

1417 Drouin West Primary School Strategic Plan 2017-2020

| Endorsement | Re-Endorsement (if a Goal, KIS or Target is changed) | Re-endorsement (if a Goal, KIS or Target is changed) |
|---|--|--|
| Principal: [Kerry Ware] [date] |[Kerry Ware] [date] |[name]..... [date] |
| School council: [Karl Joiner] [date] |[Karl Joiner] [date] |[name]..... [date] |
| Delegate of the Secretary: [Deborah Harry] [date] |[Deborah Harry]..... [date] |[name]..... [date] |

| School motto, mission & vision | School values | Context and challenges | Intent, rationale and focus |
|---|---|---|--|
| <p>Motto: <i>Every child striving to achieve their learning goals.</i></p> <p>Purpose: <i>To nurture, enrich, inspire and help all students to achieve.</i></p> | <p>Be a Learner Be Safe Be Kind Be Respectful</p> | <p>Drouin West PS is a rural school located approximately 100 kilometres east of Melbourne, around seven kilometres from Drouin. The school has a current enrolment of 189 students. The school is attractively located in a rural setting with students drawn from surrounding areas including Drouin, Drouin West, Jindivick, Warragul, and Longwarry, and Longwarry North. As there is no school bus and no public transport into Drouin West, the families of the students who attend Drouin West PS arrange private transport. Over the past three years there has been a small but steady increase in the Student Family Occupation (SFO) Index to 0.47 which places the school in the mid-socio economic range. Nine students are funded through the Program for Students with Disabilities (PSD). The school has a very small (0.01) proportion of students from a Language Background Other Than English (LBOTE) and currently there are three students who identify as Koorie.</p> <p>The school staffing profile includes the principal and thirteen teachers at the graduate to the top of the Classroom Teacher 2 range consisting of eight classroom teachers and five part time specialist teachers in the areas of the Arts, Science, Physical Education, Japanese and Reading Intervention. The school also employs integration aides, a Chaplain (two days) and a full-time business manager. Out of Hours School Care is available before and after school.</p> <p>We have an attractive, welcoming school with some open learning spaces, a multipurpose room and areas for the visual and performing arts and science programs. The outdoor environment has been upgraded with pleasant garden and extensive playground areas.</p> | <p>If we have an agreed, guaranteed and viable curriculum and assessment practices, implemented consistently across all levels of the school, then our students will achieve their potential.</p> <p>If we have high expectations of all students and adopt consistently high impact teaching and learning practice across all classes, then students will achieve improved learning.</p> <p>If learning tasks are authentic, differentiated and challenging, then all students will experience increased connectedness and engagement to school.</p> <p>If the school supports the social and emotional learning and development of students there will be improved student wellbeing.</p> <p>Achievement of the school’s goals and targets will be enhanced if resources are aligned to the identified priorities.</p> |



