to ensure that it was successful and implemented with fidelity across the school. Now that we have cohorts with 'teams' the work of PLCs will increase in 2024.</p>
Intent, rationale and focus	<p>As a new school we have been able to achieve great results with FISO2.0. Whilst we have made some progress with whole school improvement, we will continue to target various aspects of FISO2.0 to ensure we maintain our focus on growth and improved student outcomes; whilst striving to meet goals set through our Strategic Plan.</p>



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Goal 1	Maximise learning growth for all students.
Target 1.1	NAPLAN targets to be confirmed.
Target 1.2	By 2027 increase the percentage of students achieving Teacher Judgement—at or above age expected level for: <ul style="list-style-type: none">• Reading and viewing from 85% (2022) to 89%• Writing to increase from 84% (2022) to 88%• Number and algebra from 86% (2022) to 90%
Target 1.3	By 2027 increase the percentage of positive endorsement in the School Staff Survey (SSS) for: <ul style="list-style-type: none">• Academic emphasis from 77% (2022) to 81%• Collective efficacy from 89% (2022) to 91%• Instructional leadership from 89% (2022) to 91%• Use of student feedback to inform teaching practice from 83% (2022) to 85%
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Refine whole school assessment practices that ensures differentiated learning for all students.

<p>Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Enhance teacher practice through the implementation of PLCs.</p>
<p>Key Improvement Strategy 1.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Develop and embed a whole school approach to embed student voice and learner agency.</p>
<p>Goal 2</p>	<p>Improve the wellbeing of all students.</p>
<p>Target 2.1</p>	<p>By 2027 increase the percentage of positive endorsement in the student Attitude to School Survey (AtoSS) for:</p> <ul style="list-style-type: none"> • Sense of confidence from 90% (2022) to 93% • Perseverance from 90% (2022) to 93% • Student voice and agency from 92% (2022) to 94%
<p>Target 2.2</p>	<p>By 2027 decrease the percentage of students with 20 or more days absence from 40% (2022) to 36%.</p>
<p>Target 2.3</p>	<p>By 2027 increase the percentage of positive endorsement in the School Staff Survey (SSS) for Parent and community involvement from 91% (2022) to 93%.</p>
<p>Target 2.4</p>	<p>By 2027 increase the percentage of positive endorsement in the Parent Opinion Survey (POS) for:</p>

	<ul style="list-style-type: none"> • Parent participation and involvement from 79% (2022) to 85% • Teacher communication from 76% (2022) to 85% • School support (communication) from 85% (2022) to 90%
<p>Key Improvement Strategy 2.a 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</p>	<p>Develop and embed a multi-tiered structure of support for student wellbeing and positive behaviour for learning.</p>
<p>Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Enhance family and community partnerships to enrich student outcomes.</p>