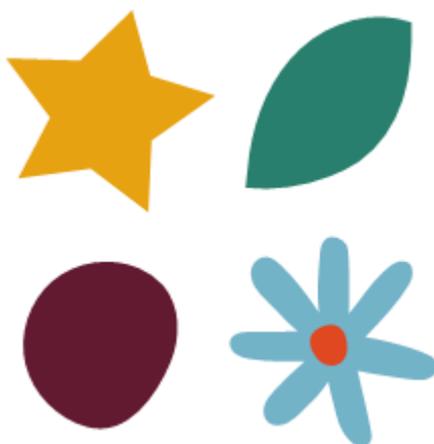


School Strategic Plan 2021-2025

Davis Creek Primary School (5505)



Submitted for review by Philip Fox (School Principal) on 28 February, 2022 at 10:34 AM

Endorsed by Brent Richards (Senior Education Improvement Leader) on 28 February, 2022 at 10:58 AM

Awaiting endorsement by School Council President

School Strategic Plan - 2021-2025

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School vision	<p>Mission Davis Creek Primary School's mission is to develop and support a successful and inclusive environment where all students actively participate in and assume ownership of their learning. Together we create a rigorous instructional program, which promotes globally minded, creative, curious, confident, and reflective lifelong leaders and learners.</p> <p>Vision Davis Creek Primary School's vision is to nurture a creative and collaborative learning environment where teachers and students can;</p> <ul style="list-style-type: none">- achieve beyond their goals and provide excellence in teaching and learning in a safe and supportive education environment- flourish as caring individuals who display compassion and build positive relationships- embrace challenges and take principled action, both locally and globally developing international mindedness- be engage, empowered and energised learners and leaders who demonstrate a high level of agency- develop positive and genuine partnerships with the community.
School values	<p>Davis Creek Primary School's values are based on the acronym of C.A.R.E. (Curious, Agency, Respect and Excellence)</p> <ul style="list-style-type: none">- We are curious learners and develop the skills to question and wonder to pursue learning that has real-world relevance and impact.- We demonstrate agency through developing life-long skills so that we are autonomous, resilient and motivated learners. We apply our learning in different contexts so that we can master skills to support us to be effective learners.- We demonstrate respect for ourselves, each other and our school environment, and understand that our attitudes and behaviours have an impact on people and the environment around us.- We strive for excellence, which means taking risks as learners and learning from our mistakes, putting in our best effort and striving to achieve beyond our goals.
Context challenges	<p>The key challenges at Davis Creek Primary School are:</p> <ul style="list-style-type: none">- The implementation of the PLC initiative has had an emphasis on the structure of the PLC rather than the work of the PLC. The school needs to build a clear vision of the work of the PLC and empowers our leaders to make decisions around what this looks like in the short and long term. This includes embedding with purpose planning for low and high ability students to support greater differentiation, improving validity of teacher assessments and reducing variability between classrooms. At the PLC there also needs to be a discussion of the next steps of learning for children.

