

School Strategic Plan 2022-2026

Diamond Creek East Primary School (5037)



Submitted for review by Stephen Campbell (School Principal) on 27 November, 2023 at 01:05 PM

Endorsed by Clare Read (Senior Education Improvement Leader) on 27 November, 2023 at 01:07 PM

Endorsed by Peter Trevaskis (School Council President) on 07 December, 2023 at 01:55 PM

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School vision	<p>VISION: To provide a vibrant and engaging culture where lifelong learning and continuous improvement is nurtured. We aim to promote individual excellence and encourage responsible global citizenship.</p> <p>MISSION: We are a school community committed to developing and implementing high quality learning and teaching.</p> <p>Diamond Creek East Primary School is guided by its motto... Dedication, Care and Excellence.</p> <p>Dedication in providing a quality primary education in an environment that encourages the interdependent partnership of all members of the learning community, staff, students and parents/carers.</p> <p>Care by valuing individual differences- the diverse range of personalities, experiences, interests, learning styles and academic needs of our students.</p> <p>Excellence by ensuring the employment of diverse and challenging curriculum program that reflect the goals and priorities of the school and improve student learning and wellbeing outcomes.</p>
School values	<p>At Diamond Creek East Primary School our values are:</p> <p>EXCELLENCE - Being the best we can at all times.</p> <p>OPTIMISM - Focusing on positive and rewarding experiences while always striving for high achievements.</p> <p>CARE - Providing emotional, physical, professional and spiritual support.</p> <p>CO-OPERATION - To consider the big picture in any decision making situation. Working together towards a common goal.</p> <p>DEDICATION - To devote one's energy and time towards achieving school and personal goals.</p>

	<p>RESPECT - Caring about yourself, others and the things around you.</p> <p>FLEXIBILITY - Being prepared to modify your behaviours and expectations to accommodate and enhance group/school needs.</p>
<p>Context challenges</p>	<p>Diamond Creek East Primary School is located in the Shire of Nillumbik in the outer suburbs of Melbourne approximately 25 kilometres from the Melbourne Central Business District. The school was founded in 1978. The school has spacious, well-maintained grounds, with well equipped adventure playgrounds, sporting areas and room for active and passive play, including a courtyard and rotunda. It has a Library, specialist Art room, Auslan/Science Room, canteen and accessible toilet and shower facilities. The school has a new administration block and a mix of relocatable and permanent classrooms. Enrolments at the time of the review were approximately 457 students. The Student Family Occupation (SFO) category was 0.2924 and the Student Family Occupation Education (SFOE) index was 0.2575 in 2021–22. The staffing profile of Diamond Creek East Primary School includes a principal and assistant principal, 30 teachers, five full time equivalent Education Support (ES) staff, two office administration staff and a canteen coordinator. The school provides an approved curriculum framework based on the Victorian Curriculum, differentiated to meet student needs. The school provides an accredited Out of School Hours Care Program, specialist programs in physical education, visual arts, performing arts, and Auslan (Australian Sign Language).</p> <p>As identified through our school's self-evaluation and review, our key contextual challenges include:</p> <p>To improve the learning growth of every student in literacy and numeracy by:</p> <ol style="list-style-type: none"> 1. Developing a consistent approach to diagnostic formative and summative assessment to inform responsive, point of need teaching and learning. 2. Developing a responsive approach to improving teaching and learning using the Professional Learning Community inquiry cycle. 3. Deepening the capability of all teaching staff to use agreed, evidence-based practices to challenge all students. <p>To empower students to become inquiring, creative, critical thinkers who are engaged in and connected to their learning by:</p> <ol style="list-style-type: none"> 1. Embedding a consistent whole-school approach to student agency in learning and wellbeing. 2. Building teaching staffs' capability to set challenging learning goals to monitor growth. 3. Reviewing, refining and co-designing a documented whole school approach to wellbeing.
<p>Intent, rationale and focus</p>	<p>INTENT: Over the next 4 years, our intent is to use the Professional Learning Communities (PLC) approach to school improvement as the vehicle for improving student learning and wellbeing outcomes. As a school we completed the Department of Education training in the PLC approach in the second half of 2022. This approach to school improvement has tangible and valuable links to each one of our Key Improvement Strategies and provides an excellent foundation for our school improvement work over the next four years.</p>

RATIONALE: As highlighted throughout the review process, it is important for our school to continue to focus on the following areas in our new School Strategic Plan:

Literacy and Numeracy

As a school we need to continue to review and refine our instructional models to ensure they reflect evidenced-based best practice. It is essential that we continually review these models to ensure that all staff have a consistent and through understanding of teaching practices employed across the curriculum at DCE. The introduction of PLCs will provide whole area planning time which will see improved ownership and understanding of lessons and a collective commitment to planning. These meetings will also provide time for data analysis at a cohort, class and individual level to assist with point of need teaching. With respect to Literacy, this will involve a comprehensive review of our Writing and Spelling programs and the on-going monitoring of our Reading Program to ensure we are providing an engaging, stimulating and challenging Literacy curriculum for all students. As we continue to improve our Numeracy program this work will focus on building our team's knowledge of the Numeracy Learning Progressions and how to best use these to provide point of need teaching for all students. We will revise the explicit teaching component of the lesson and improve student's ability to gauge their progress. There is opportunity to improve the use of data to inform point of need teaching across our curriculum, to differentiate and sufficiently challenge and extend all students in their learning. The appointment of an Additional Assistance teacher will improve the scope for extension amongst our students in both Literacy and Numeracy.