| Four-year goals (for improving student achievement, engagement and wellbeing) | Improvement Priorities, Initiatives and/or Dimensions | Key improvement strategies | Targets (for improving student achievement, engagement and wellbeing) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|--|--|------------------------|--------|--------------------|------|-------------------|---------------------|-------------------|-----|-------------|--------|----------------------|-------------------|----------------|-------------------|----------------|----------------------|-----------------|-------------------|----------------|-------------------|--------------------|-------------------|-----|------|------|-----------------------|-------------|-----|-----|-----|---------------------|-----|-----|-----|------------------------|-----|----|-----|---------|-----|-----|-----|---------|----|----|-----|--------|------|------|---------------------|-----|-----|---------------------------|-----|-----|-------------------|-----|-----|---------------------------|-----|-----|-----------------------|-----|-----|--------------------------------------|-----|-----|----------------------------------|-----|-----|---------------------|-----|-----|
| To improve student outcomes in literacy and numeracy. | <p>FISO PRIORITY <i>EXCELLENCE IN TEACHING & LEARNING</i></p> <p>INITIATIVES <i>Building practice excellence</i></p> <p><i>Curriculum planning and assessment</i></p> | <p>Build teacher capacity to continually improve their practice through collaboration, mentoring and feedback through the work of Professional Learning Teams and peer observation.</p> <p>Develop and publish a whole school curriculum plan that ensures horizontal alignment and vertical progression of skills and knowledge in English and Mathematics.</p> | <p>Growth as measured through:</p> <table border="1" data-bbox="2089 268 2783 384"> <thead> <tr> <th>NAPLAN RELATIVE GROWTH</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>Year 3 -5 Numeracy</td> <td>35%</td> </tr> <tr> <td>Year 3 -5 Reading</td> <td>35%</td> </tr> <tr> <td>Year 3- 5 Writing</td> <td>20%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> o Standardized tests eg PAT Maths or ON DEMAND or o achievable outcomes in the Victorian Curriculum (Teacher Judgments against proficiency scales), or o Tests as per the school assessment schedule eg Maths online interview, PM or Oxford Benchmarking, CARS, Literacy Pro, rubrics and pre and post-tests. <p>to show at least one year's growth for one year's learning over the life of the Strategic plan.</p> <p>Attainment rates – NAPLAN over the life of the Strategic plan, are at least:</p> <table border="1" data-bbox="2089 657 2783 863"> <thead> <tr> <th>NAPLAN AREA</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>Year 3 Numeracy</td> <td>25% top two bands</td> </tr> <tr> <td>Year 3 Reading</td> <td>40% top two bands</td> </tr> <tr> <td>Year 3 Writing</td> <td>45% top two bands</td> </tr> <tr> <td>Year 5 Numeracy</td> <td>25% top two bands</td> </tr> <tr> <td>Year 5 Reading</td> <td>30% top two bands</td> </tr> <tr> <td>Year 5 Writing</td> <td>30% top two bands</td> </tr> </tbody> </table> <p>Increase from baseline data (2014) the percentage of students across the school achieving 'B's, 'A's for each year level over the life of the SP in the following areas:</p> <table border="1" data-bbox="2089 919 2887 1119"> <thead> <tr> <th></th> <th>2014</th> <th>2015</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Mathematics</td> <td>9%</td> <td>17%</td> <td>25%</td> </tr> <tr> <td>Reading and Viewing</td> <td>40%</td> <td>44%</td> <td>50%</td> </tr> <tr> <td>Speaking and Listening</td> <td>13%</td> <td>7%</td> <td>20%</td> </tr> <tr> <td>Writing</td> <td>17%</td> <td>22%</td> <td>30%</td> </tr> <tr> <td>Science</td> <td>9%</td> <td>8%</td> <td>20%</td> </tr> </tbody> </table> <p>Staff opinion survey – School climate module to be at least at or above the 2014 results of positive responses.</p> <table border="1" data-bbox="2089 1199 2887 1514"> <thead> <tr> <th>Factor</th> <th>2014</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Collective Efficacy</td> <td>71%</td> <td>75%</td> </tr> <tr> <td>Collective responsibility</td> <td>79%</td> <td>98%</td> </tr> <tr> <td>Academic emphasis</td> <td>68%</td> <td>75%</td> </tr> <tr> <td>Staff trust in Colleagues</td> <td>68%</td> <td>85%</td> </tr> <tr> <td>Teacher Collaboration</td> <td>80%</td> <td>90%</td> </tr> <tr> <td>Collective focus on Student Learning</td> <td>88%</td> <td>95%</td> </tr> <tr> <td>Guaranteed and Viable Curriculum</td> <td>70%</td> <td>95%</td> </tr> <tr> <td>Shielding/buffering</td> <td>74%</td> <td>80%</td> </tr> </tbody> </table> | NAPLAN RELATIVE GROWTH | Target | Year 3 -5 Numeracy | 35% | Year 3 -5 Reading | 35% | Year 3- 5 Writing | 20% | NAPLAN AREA | Target | Year 3 Numeracy | 25% top two bands | Year 3 Reading | 40% top two bands | Year 3 Writing | 45% top two bands | Year 5 Numeracy | 25% top two bands | Year 5 Reading | 30% top two bands | Year 5 Writing | 30% top two bands | | 2014 | 2015 | 2018 | Mathematics | 9% | 17% | 25% | Reading and Viewing | 40% | 44% | 50% | Speaking and Listening | 13% | 7% | 20% | Writing | 17% | 22% | 30% | Science | 9% | 8% | 20% | Factor | 2014 | 2018 | Collective Efficacy | 71% | 75% | Collective responsibility | 79% | 98% | Academic emphasis | 68% | 75% | Staff trust in Colleagues | 68% | 85% | Teacher Collaboration | 80% | 90% | Collective focus on Student Learning | 88% | 95% | Guaranteed and Viable Curriculum | 70% | 95% | Shielding/buffering | 74% | 80% |
| NAPLAN RELATIVE GROWTH | Target | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 3 -5 Numeracy | 35% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 3 -5 Reading | 35% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 3- 5 Writing | 20% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| NAPLAN AREA | Target | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 3 Numeracy | 25% top two bands | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 3 Reading | 40% top two bands | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Year 5 Numeracy | 25% top two bands | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| | 2014 | 2015 | 2018 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mathematics | 9% | 17% | 25% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reading and Viewing | 40% | 44% | 50% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Speaking and Listening | 13% | 7% | 20% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Writing | 17% | 22% | 30% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Science | 9% | 8% | 20% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Factor | 2014 | 2018 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Collective Efficacy | 71% | 75% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Collective responsibility | 79% | 98% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Academic emphasis | 68% | 75% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Staff trust in Colleagues | 68% | 85% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Teacher Collaboration | 80% | 90% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Collective focus on Student Learning | 88% | 95% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Guaranteed and Viable Curriculum | 70% | 95% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Shielding/buffering | 74% | 80% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| To build a community of learners who are active in their own learning and are connected to the school. | <p>FISO PRIORITY <i>POSITIVE CLIMATE FOR LEARNING</i></p> <p>INITIATIVE <i>Empowering students and building school pride</i></p> | Build the capacity of teachers, to enable students to have a voice in setting aspirational goals and be reflectors of their learning. | <p>Attitude to school survey variables (Teaching and Learning improves from baseline data in 2014 over the life of the Strategic Plan.</p> <table border="1" data-bbox="2089 1598 2887 1902"> <thead> <tr> <th></th> <th>2014</th> <th>2015</th> <th>2016</th> <th>2018 Target</th> </tr> </thead> <tbody> <tr> <td>Learning Confidence</td> <td>61%</td> <td>39%</td> <td>50%</td> <td>60%</td> </tr> <tr> <td>School Connectedness</td> <td>42%</td> <td>22%</td> <td>62%</td> <td>50%</td> </tr> <tr> <td>Stimulating Learning</td> <td>63%</td> <td>39%</td> <td>62%</td> <td>65%</td> </tr> <tr> <td>Student Motivation</td> <td>65%</td> <td>33%</td> <td>65%</td> <td>65%</td> </tr> <tr> <td>Teacher Effectiveness</td> <td>68%</td> <td>39%</td> <td>67%</td> <td>65%</td> </tr> </tbody> </table> | | 2014 | 2015 | 2016 | 2018 Target | Learning Confidence | 61% | 39% | 50% | 60% | School Connectedness | 42% | 22% | 62% | 50% | Stimulating Learning | 63% | 39% | 62% | 65% | Student Motivation | 65% | 33% | 65% | 65% | Teacher Effectiveness | 68% | 39% | 67% | 65% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 2014 | 2015 | 2016 | 2018 Target | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Learning Confidence | 61% | 39% | 50% | 60% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| School Connectedness | 42% | 22% | 62% | 50% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Stimulating Learning | 63% | 39% | 62% | 65% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Student Motivation | 65% | 33% | 65% | 65% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Teacher Effectiveness | 68% | 39% | 67% | 65% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |



