

# School Strategic Plan 2020-2024

Devon Meadows Primary School (3924)



Submitted for review by Brendan McDonough (School Principal) on 07 May, 2020 at 10:39 AM  
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# School Strategic Plan - 2020-2024

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<b>School vision</b>	<p>At Devon Meadows Primary School we provide a culture where the pursuit of individual learning is viewed as an on-going partnership in which all members of the school community are involved. Our parents are very supportive and actively involved in many facets of school life. Student learning and wellbeing are the primary focus and emphasis is placed on on-going learning for staff, parents and the school community in an educational partnership. A safe, caring and challenging environment coupled with a positive attitude and growth mindset for all, are key components of our school culture. Staff work in collaborative teams to plan and use multiple forms of assessment data, endeavouring to individualise instruction to personalised learning for each student. We follow the Victorian Curriculum F-10 and have developed our own assessment schedule and agreed practices as part of our newly created Instructional Model. We have a clear statement of values and philosophy, school policies and processes that guide and ensure effective administration and operation of the school.</p> <p>At DMPS the vision is for every student to:</p> <ul style="list-style-type: none"><li>• be provided with a nurturing environment where they value diversity, display empathy and are empowered to be confident and respectful of themselves.</li><li>• actively participate in a guaranteed curriculum and be able to manage and monitor their own learning to further support their social, emotional and academic growth.</li></ul>
<b>School values</b>	<p>The values of Devon Meadows Primary School are based on what is of primary importance; student achievement and wellbeing. Our values are:</p> <ul style="list-style-type: none"><li>• Respect for self, others and the environment.</li><li>• Teamwork between students, teachers and parents to ensure learning continues throughout a child's time at DMPS.</li><li>• Commitment to Learning – All children are able to achieve a level of success in the development of key skills throughout their learning journey in the areas of literacy, numeracy, learning (life) and social skills no matter how difficult the task.</li><li>• Friendship – students, teachers and parents work together to build lasting and shared friendships.</li></ul>
<b>Context challenges</b>	<p>Devon Meadows Primary School is situated in an attractive rural setting, approximately 7km south-east from Cranbourne. The school opened in 1916. Enrolments at the time of review were 250 students, an increase of approximately 40 from the last strategic plan. However, these increasing student numbers are unlikely to continue as a new primary school less than 3km away opened in 2020. This coupled with the closure of the Botanic Ridge Interim Kindergarten which was located in the south east corner of the school grounds will most likely see a decline in student numbers over the foreseeable future. This will pose challenges around staffing and school programs. 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.</p>

	<p>The 2020 School Review has identified a number of key challenges:</p> <ul style="list-style-type: none"> <li>• Consistency in the application of the Instructional Model are evident in some forms but there is variation in the degree of their implementation across the school.</li> <li>• Students could generally articulate what they were learning but struggled to explain why they were learning it or 'what comes next'. As a result the students do not consistently have the necessary understanding and tools to monitor and manage their own learning.</li> <li>• Teachers needed professional development in the knowledge and skills necessary to guide students towards greater confidence and independence in making sound, informed choices regarding their learning.</li> <li>• Learning intentions, which generally applied to the entire class, were often confused for learning goals indicating a lack of differentiation.</li> <li>• Some differentiation was evident but not found to be consistent in planning documents across all levels, particularly in Reading and Writing.</li> <li>• A lack of challenge and rigour built into tasks to ensure the more able students were extended and that other students were sufficiently stretched. Deep learning challenges were not always evident in the planning nor in the classroom practices.</li> <li>• Developing data literacy and whole-school consistency in the language of learning and using assessment data more efficiently in order to better target student's individual learning needs.</li> <li>• Developing consistency with teacher judgements, both between different areas of the school and in comparison to NAPLAN.</li> <li>• Small student cohorts can result in large shifts in results year to year.</li> <li>• Student absence remains a challenge despite many efforts to improve it.</li> </ul>
<p><b>Intent, rationale and focus</b></p>	<p>Intent</p> <ul style="list-style-type: none"> <li>• To improve Literacy outcomes for all students</li> <li>• To improve Numeracy outcomes for all students</li> <li>• To engage, enable and empower students as learners</li> </ul> <p>Rationale</p> <ul style="list-style-type: none"> <li>• School data showed fluctuations and some inconsistencies in Literacy outcomes and improved outcomes were not sustained over time</li> <li>• School NAPLAN data showed that in Numeracy, improved outcomes at Year 3 were not evident at Year 5.</li> <li>• Data and observations throughout the review showed that the school had commenced the development of student voice and agency in learning but needed further development to enable students to be able to monitor and manage their own learning.</li> </ul> <p>Focus</p> <p>In relation to the Frameworks for Improving Student Outcomes (FISO) Devon Meadows Primary School will be prioritising: Goal 1 - Excellence in Teaching and Learning, focusing on the Dimensions of:</p> <ul style="list-style-type: none"> <li>• Curriculum Planning and Assessment</li> </ul>