Student Agency

Throughout the review process, including fieldwork activities, the role of students as agents in their learning was identified by the Panel as an area that could be further developed for the next School Strategic Plan. When students have a say in what they are learning and have an understanding of their progress, they are more likely to be engaged and driven in their learning. Diamond Creek East is in the early stages of activating a consistent whole school approach to 'agency' in student learning. We will endeavour to improve staff capacity to work with students to identify relevant, actionable goals and to use teacher feedback and self reflection to assist with student's monitoring their progress. Consistency throughout all Teaching areas will be developed to improve student agency in Literacy and Numeracy. We will use student learning goals to empower students to track their learning progress and to improve each students' understanding of what they are learning and why, how they are progressing, what success looks like, how they can improve and where to go for help.

Student Wellbeing

Over the next four years we will synthesise the varied interventions, activities, responses and cultural aspects of the school's approach to supporting and promoting student wellbeing. This is an important step in maintaining the healthy, positive culture that we currently celebrate at DCE. The goal is to document our philosophy and approach to wellbeing into a succinct and useful scope and sequence which all members of the community can access and use to support all students at our school. We will co-design the scope and sequence with all stakeholders and continue to look for proactive approaches which we can add to our program. An area for improvement in this space is to review our early intervention programs and responses to ensure these continue to meet the needs of our school community.

FOCUS:

Our initial work will focus on embedding the PLC approach to school improvement across all teaching teams within our school. This will provide the foundations for us to embed our Key Improvement Strategies and monitor the success of these in improving student learning and wellbeing outcomes over the next four years.

Key areas of focus will include:

- * Improved data literacy for all staff - regular focus at PLC meetings, revision of our assessment schedule, provision of relevant Professional Learning.
- * Revision of instructional models for Reading, Writing and Mathematics to ensure they reflect evidence based best practice.
- * Implementation of new timetables to reflect the importance of whole team PLC planning opportunities.

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Goal 1	To improve the learning growth of every student in literacy and numeracy
Target 1.1	<p>By 2026, increase the percentage of students in the Exceeding and Strong NAPLAN Proficiency Levels:</p> <p>Year 3</p> <ul style="list-style-type: none">• Improve Reading from 63 per cent in 2023• Improve Writing from 82 per cent in 2023• Improve Numeracy from 65 per cent in 2023 <p>Year 5</p> <ul style="list-style-type: none">• Improve Reading from 83 per cent in 2023• Improve Writing from 72 per cent in 2023 <p>Year 5</p> <p>Increase the percentage of students in the Exceeding NAPLAN proficiency level:</p> <ul style="list-style-type: none">• Improve Numeracy from 7 per cent in 2023.
Target 1.2	<p>By 2026, increase the percentage of students assessed as making above expected growth as measured by Teacher Judgement:</p> <ul style="list-style-type: none">• Reading from 17.6 per cent in 2022 to 25 per cent

	<ul style="list-style-type: none"> • Writing from 10.6 per cent in 2022 to 20 per cent • Number and Algebra from 16.5 per cent in 2022 to 25 per cent
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop a consistent approach to diagnostic formative and summative assessment to inform responsive, point of need teaching and learning.
Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop a responsive approach to improving teaching and learning using the PLC inquiry cycle
Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Deepen the capability of all teaching staff to use agreed, evidence-based practice to challenge all students.
Goal 2	To empower students to become inquiring, creative, critical thinkers who are engaged in and connected to their learning.
Target 2.1	By 2026, increase the percent positive responses score on AtoSS for the following factors: <ul style="list-style-type: none"> • Student voice and agency from 85 per cent in 2021 to 90 per cent • Sense of confidence from 88 per cent in 2021 to 90 per cent • Motivation and interest from 88 per cent in 2021 to 90 per cent.

<p>Target 2.2</p>	<p>By 2026, increase the percentage positive endorsement in the Parent Opinion Survey for the following measures:</p> <ul style="list-style-type: none"> • Student voice and agency from 82 per cent in 2021 to 90 per cent • Stimulating learning environment from 85 per cent in 2021 to 90 per cent.
<p>Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Embed a consistent whole-school approach to student agency in learning and wellbeing</p>
<p>Key Improvement Strategy 2.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	<p>Build capacity to set challenging learning goals to monitor growth</p>
<p>Key Improvement Strategy 2.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Review, refine and co-design a documented whole school approach to wellbeing</p>