

School Strategic Plan 2020-2024

Dartmoor Primary School (1035)

Dartmoor
PRIMARY SCHOOL



Submitted for review by Christopher Hulonce (School Principal) on 10 June, 2020 at 03:04 PM

Endorsed by Lindy Sharp (Senior Education Improvement Leader) on 10 June, 2020 at 03:08 PM

Awaiting endorsement by School Council President

School Strategic Plan - 2020-2024

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School vision	This is to be reviewed in 2020 by the Dartmoor School Community.
School values	This is to be reviewed in 2020 by the Dartmoor School Community.
Context challenges	<p>Dartmoor Primary School is located near the South Australian Border in South Western Victoria. The schools current enrolment is 30 students. Foundation to year 6. The schools enrolments fluctuate annually as small and large cohorts come and go. This has inherent problems for the school. The enrolments dictate the budget which in terms impact on the purchasing of resources. This variation in school budget means that the school has to budget for future sustainability and not immediately purchasing the required needs. Excellent financial management is required.</p> <p>Dartmoor is remote and could have difficulties in attracting staff. The school is fortunate however to have a stable staff who have a great knowledge of the students they teach. They are flexible in the hours they work to best suit their and the schools budgeted requirements. This long-term relationship is one of the strengths of the school. If staff were to leave the school then staffing could become an issue.</p> <p>The school building is starting to look tired and in need of a paint. This is a challenge for the School Council.</p> <p>The review indicated the need to consistently embed differentiation into the instructional model while focusing on explicit teaching and building the capacity of teachers to teach to point of need.</p>
Intent, rationale and focus	<p>During the course of this Strategic plan we intend to;-</p> <p>Review or Vision and values to ensure they support the development of a quality educational environment.</p> <p>To build on the outstanding students outcomes and the enhanced community connections achieved during the last strategic plan.</p> <p>Continue to strengthen the capacity of our staff to ensure the school is delivering best practice.</p> <p>Use Professional Learning Community PLC to plan, deliver, assess and monitor the implementation of the agreed pedagogical model</p> <p>Develop agreed processes for implementing differentiated learning and monitor and evaluate the impact of teaching and learning on all student outcomes</p> <p>Establish a consistent and whole school approach to student management.</p>

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Goal 1	To improve the numeracy outcomes of all students
Target 1.1	By 2024 the percentage of students making medium to high benchmark growth in numeracy based on aggregated data will increase from 89 per cent (2017–19) to 90%. In 2020-2024
Target 1.2	By 2024: <ul style="list-style-type: none"> the percentage of Year 3 students in the top two NAPLAN bands of numeracy based on aggregated data will increase from 53% (2017–19) to 60% by 2020- 2024 (67% in 2017 and 2018 but 25% in 2019) the percentage of Year 5 students in the top two NAPLAN bands in numeracy based on aggregated data will increase from 58% (2017–19) to 60% by 2020-2024
Target 1.3	By 2024, 100 per cent of students will demonstrate 12 months or more learning growth in numeracy.
Key Improvement Strategy 1.a Curriculum planning and assessment	Build the capacity of teachers to teach to point of need
Key Improvement Strategy 1.b	Enhance the capacity of leaders to support, monitor and evaluate the impact of teaching on student learning outcomes

Instructional and shared leadership	
Goal 2	To improve the English outcomes for all students
Target 2.1	<p>By 2024:</p> <ul style="list-style-type: none"> the percentage of students making medium to high benchmark growth in Reading based on aggregated data will be maintained at 100% from (2017–19) to 2020-2024 the percentage of students making medium to high benchmark growth in Writing based on aggregated data will be 89% (2017–19) to 90% by 2020-2024.
Target 2.2	<p>By 2024:</p> <ul style="list-style-type: none"> the percentage of Year 3 students in the top two NAPLAN Reading bands based on aggregated data will increase from 67% (2017–19) to 70% in 2020-2024. the percentage of Year 5 students in the top two NAPLAN Reading bands based on the 2017–19 aggregated data will increase from be 58% (2017–19) to 60% by 2024. the percentage of Year 3 students in the top two NAPLAN Writing bands based on the 2017–19 aggregated data will increase from 33% (2017–19) to 50% by 2024. the percentage of Year 5 students in the top two NAPLAN Writing bands based on the 2017–19 aggregated data will be maintained at 50% (2017–19) in 2024
Target 2.3	By 2024, 100 per cent of students will demonstrate 12 months or more learning growth in reading and viewing, writing, and listening and speaking using teacher judgement data.

Key Improvement Strategy 2.a Building practice excellence	Consistently review and implement an agreed pedagogical model through the PLC process
Key Improvement Strategy 2.b Evaluating impact on learning	Develop and implement agreed processes for designing and implementing differentiated learning
Goal 3	To empower students to be independent, engaged and motivated learners
Target 3.1	<p>By 2024, improve the following factors using aggregated data on the AToSS:</p> <ul style="list-style-type: none"> • Effort will improve from 96 % (2017- 2019) to 92% (2020-2024) • Sense of Confidence will improve from 86% % (2019) to (2017- 2019) to 92% (2020-2024) • Sense of Connectedness will improve from 94% to (2017- 2019) to 95% (2020-2024) • Student Voice and Agency will improve from 91% % to (2017- 2019) to 92% (2020-2024).
Target 3.2	<p>By 2024 improve the following factors using aggregated data on the Staff Opinion Survey</p> <ul style="list-style-type: none"> • Professional learning through peer observation from 44% Positive Endorsement in 2017-2019 to 70% by 2020-2024 • Seek feedback to improve practice from 67% Positive Endorsement in 2017-2019 to 80% by 2020-2024. • Time to share pedagogical knowledge from 83% Positive Endorsement (2017-2019) to 90% by 2020-2024
Target 3.3	By 2024 students' absences will decrease from the three year aggregate of 9.3 days (2017–19) to 8 days (2020-2024)

Key Improvement Strategy 3.a Setting expectations and promoting inclusion	Establish a whole school approach to student management
Key Improvement Strategy 3.b Intellectual engagement and self-awareness	To create the conditions to develop independent, engaged and motivated learners
Key Improvement Strategy 3.c Evaluating impact on learning	Develop the capability of teachers to evaluate the impact of teaching practices on learning