	<ul style="list-style-type: none"> - The growth of school has been rapid in the first three years of operation. We need to ensure we have processes and procedures in place to support and sustain the positive culture and delivering the positive climate for learning, including high expectations for learning and behaviour. This includes developing the capacity of our middle leadership and new staff and student induction processes. Also at Davis Creek P.S we strive to implement consistent and predictable routines. With new staff and studnets joining us it is supporting them to understand these processes as well. We strive to ensure we have a safe and orderly environment. - Ensuring the families of the school are feeling connected and have a strong sense of belonging to our school. - We have a high percentage of EAL learners and supporting staff with professional learning so we can support our students to achieve to high levels. - Response to Intervention approach to learning: Identifying tier 3 students and ensuring we have the resources to support students with closing the gap for learning.
<p>Intent, rationale and focus</p>	<p>What is your school trying to achieve?</p> <p>By the end of this strategic plan, the school aims to lower teacher variability through developing and implementing research based and developmentally appropriate school based guaranteed and viable curriculum, as well as delivering a clear professional learning plan that utilises adult learning principles. We aim to increased students' ownership and agency in their learning through making the learning visible, linked to our G&V and targeted to their Zone of Proximal development, through increased our (teachers') proficiency in design and interpretaion of assessment. We aim to further address our instructional practice through developing and implementing rigorous Professional Learning Communities that are lead by our middle leaders, who's leadership capacity is developed through targeted professional learning, including mentoring from our Executive team.</p> <p>By 2025 the school will be an accredited International Baccaluraete School implementing the Primary Years Program. This curriculum framework will support us to ensure we are providing our students with learning opportunities to develop the whole child with an emphasis on skills, knowledge and understandings that will support children to be metacognitive learners.</p> <p>We are also aiming to achieve collaborative teams where teachers are resilient and have a high level of agency. We want to grow the collective efficacy of teachers and empower them to have agency and ownership over their professional learning through active participating in their PLCs. We would like the PLCs to drive the development of tecahers and support the positive climate for learning that currently exists.</p> <p>Wellbeing at Davis Creek has been prioritised since we opened in 2020. We have committed to implementing the Berry Street Education Model and will have completed the four days of training for all staff. We will have a sustainable plan to ensure all staff are trained and in every classroom for every child and teacher we implement the Berry Street practices with consistency and fidelity. Happy, healthy and resilient students and teachers is our key goal. Our goal is to have classrooms where students are self-regulated, engaged and motivated ot learn and model growth mindsets.</p> <p>The school is in the growth area of Tarneit and to support to maintain the positive learning culture and great start the school has had,</p>

we will:

1. Refine New Student and staff induction processes to support all new members of our community to have a smooth transition.
2. Build the leadership capacity of our middle leaders to support them to lead.
3. Continue to build strategies to support teacher growth and change.

Why is it important?

This is important as there is a direct link to our school's mission, of delivering rigorous learning programs that empower students and foster agency of students and teachers alike. We are addressing the challenges of variability across classes,

Building student voice, choice and agency through implementing the P.Y.P will support our learners to be motivated, engaged and energised. Our goal is to achieve a engaging curriculum that is connected to children learning core skills of literacy and numeracy and provides an authentic context for children to practise essential, knowledge and skills in an authentic real life context. This will support us achieving our mission and vision. Implementing the P.Y.P will also support our students to have opportunities to take principled action and learn and apply life-long learning skills.

What are we prioritising?

In our first year of our strategic plan we will begin working with educational consultant Deb Sukarna who will lead us on the journey with implementing the Writer's Workshop. This will be a three year collaboration with Deb Sukarna. During 2022 we will have a minor focus on the principles of teaching mathematics. All staff will complete the first two days of training for Berry Street Education Model. We will also require a plan to support new staff to complete previous two days that were covered in 2020 and 2021. This will need to be a continued focus for the coming years as new staff join our school.

Regular rapid action plans will be created to support the change process and the Noster model of change will be followed to track, monitor and evaluate the change process over the next four years.

In 2022 all PLC leaders and Executive leadership will take part in Balanced Leadership training with Muffy Hand. This will support the development of common understandings around how we lead and what mindsets as leaders we need to develop.

The school will implement regular self-evaluation strategies to ensure we are referencing our SSP and current AIP. This will be vital to ensure what we are focusing on is purposeful and needed to support raising student outcomes in both areas of learning and wellbeing.

In 2023 Writing, Mathematics and Wellbeing will be our continued focus with checkins with our reading practices.

For 2024 and 2025 we will conduct a mini-review prior to development of the AIP for 2024 to determine key school focuses for improvement.

