

School Strategic Plan 2024-2028

Dunkeld Consolidated School (6215)



Submitted for review by Brad Smallman (School Principal) on 12 November, 2024 at 04:18 PM

Endorsed by Joanne Amott (Senior Education Improvement Leader) on 25 November, 2024 at 05:28 PM

Endorsed by Rachel Blackwell (School Council President) on 26 November, 2024 at 11:16 AM

School Strategic Plan - 2024-2028

Dunkeld Consolidated School (6215)

School vision	<p>With the appointment of a new principal in Term 4, 2025, the staff and the school community took time to reflect on the skills and qualities that wish to foster in the students at Dunkeld Consolidated School, together with the type of environment they wish their students to experience. The result on this collaborative work yielded the following school vision:</p> <p>'To provide a safe, engaging, and supportive environment allowing students to always be their best as resilient, respectful members of the community.'</p>
School values	<p>Dunkeld Consolidated School Community took part in a survey to determine the values that they felt would support students in our context. The following 3 values were considered to be reflective of the qualities that will support the expectations, norms and shared focus of the school:</p> <p>Respect Resilience Achievement</p>
Context challenges	<ul style="list-style-type: none">- student engagement and motivation with learning- student agency in learning- staff collaboration in assessment, planning and professional learning, particularly to promote collective efficacy- moderation of student work/assessments- extension of high-achieving students
Intent, rationale and focus	<p>The panel determined that many students were showing high levels of achievement and growth in learning. To extend the learning of students provides impetus for the improvement of all students as well as calling for the extension of capable students. The capacity of staff to extend student learning should be constantly developed through collaboration and professional learning. This includes the school utilising opportunities to build consistency with whole-school assessment practices around the use of data and moderation and ensuring that consistency and more effective pedagogical practices occur.</p> <p>The panel determined that students followed instructions and participated in learning tasks cooperatively and</p>

	responsibly. The panel conjectured that students could take greater responsibility for their learning through increased attention to goal setting and achievement and supported understanding about their achievement and potential.
--	--

School Strategic Plan - 2024-2028

Dunkeld Consolidated School (6215)

Goal 1	Extend the learning of all students
Target 1.1	<p>By 2028, the percentage of students at the NAPLAN exceeding proficiency level will improve/be maintained:</p> <ul style="list-style-type: none">• Year 3 Reading – from 0% (2023) to a rolling 3-year average of 15%• Year 5 Reading – maintain at 18% (2023)• Year 3 Numeracy – from 7% (2023) to a rolling 3-year average of 15%• Year 5 Numeracy – from 0% (2023) to a rolling 3-year average of 15%
Target 1.2	<p>By 2028, increase the 3-year average percentage of students achieving above expected growth against the Victorian Curriculum outcomes in:</p> <ul style="list-style-type: none">• Number & Algebra from 7% (2023) to 15%• Measurement & Geometry 11% (2023) to 20%
Target 1.3	<p>By 2028, the 3-year average percentage of students achieving above expected growth in:</p> <ul style="list-style-type: none">• Year 2 Reading & Viewing - will increase from 10% (2023) to 15% <p>By 2028, the 3-year average percentage of students achieving below expected growth in:</p> <ul style="list-style-type: none">• Year 2 Reading & Viewing - will decrease from 23% (2023) to 15% or less
Target 1.4	By 2028, increase the percentage positive endorsement of the following School Staff Survey factors:

	<ul style="list-style-type: none"> • Collaborate to scaffold from 67% (2023) to 84% • Moderate assessments task together 67% (2023) to 81%
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Identify and build on staff expertise to continue implementing consistent and effective pedagogical practices.
Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embed processes that support staff collaboration, assessment practices, curriculum planning, professional learning and collective efficacy.
Key Improvement Strategy 1.b 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 Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
Goal 2	Empower students to become engaged and self-motivated learners.

Target 2.1	<p>By 2028, increase the percentage of positive endorsement in the students Attitudes to School Survey for:</p> <ul style="list-style-type: none"> • Motivation and Interest – from 72% (2023) to 82% • Sense of confidence – from 80% (2023) to 90% • Perseverance – from 77% (2023) to 85% • Student Voice and Agency – from 62% (2023) to 75%
Target 2.2	<p>By 2027, for positive endorsement in the School Staff Survey for:</p> <ul style="list-style-type: none"> • Academic emphasis – increase from 75% (2023) to 82% • Student ownership of learning goals – increase from 83% (2023) to 85% • Collective efficacy – maintain above 90% (2023)
Key Improvement Strategy 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	<p>Build student capacity to set challenging learning goals and monitor their own progress.</p>
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	<p>Develop teacher capacity to challenge, engage and promote student agency in learning.</p>

Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Key Improvement Strategy 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Key Improvement Strategy 2.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embed a school culture that prioritises student wellbeing and learning through systematic and responsive structures and processes.
Key Improvement Strategy 2.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Key Improvement Strategy 2.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	

