**School Strategic Plan 2024-2028**

Devon Meadows Primary School (3924)



Submitted for review by Bec Wrotny (School Principal) on 22 July, 2024 at 03:28 PM  
Endorsed by Deborah Harry (Senior Education Improvement Leader) on 25 November, 2024 at 10:33 AM  
Endorsed by Melaine Kelsall (School Council President) on 10 December, 2024 at 08:15 AM

**School Strategic Plan - 2024-2028**

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| School vision | Devon Meadows Primary School's purpose and vision is: 'To strive to support each child on their personal learning journey with a high expectation of individual success. Parents, teachers and students all work together to assist students to progress in their learning and achieving their best. We want students to work towards being independent learners who possess the skills to ask questions, solve problems and make decisions about their own education.'  We have a strong sense of Community at Devon Meadows which shows students feel connected to school and proud to be students at our school. Parents share this sense of belonging and are actively involved in many aspects of school life. Staff have worked extremely hard to establish orderly classroom environments with a focus on Learning and Wellbeing. Our staff work in collaborative Professional Learning Community (PLC) teams to analyse data around both Learning and Wellbeing to inform planning and teaching that endeavours to cater for all students' needs.   Devon Meadows has made significant changes to the English and Mathematics programs over the last few years with a focus on building teacher capabilities, knowledge and skillsets. There has also been a focus on student engagement with the development of a whole school Wellbeing and Engagement Scope and Sequence document.   We are currently in the process of moving to the Victorian Curriculum F-10 Version 2.0. |
| School values | Devon Meadows Primary School values are long standing and have been reviewed over time with staff, students and the community. They are based around our primary focus of Learning and Wellbeing.  The four values are: • Respect - for self, others and the environment • Teamwork - between students, teachers and parents/carers to ensure learning continues throughout a child’s time at DMPS • Commitment to Learning – all students are able to achieve a level of success in the development of key skills throughout their learning journey in the areas of English, Mathematics and Learning (Life) and Social Skills, no matter how difficult the task • Friendship – students value spending quality time with their friends both in the classroom and on school grounds  Our values are regularly and consistently shared and referred to within classrooms, at assemblies and across the school. |
| Context challenges | Devon Meadows Primary School is situated in an attractive rural setting, approximately 7km south-east from Cranbourne. The school opened in 1916 and celebrated its centenary in March 2016. In June 2024 enrolments stood at 293 students, with a steady growth of approximately 10 students per year over the last 4 years. This will look to increase again with the addition of a ninety capacity Kindergarten on School Site (KOSS) opening in 2025. This is expected to guarantee the upward trend in enrolments experienced of recent times. This will pose challenges around school facilities with significant aging infrastructure and the possible need for additional teaching spaces. The Student Family Occupation Index (SFO) is 0.5195 and our Student Family Occupation and Education Index (SFOE) is 0.4899. The number of indigenous students and Language background other than English has remained low.   The 2024 School Review identified a number of key challenges, including: \* Disruptions of COVID and the flow on impact on students and families \* Changing pedagogical approaches to English and Mathematics during the SSP was challenging for some staff members \* Ensuring the instructional model was consistently embedded across all levels \* Continuing to build high school expectations in both academia and student behaviour \* Late completion of PLC training with staff in 2023 \* Student absenteeism continues to be a challenge following COVID with a continued focus to remain on promoting parent awareness of the importance of education. \* A high number of students with disabilities or additional needs - approximately 33% of students in 2023 would be eligible for disability inclusion funding |
| Intent, rationale and focus | Our intent for the four year Strategic Plan is: - To improve student learning growth in English and Mathematics - To improve student engagement and Wellbeing  The rationale behind our intent is based on panel discussions and evidence presented throughout the review process. Although one of the school's highlights was in the area of developing teacher knowledge and capacity in English and Mathematics and it was noted the school's teacher judgement data for Semester 2, 2023 was above schools in the Network, it was determined that English and Mathematics should remain a focus. Due to the changes in NAPLAN data some targets in this area were no longer relevant. In regards to student engagement, the panel discussed the goal from the previous review was partially met. There was much to celebrate in this area around the work done to ensure students were happy and resilient at school. It was decided after listening to conversations and reflections from staff and students through the Fieldwork activities, the focus should remain on student engagement with a revised agenda.  The focus for the School Strategic Plan goals will be: Goal 1 -Strengthen teacher capacity to analyse and use learning assessments data to inform differentiated learning - Further consolidate whole school collaborative approaches to curriculum planning and instructional approaches - Embed the Professional Learning Communities (PLC) initiative across the school Goal 2 - Embed a whole school approach to improving attendance rates - Activate student voice, agency and leadership to strengthen student participation and engagement in learning  The work in these areas will be driven by the School Improvement Team (SIT) and action planned out over the four years. We look to embed our existing practices, processes and programs with a renewed focus on the outlined goals to improve our results. We will utilise our Learning Specialist and Priority Team Leaders to drive the work in these areas. |