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Goal 1	To improve student learning outcomes in literacy and numeracy.
Target 1.1	<p>Increase the percentage of Year 3 students in the NAPLAN top two bands:</p> <ul style="list-style-type: none">• Reading from 48% (2021) to 60% (2025)• Writing from 52% (2021) to 60% (2025)• Numeracy from 30% (2021) to 50% (2025) <p>Increase the percentage of Year 5 students in the NAPLAN top two bands:</p> <ul style="list-style-type: none">• Reading from 32% (2021) to 50% (2025)• Writing from 12% (2021) to 25% (2025)• Numeracy from 29% (2021) to 50% (2025) <p>Increase the percentage of Year 5 students achieving above level benchmark growth on NAPLAN:</p> <ul style="list-style-type: none">• Reading from 33% (2021) to 50% (2025)• Writing from 10% (2021) to 30% (2025)• Numeracy from 20% (2021) to 40% (2025)
Target 1.2	Increase the percentage of Prep–Year 6 students at or above the expected level in Semester 2 Teacher Judgements:

	<ul style="list-style-type: none"> • Reading from 82% (2020) to 90% (2025) • Writing from 67% (2020) to 75% (2025) • Numeracy from 83% (2020) to 90% (2025)
Target 1.3	<p>Increase SSS positive percentage endorsement for:</p> <ul style="list-style-type: none"> • Academic emphasis from 80% (2020) to 90% (2025) • Collective efficacy from 86% (2020) to 95% (2025) • Guaranteed and viable curriculum from 80% (2020) to 95% (2025) • Teacher collaboration from 65% (2020) to 85% (2025) • Instructional leadership from 75% (2020) to 90% (2025)
Target 1.4	<p>Increase Years 4–6 AToSS positive percentage endorsement for:</p> <ul style="list-style-type: none"> • Differentiated learning challenge from 82% (2021) to 89% (2025) • Stimulated learning from 79% (2021) to 82% (2025) • Motivation and interest 82% (2021) to 85% (2025) • Effort from 80% (2021) to 83% (2025)
Key Improvement Strategy 1.a Instructional and shared leadership	Further develop structures and capabilities to enable shared and instructional leadership.
Key Improvement Strategy 1.b Curriculum planning and assessment	Implement a guaranteed and viable curriculum with high fidelity.

Key Improvement Strategy 1.c Evidence-based high-impact teaching strategies	Define and embed evidenced-based instructional practices across all classrooms.
Key Improvement Strategy 1.d Curriculum planning and assessment	Enhance teacher capacity to use data and assessment to teach to the point of need of all learners.
Key Improvement Strategy 1.e Evaluating impact on learning	Implement PLCs to a high standard.
Goal 2	To improve student engagement and wellbeing.
Target 2.1	<p>Increase the percentage of students assessed at level in Personal and social capabilities of the Victorian Curriculum from xx% (2022) to xx% (2025)</p> <ul style="list-style-type: none"> • Benchmark data to be established in 2022 (as this is a new area of assessment for the school)
Target 2.2	<p>Increase the SSS positive percentage endorsement for:</p> <ul style="list-style-type: none"> • Use student feedback to improve practice 64% (2020) to 85% (2025) • Promote student ownership of learning goals from 82% (2020) to 92% (2025) • Support growth and learning of whole child from 55% (2020) to 75% (2025) • Plan differentiated learning activities from 55% (2020) to 95% (2025)
Target 2.3	<p>Increase Years 4–6 AToSS positive percentage endorsement for:</p> <ul style="list-style-type: none"> • Student voice and agency from 61% (2021) to 70% (2025) • Perseverance from 74% (2021) to 78% (2025)

	<ul style="list-style-type: none"> • Sense of confidence from 76% (2021) to 80% (2025) • Self-regulation and goal setting from 84% (2021) to 88% (2025)
Target 2.4	<p>Reduce percentage of student absence (Prep–Year 6):</p> <ul style="list-style-type: none"> • Greater than 20 days absence from 37% (2020) to 15% (2025) • Between 10–19.5 days absence from 30% (2020) to 15% (2025)
Key Improvement Strategy 2.a Intellectual engagement and self-awareness	Implement a social and emotional learning curriculum.
Key Improvement Strategy 2.b Empowering students and building school pride	Develop active and empowered learners.