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|  | <ul style="list-style-type: none"><li>• Building Practice Excellence</li></ul> <p>Goal 2 - Excellence in Teaching and Learning, focusing on the Dimensions of:</p> <ul style="list-style-type: none"><li>• Curriculum Planning and Assessment</li><li>• Building Practice Excellence</li><li>• Empowering Students and Building School Pride</li></ul> <p>Goal 3 - Positive Climate For Learning:</p> <ul style="list-style-type: none"><li>• Empowering Students and Building School Pride</li><li>• Intellectual Engagement and Self Awareness</li></ul> |
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<b>Goal 1</b>	To improve literacy outcomes for all students
<b>Target 1.1</b>	<p>Using NAPLAN data-</p> <ul style="list-style-type: none"> <li>○ Increase the percentage of Year 5 students in the top two bands for Reading from 28 per cent (2017-19) to 35 per cent.</li> <li>○ Increase the percentage of Year 5 students in the top two bands for Writing from 7 per cent (2017-19) to 12 per cent.</li> <li>○ Increase the percentage of students ‘meeting to above’ benchmark growth for Year 5 Reading, from 83 per cent (2017-19) to 90 per cent</li> <li>○ Increase the percentage of students ‘meeting to above’ benchmark growth for Year 5 Writing, from 60 per cent (2017-19) to 80 per cent.</li> </ul>
<b>Target 1.2</b>	<p>Using school generated data-</p> <ul style="list-style-type: none"> <li>● All Foundation-6 students to achieve at least one Victorian Curriculum Level of learning growth in Reading each school year (as measured by teacher judgements and standardised testing).</li> </ul>
<b>Key Improvement Strategy 1.a</b> Curriculum planning and assessment	Embed the instructional models for Reading and Writing into whole-school practice.
<b>Key Improvement Strategy 1.b</b> Evaluating impact on learning	Build data literacy in Professional Learning Communities to inform point of need teaching.

<b>Key Improvement Strategy 1.c</b> Curriculum planning and assessment	Refine assessment practices to ensure accuracy and consistency of teacher judgements.
<b>Key Improvement Strategy 1.d</b> Building practice excellence	Use professional learning to ensure staff develop a deep knowledge and understanding of the Victorian Curriculum standards across Reading and Viewing and Writing.
<b>Goal 2</b>	To improve Numeracy outcomes for all students
<b>Target 2.1</b>	Using NAPLAN data- <ul style="list-style-type: none"> <li>• Increase the percentage of Year 5 top two bands for Numeracy from 15 per cent (2017-19) to 30 per cent.</li> <li>• Increase the ‘meeting or above’ benchmark growth for Year 5 Numeracy from 85 per cent (2017-19) to 90 per cent</li> </ul>
<b>Target 2.2</b>	Using school generated data- <ul style="list-style-type: none"> <li>• All students F- Year 6 to achieve 12 months growth in Number and Algebra each school year, as measured by teacher judgements and standardised testing.</li> </ul>
<b>Key Improvement Strategy 2.a</b> Curriculum planning and assessment	Embed the instructional model for Numeracy into whole-school practice.
<b>Key Improvement Strategy 2.b</b> Building practice excellence	Use professional learning to build the knowledge and capacity of PLCs to effectively deliver Numeracy education aligned to the Victorian curriculum.
<b>Key Improvement Strategy 2.c</b>	Build the capacity of teachers and students to set challenging and personalised learning goals.

Evidence-based high-impact teaching strategies	
<b>Goal 3</b>	To engage, enable and empower students as learners
<b>Target 3.1</b>	Using the Student Attitudes to School survey (ATSS) data improve the positive responses for item - <ul style="list-style-type: none"> <li>• ‘Differentiated learning challenge’ from 83 per cent (2019) to 93 per cent.</li> <li>• ‘Stimulated learning’ from 83 per cent (2019) to 93 per cent</li> <li>• ‘Student voice and agency’ from 70 per cent to 90 per cent</li> </ul>
<b>Target 3.2</b>	Using the School Staff survey (SSS) maintain or improve the following factors – <ul style="list-style-type: none"> <li>• Academic emphasis – not less than 93 per cent positive endorsement.</li> <li>• Collective efficacy – not less than 95 per cent positive endorsement</li> </ul>
<b>Target 3.3</b>	Using the Parent Opinion survey (POS), improve the following factors – <ul style="list-style-type: none"> <li>• Confidence and resiliency – from 85 per cent (2019) to 95 per cent positive endorsement.</li> <li>• Student voice and agency – from 80 per cent (2019) to 90 per cent positive endorsement.</li> </ul>
<b>Key Improvement Strategy 3.a</b> Empowering students and building school pride	Develop staff knowledge and capacity to support students to manage and monitor their own learning.
<b>Key Improvement Strategy 3.b</b>	Develop students’ knowledge and capacity to manage and monitor their own learning.

Empowering students and building school pride	
<b>Key Improvement Strategy 3.c</b> Empowering students and building school pride	Introduce and embed metacognition strategies to enhance the capacity of students to consistently challenge themselves as learners.