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| Goal 1 | Improve student learning growth in English and Mathematics |
| Target 1.1 | By 2028, increase the percentage of Year 5 students in the NAPLAN ‘Exceeding and Strong’ proficiency levels in:   * Writing from 62% (2023) to 66% * Numeracy from 49% (2023) to 53% |
| Target 1.2 | By 2028, increase the percentage of Year 1-6 students achieving above expected growth against the Victorian Curriculum in:   * Reading and viewing from 14% to 18% * Writing from 14% to 18%   Note: benchmark based on a 3-year average: Semester 2, 2021 to Semester 2, 2023 |
| Target 1.3 | By 2028, reduce the percentage of Year 1-6 students achieving below expected growth against the Victorian Curriculum in:   * Writing from 25% to 21%   Note: benchmark based on a 3-year average: Semester 2, 2021 to Semester 2, 2023 |
| Target 1.4 | By 2028, the percentage of Year 1-6 students achieving at and above expected growth against the Victorian Curriculum in:   * Number and algebra to be maintained at or above 80%   Note: benchmark based on Semester 2 2022 to Semester 2 2023 |
| Target 1.5 | By 2028, the percentage of staff responding positively to the School Staff Survey (SSS) will increase in the following factors:   * Understand formative assessment from 67% (2023) to 71% * Understand how to analyse data from 78% (2023) to 82% * Discuss problems of practice from 78% (2023) to 82% |
| Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Strengthen teacher capacity to analyse and use learning assessment data to inform differentiated learning. |
| Key Improvement Strategy 1.a Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities |
| Key Improvement Strategy 1.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 | Further consolidate whole school collaborative approaches to curriculum planning and instructional approaches. |
| Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs |
| 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 | Embed the Professional Learning Communities (PLC) initiative across the school. |
| Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs |
| Goal 2 | Improve student engagement and wellbeing. |
| Target 2.1 | By 2028, the percentage of staff responding positively to the School Staff Survey (SSS) will increase in the following ‘School climate’ factor survey items:   * Academic emphasis from 69% (2023) to 75% * Trust in students and parents from 69% (2023) to 75% * Students in this school seek extra work so they can improve their results’from 35% (2023) to 50% |
| Target 2.2 | By 2028, the percentage of parents responding positively to the Parent, Caregiver and Guardian Opinion Survey (PCGOS) will increase in the following factor:   * High expectations of success from 78% (2023) to 84% |
| Target 2.3 | By 2028, decrease the percentage of Year F to 6 students with 20 or more days absence from 43% (2023) to 38%. |
| Key Improvement Strategy 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Strengthen teacher capacity to analyse and use wellbeing data to inform differentiated learning and reasonable adjustments. |
| Key Improvement Strategy 2.a Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities |
| Key Improvement Strategy 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion | Embed a whole-school approach to improving attendance rates. |
| Key Improvement Strategy 2.c Activation of student voice and agency, including in leadership and learning, to strengthen students’ participation and engagement in school | Activate student voice, agency and leadership to strengthen student participation and engagement in learning. |