

School Strategic Plan 2020-2024

Dunkeld Consolidated School (6215)



Dunkeld
CONSOLIDATED SCHOOL No. 6215
'Optima Semper'



Submitted for review by Dee-Anne Gerring (School Principal) on 29 May, 2020 at 09:38 AM

Endorsed by Joanna Day (Senior Education Improvement Leader) on 29 May, 2020 at 01:41 PM

Endorsed by Luke Balkin (School Council President) on 26 June, 2020 at 05:08 PM

School Strategic Plan - 2020-2024

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| School vision | <p>Dunkeld Consolidated School has a caring environment with an emphasis being placed on students reaching their full academic, physical, personal wellbeing and social potential. The School links with community to provide a depth of extracurricular activities and leadership opportunities for students and encourages outstanding performances in the areas of leadership, academic achievement, sport, performing arts, cultural and artistic achievement.</p> <p>Dunkeld Consolidated School aims to give students a solid foundation, with a strong emphasis on Literacy and Numeracy. The curriculum and instruction aims to assist children to develop their potential to the fullest in all aspects of their school life and be ready to progress in their future endeavours.</p> |
| School values | <p>The Dunkeld Consolidated School motto is “Our Best Always”. We acknowledge that a special relationship exists between the school and its community and that this is very important. Schooling is a shared responsibility and therefore we provide opportunities for parents and community members to participate in school activities.</p> <p>At Dunkeld Consolidated School, we commit ourselves to providing a safe and caring environment where children are able to achieve their personal best in all areas of the curriculum. We strive to be better at everything we do and we set genuinely challenging goals for ourselves, some of which require us to change our practices, learn new approaches to teaching and learning, and putting the safety of children at the very centre of everything we do.</p> <p>We value and encourage a culture of courageous learners who will take risks in the face of failure. We want children to be flexible and creative in their thinking. We want children to experience the sense of joy from succeeding when challenged with something difficult. We want them to have a purpose and sense of authenticity in what they do and become independent learners.</p> <p>At Dunkeld Consolidated School, we want children to develop their ability to empathise with others and to understand how they fit into a complex social setting. We recognise that we need to equip children to be able to handle the current issues in their lives as well as to prepare them for the future. The school plays a major role in the social and emotional health of each child.</p> <p>Our school follows a social and emotional education program called ‘Play is the Way’, which provides the foundation of our school values. The overriding objectives of ‘Play is the Way’ are:</p> <ul style="list-style-type: none">• To help the staff , students and parents of our school create a safe learning environment in which students learn to be independent, self-regulating, self-motivated learners in persistent pursuit of their personal best and able to get along with each other.• To help develop students of strong character and decency with social and emotional competencies to live and learn well. |

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| | <ul style="list-style-type: none"> To foster empathetic students, considerate of themselves, each other and the world in which they live with sound and good reasons for the things they say and do. <p>Five key concepts are regularly visited and reinforced through classroom activities and games:</p> <ul style="list-style-type: none"> Treat Others as You Would Like Them to Treat You - If someone is unlike you, seek to understand them. We value respect and tolerance. Be Brave. Participate to Progress - School is about stepping bravely into the unknown. The unknown is often uncomfortable. The braver you are the more you learn. We value courage and resilience. Pursue Your Personal Best No Matter Who You Work With - We do not come to school to be better than others. We come to school to better ourselves by being able to work with others. We value persistence and diligence. Have Reasons For the Things You Say and Do - If you do not know why you are doing something, then don't do it because it is most likely wrong. We value kindness and empathy. It Takes Great Strength To Be Sensible - We do the right thing because it is the best thing to do. We value honesty and self-control. |
| Context challenges | <p>Dunkeld Consolidated School is a P–6 school located in the shire of Southern Grampians. The school currently has 100 students. The SFO Index is 0.2368.</p> <p>The school has seen a decrease in enrolment numbers over the past two years with larger cohorts exiting and smaller cohorts beginning school. This downward trend is in line with other rural western district schools, however Dunkeld should see steady enrolments into the future. Students are drawn from a wide catchment area, with at least 50% being bussed in or driven to school. The school has well maintained buildings, excellent facilities and spacious grounds. ICT is valued throughout the school. The school has a 1-1 BYOD iPad Program from Year 3, which is subsidised by School Council. School banks of iPads service the Foundation to Year 2 classes.</p> <p>The school's challenges have been:</p> <ul style="list-style-type: none"> * Inconsistent practices and processes of teacher assessment of learning growth is a barrier to achieving consistent data across the school. * An agreed instructional model that focuses on the effective use of data has not effectively been implemented. * A lack of support and teacher collaboration around data diagnostic tools to assist them with assessment and development of the teaching practice to effectively deliver differentiation in the classroom, has been identified. * A lack of professional learning surrounding teacher collaboration and the use of data that impacts on teachers' ability to accurately assess student progress. * Student learning growth was not sufficiently supported by data to differentiate learning, with little collaboration or clarity of staff roles and responsibilities. * Under developed Student Voice and Agency protocols and opportunities. |

