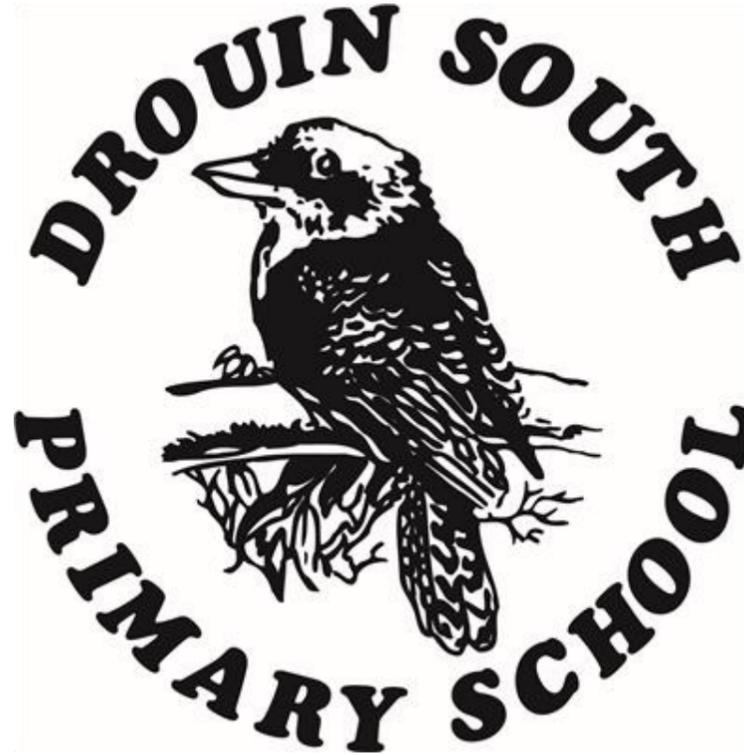


School Strategic Plan 2018-2022

Drouin South Primary School (2313)



Submitted for review by Michael Smith (School Principal) on 13 November, 2018 at 09:59 AM
Endorsed by Deborah Harry (Senior Education Improvement Leader) on 18 December, 2018 at 08:19 AM
Awaiting endorsement by School Council President

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School vision	<p>All students at Drouin South Primary School are empowered to learn and achieve, experiencing high quality teacher practice and the best conditions for learning which equip them with the knowledge, skills and dispositions for lifelong learning and shaping the world around them.</p>
School values	<p>At Drouin South Primary School we are a safe, proud and respectful community of learners striving for harmony and academic excellence. Drouin South Primary School.</p> <p>As a School Wide Positive Behaviour Support school, Drouin South staff developed the values in consultation with students and parents.</p> <p>Kookaburra Kids are....</p> <ul style="list-style-type: none"> • Safe • Respectful • Proud • Learners
Context challenges	<p>Drouin South has a current enrolment of 148 students. FTE peaked at 224 in 2013 and has been declining annually. The school has a current SFOE index of 0.46 and a SFO of 0.50 which is considered as close to the state average.</p> <p>The school is situated approximately 5km south of the township of Drouin and all students at Drouin South travel to school via bus or private car.</p> <p>Drouin South Primary School is set in extensive grounds in a rural setting. The school has a BER building with 6 learning centres, flexible open spaces and two small interview rooms. The older part of the school has 4 classroom spaces and a school library. There is multi-purpose room that is used for Arts and out of school care. The school has a surfaced double basketball court and an oval with various play equipment for students. The Drouin South Hall is adjacent to the school.</p> <p>The school offers an Out of School Care Program to families and this is used regularly by many of the families at the school..</p> <p>Drouin South Primary School was identified as a Transform school during its review year in 2018. This rating was based on data sets that showed the school performance had been low and/or declining over a number of measures over the past 4 years.</p> <p>The school has recently introduced School Wide Positive Behaviour Support framework and is working to achieve Tier 1.</p>
Intent, rationale and focus	<p>The school's goals and key improvement strategies for the next 4 years have been clearly identified through the 2018 school review process. These goals are articulated in this School Strategic Plan. The goals will focus on improving students achievement in Mathematics and English., continuing to build a culture of high expectations and accountability by developing highly effective Professional Learning Communities within the school and building student engagement and connectedness with high expectations for learning and behaviour.</p> <p>A key piece of research that the School Improvement Team (SIT) has adopted as a roadmap for success is "Getting the pre-conditions for school improvement in place: How to make it happen." (Zbar, Kimber and Marshall May 2010). This paper highlights the necessary four pre-conditions for school improvement and describes how to ensure these are embedded within the school.</p> <p>These pre-conditions are as follows and will underpin the work involved in achieving the goals of this school strategic plan over the next four years.</p> <ol style="list-style-type: none"> 1. Strong leadership that is shared The FISO dimension of Building leadership teams was rated by the review panel as emerging. There is a need for strong school leadership with a clear vision and direction for the school. It is also important for the Principal to build and spread leadership throughout the school by building a strong school leadership team to drive school improvement. In a small to medium school such as Drouin South Primary School, all staff are required to be leaders in some area of the school. These roles and responsibilities must be spread equitably amongst staff and must be accompanied by clear role statements and expectations to ensure role clarity. This pre-condition for school improvement is essential for school improvement and student achievement. 2. High levels of expectation and teacher efficacy Data from recent staff surveys has shown a declining trend in the key factors of collective efficacy and academic emphasis which were both at the second percentile relative to the State. Our strongest strategy to build teacher efficacy is through quality teacher professional learning. Drouin South Primary School will be part of the DET

Professional Learning Communities initiative in 2019. This will assist us to develop strong and committed PLCs that will use the inquiry cycle to analyse student progress, develop and implement teaching and learning strategies and assess the effectiveness of the strategies used. The PLCs will be focused on developing collective efficacy and setting high levels of expectations for teaching and learning at Drouin South Primary School.