| | | | <table border="1"> <tr> <td>Teacher Empathy</td> <td>68%</td> <td>61%</td> <td>62%</td> <td>70%</td> </tr> </table> <p>Parent Opinion Survey variables for Student Engagement to show improvements from 2015 over the life of the Strategic Plan.</p> | Teacher Empathy | 68% | 61% | 62% | 70% | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|--|---|-----------------|------|------|------|------|------------------|-----|-----|-----|-----|----------------|-----|-----|-----|-----|--------------------|-----|-----|-----|-----|------------------------|-----|-----|-----|-----|------|------|------|------|-----|-----|-----|-----|
| Teacher Empathy | 68% | 61% | 62% | 70% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| To develop a whole school positive and optimistic understanding of wellbeing for all students. | <p>FISO PRIORITY POSITIVE CLIMATE FOR LEARNING INITIATIVE <i>Setting expectations and promoting inclusion</i></p> <p>FISO PRIORITY COMMUNITY ENGAGEMENT IN LEARNING INITIATIVE <i>Building communities</i></p> | Engage the school community to create an inclusive, safe, respectful and orderly environment which supports the wellbeing of all students. | <p>Average days absent per student are 14 days or less over the life of the Strategic Plan.</p> <p>Attitude to school survey variables for all students in year 5 and 6 to show improvement from 2014 over the life of the Strategic Plan. Percentage of students with positive attitude:</p> <table border="1"> <thead> <tr> <th></th> <th>2014</th> <th>2015</th> <th>2016</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Student Distress</td> <td>50%</td> <td>67%</td> <td>51%</td> <td>65%</td> </tr> <tr> <td>Student Morale</td> <td>66%</td> <td>42%</td> <td>42%</td> <td>80%</td> </tr> <tr> <td>Classroom Behavior</td> <td>34%</td> <td>14%</td> <td>15%</td> <td>30%</td> </tr> <tr> <td>Connectedness to Peers</td> <td>72%</td> <td>66%</td> <td>68%</td> <td>75%</td> </tr> </tbody> </table> <p>Parent Opinion Survey variables for General Satisfaction with the school to show improvements from 2015 over the life of the Strategic Plan. Percentage of parents satisfied with the school overall:</p> <table border="1"> <thead> <tr> <th>2014</th> <th>2015</th> <th>2016</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>74%</td> <td>81%</td> <td>83%</td> <td>90%</td> </tr> </tbody> </table> | | 2014 | 2015 | 2016 | 2018 | Student Distress | 50% | 67% | 51% | 65% | Student Morale | 66% | 42% | 42% | 80% | Classroom Behavior | 34% | 14% | 15% | 30% | Connectedness to Peers | 72% | 66% | 68% | 75% | 2014 | 2015 | 2016 | 2018 | 74% | 81% | 83% | 90% |
| | 2014 | 2015 | 2016 | 2018 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Student Distress | 50% | 67% | 51% | 65% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Student Morale | 66% | 42% | 42% | 80% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Classroom Behavior | 34% | 14% | 15% | 30% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Connectedness to Peers | 72% | 66% | 68% | 75% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2014 | 2015 | 2016 | 2018 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 74% | 81% | 83% | 90% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