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| Intent, rationale and focus | <p>Dunkeld Consolidated School is moving toward a more cohesive environment, where staff are supported to work collaboratively and learn from one another to provide a united approach to teaching, learning and assessment practices. We will implement an agreed Instructional Model that encourages consistent practices and where students have ownership over their learning. By creating this environment, students and staff will feel empowered in their teaching and learning and continue to strive for personal growth.</p> <p>Dunkeld Consolidated School must create the conditions where students experience the sense of joy from succeeding in the face of doing something really difficult. We want them to have a purpose and sense of authenticity in what they do and we want them discover and embrace their individual differences and talent in an environment that is supportive, safe and happy. By the end of the Strategic Plan cycle students will be provided with opportunities to participate in decision making around their learning, wellbeing and engagement so that student voice and agency will be entrenched in the teaching and learning culture of the school.</p> <p>To achieve this we will be focusing on the following priorities and initiatives:</p> <p>Building Practice excellence -</p> <ul style="list-style-type: none"> * Introduce consistent Literacy and Numeracy programs across the school. * Develop an agreed whole school instructional model that is consistently implemented to ensure the individual learning needs of all students are met. <p>Curriculum Planning and Assessment -</p> <ul style="list-style-type: none"> * Develop teacher capacity to use multiple forms of assessment to moderate and differentiate student learning. * Develop a whole school approach to planning, collaboration and use of assessment. <p>Intellectual engagement and awareness -</p> <ul style="list-style-type: none"> * Embed student voice and agency in their learning. * Develop and implement opportunities for students to be reflective, questioning and self-monitoring learners. <p>Setting expectations and promoting inclusion -</p> <ul style="list-style-type: none"> * Develop and implement a whole school approach to student goal setting. |
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| Goal 1 | To improve the learning growth of every student in Literacy and Numeracy. |
| Target 1.1 | <p>By 2023, the percentage of Year 5 students assessed as meeting or above NAPLAN benchmark growth will increase:</p> <ul style="list-style-type: none">• Reading – from 75 percent in 2019 to 90 percent• Writing – from 87.5 percent in 2019 to 90 percent• Numeracy – from 93.8 percent in 2019 to 95 percent |
| Target 1.2 | <p>By 2023, the percentage of F-6 students assessed as above age expected level on the Victorian Curriculum Levels F-10 will increase:</p> <ul style="list-style-type: none">• Reading and Viewing – from 38 percent in 2019 to 60 percent• Writing – from 23 percent in 2019 to 50 percent• Number and Algebra – from 34 percent in 2019 to 60 percent |
| Target 1.3 | <p>By 2023, the percentage of Year 1-6 students assessed against the Victorian Curriculum (VC) Levels F-10 who make at least one VC Level of learning progress in each school year will increase:</p> <ul style="list-style-type: none">• Reading and Viewing – from 75 percent in 2019 to 90 percent• Writing – from 85.5 percent in 2019 to 95 percent• Number and Algebra – from 63 percent in 2019 to 80 percent |

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| Key Improvement Strategy 1.a Evidence-based high-impact teaching strategies | Develop an agreed whole school instructional model that is consistently implemented to ensure the individual learning needs of all students are met |
| Key Improvement Strategy 1.b Curriculum planning and assessment | Develop teacher capacity to use multiple forms of assessment to moderate and differentiate student learning |
| Key Improvement Strategy 1.c Curriculum planning and assessment | Develop a whole school approach to planning, collaboration and use of assessment |
| Goal 2 | To improve student engagement in their learning |
| Target 2.1 | <p>Drafting notes: Please consider adding an additional target with another source of student data e.g. attendance, student behaviour as AToSS is the only source of student data measuring this goal.</p> <p>By 2023, the percentage of Year 4-6 students reporting positive endorsement to the student Attitudes to School Survey (AToSS) measures will increase:</p> <ul style="list-style-type: none"> • In the Social Engagement domain • School Connectedness (Sense of belonging)—from 86 per cent in 2019 to 95 per cent • Student Voice and agency —from 74 per cent in 2019 to 95 per cent • Sense of Inclusion from 90 per cent in 2019 to 95 per cent |
| Target 2.2 | <p>By 2023, the percentage of Year 4-6 students reporting positive endorsement to the student Attitudes to School Survey (AToSS) measures will increase:</p> <ul style="list-style-type: none"> • in the Learner Characteristics and Disposition domain; <ul style="list-style-type: none"> ○ Learning confidence factor from 85 per cent in 2019 to at or above 95 per cent |

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| | <ul style="list-style-type: none"> ○ Self-regulation and goal setting factor from 95 per cent in 2019 to at or above 95 per cent ○ Motivation and interest factor, from 92 per cent in 2019 to at or above 95 per cent ○ Resilience from 85 per cent in 2019 to at or above 95 per cent |
| Target 2.3 | <p>By 2023, the percentage of parents reporting positive endorsement to the Parent Opinion Survey (POS) measures will increase:</p> <ul style="list-style-type: none"> • in the Student Cognitive Engagement domain; <ul style="list-style-type: none"> ○ Student motivation and Support factor from 88 per cent in 2019 to at or above 95 per cent. ○ Effective Teaching factor from 83 percent in 2019 to at or above 95 percent |
| Key Improvement Strategy 2.a Intellectual engagement and self-awareness | Embed student voice and agency in their learning |
| Key Improvement Strategy 2.b Setting expectations and promoting inclusion | Develop and implement a whole school approach to student goal setting |
| Key Improvement Strategy 2.c Intellectual engagement and self-awareness | Develop and implement opportunities for students to be reflective, questioning and self-monitoring learners |