3. Ensuring an orderly learning environment where students are well known

Data from the Attitudes to School Survey trended down over the School Strategic Plan 2015-18. The 2017 student survey percentage of positive responses for school connectedness, student voice and agency and classroom behaviour were low comparative to the State. Review fieldwork identified that an orderly environment was a barrier to student achievement. The school has commenced implementing the School Wide Positive Behaviour Support approach to develop a school-wide strategy to promoting a safe and orderly environment. This pre-condition will be a major focus throughout the life of this school strategic plan.

4. A focus on what matters most.

Schools can only focus on a few priorities at a time. It is necessary to have a clear focus on where to start and where to provide resources in a strategic way. The School Improvement Team will work collaboratively over the coming years to ensure that the high-leverage strategies are used so that effort, resources and time are used effectively. The school is currently involved in the Primary Mathematics Specialist initiative and as such will utilise this resource during the first part of the strategic plan with the focus on Reading to shift towards further embedding our instructional model. The PLC initiative will also drive the work in the early part of this plan, as will the continuation of implementing School Wide Positive Behaviour at Tier 1, 2 and 3 with fidelity.

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Goal 1	To build a whole-school improvement culture with high expectations and accountability for student outcomes.
Target 1.1	By 2022 improve the percentage of positive responses on the School Staff Survey School Climate module for the following factors: <ul style="list-style-type: none"> • Collective efficacy from 42% to 70% positive responses • <i>Academic emphasis from 39% to 70% positive responses</i> • Collective responsibility from 62% to 85% positive responses.
Target 1.2	By 2022 the component overall score for the School Staff Survey Leadership module to improve from 69% to 80%
Target 1.3	By 2022 improve parent General Satisfaction measured on the Parent Opinion Survey from 64% to 88%.
Key Improvement Strategy 1.ay Building leadership teams	Develop and embed the school vision and values with students, staff and parent/carers.
Key Improvement Strategy 1.by Building communities	Build distributive leadership with documented accountable processes, effective communication and instructional leadership.
Goal 2	To improve student learning growth and achievements in English and Mathematics for all students F-6.
Target 2.1	By 2022 the percentage of students achieving in the top two bands of NAPLAN to improve. <ul style="list-style-type: none"> ○ Year 3 reading from 32% (av. 2015-17) to 40% ○ Year 3 writing from 27% (2017) to 35% (NB. Av 2015-17 35%) ○ Year 5 reading from 28% (av. 2015-17) to 35% ○ Year 5 writing from 13% (av 2015-17) to 20%. ○ Year 3 numeracy from 22% (av, 2015-17) to 32% ○ Year 5 numeracy from 21% (av 2015-17) to 25%.
Target 2.2	By 2022 the percentage of students achieving medium to high growth to improve. <ul style="list-style-type: none"> ○ Reading from 67% to 75% ○ Writing from 59% to 75%. ○ Numeracy to improve from 60% to 75%
Target 2.3	By 2022 improve the percentage of positive responses on the School Staff Survey School Climate module for the following factors:

	<ul style="list-style-type: none"> ○ Teacher collaboration from 67% to 90% ○ Guaranteed and viable curriculum from 55% to 90%.
Key Improvement Strategy 2.ay Building practice excellence	Build professional learning communities (PLCs) through a culture of collaboration and evaluation of practice for teaching and learning improvement.
Key Improvement Strategy 2.by Curriculum planning and assessment	Document and embed a whole-school evidence-based curriculum for writing.
Key Improvement Strategy 2.cy Curriculum planning and assessment	Document and embed a whole-school evidence-based curriculum for mathematics.
Key Improvement Strategy 2.dy Curriculum planning and assessment	Build teacher capacity to use data and a range of assessment practices to drive differentiated planning.
Key Improvement Strategy 2.ey Building practice excellence	Develop and embed regular professional learning including processes for modelling, feedback and coaching to build high impact teaching strategies.
Goal 3	To build student engagement and connectedness with shared high expectations for learning and behaviour.
Target 3.1	<p>By 2022 improve the percentage of positive responses to the following factors on the Attitudes to School Survey:</p> <ul style="list-style-type: none"> ○ Sense of connectedness from 62% to 85% ○ Stimulated learning from 55% to 85% ○ Student voice and agency from 57% to 85% ○ Effective classroom behaviour from 62% to 85%. <p>By 2022 reduce the average days absent per student F-6 from 17.38 days to 15 days.</p>
Key Improvement Strategy 3.ay Empowering students and building school pride	Develop and embed a strategy to promote increased levels of student agency utilising goal setting and effective use of feedback
Key Improvement Strategy 3.by Setting expectations and promoting inclusion	Embed an orderly learning environment with agreed documented high expectations for learning and student behaviour management with staff, students and parents.