

School Strategic Plan 2022-2026

Dandenong West Primary School (4217)



Submitted for review by Beverley Hansen (School Principal) on 01 June, 2023 at 12:35 PM

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School vision	<p>“Our vision is to inspire a passion for learning that motivates us to live life with enthusiasm and a positive attitude.”</p> <p>The Dandenong West School Vision was created in 2012 and was carefully crafted by using the word 'us' so that it applies to all members of our school community; students, staff, parents, carers and the wider school community.</p> <p>At Dandenong West Primary School we seek to meet the needs of the community we serve. Our view of education is all-embracing, while student learning is our core business we recognise this does not happen in isolation from families and the wider community. We have high aspirations for our students, as do their families. Our programs are designed to enhance student learning and well being, support families by providing access to services and learning opportunities, and to foster participation within the wider community. Our school vision embodies this view of education.</p>
School values	<p>The Dandenong West Primary School Values are known by the acronym HEART; which stands for Honesty, Empathy, positive Attitude, Respect and Tolerance. The HEART values have been embedded into the everyday language of the school. They are the basis of our School Rules and are displayed throughout the school. Students receive HEART Awards in recognition of demonstrating the values, parents are invited to the presentation ceremonies. Our Vision, Values and Guiding Principles underpin our learning, teaching and all aspects of our school.</p> <p>The Guiding Principles are:</p> <p>At Dandenong West our Staff are committed to Learning through:</p> <ul style="list-style-type: none">• A willingness to embrace strategies that benefit the future needs of our students• Having high expectations for our students and ourselves to inspire life-long learning• Creating a safe and supportive environment by forming achievable goals, designing challenging authentic tasks and celebrating success• Working collaboratively to provide an evidence-based, reflective and responsive curriculum that is relevant to every student. <p>At Dandenong West our Staff are committed to Community through:</p> <ul style="list-style-type: none">• Building inclusive classroom practices; where children achieve their best• Fostering the Heart Values within and across our culturally-diverse school• Accepting and celebrating cultural differences• Connecting with our community. <p>At Dandenong West our Staff are committed to Wellbeing through:</p> <ul style="list-style-type: none">• Developing positive relationships across the school and local community• Encouraging participation and enjoyment in a range of experiences• Developing social and emotional capabilities

	<ul style="list-style-type: none"> • Providing a range of specialised support services to the school community • Ensuring a safe and nurturing environment for our students.
Context challenges	<p>Dandenong West Primary School has close to 300 students, although this number can change significantly across any given year and from one year to the next. The school is highly culturally and linguistically diverse, 89% of students have a language background other than English (LBOTE) and for 78%, English is not the main language spoken at home. There are 38 different languages spoken across the school, not including the number of dialects that may be spoken. The majority of our students' families originate from South Asia, with the rest, mainly from areas of Africa, Europe and other parts of Asia. Our current SFO is .7391 and our SFOE is .5819. Enrolment information identifies approximately one sixth of our students as likely to be from a refugee background. The transient nature of our families has a significant impact on classroom learning and teaching. For example, during 2022 our indicative budget was based on 284 students, on Census Day our enrolment was 253 students, during the year 18 students exited, yet by the end of the year we had increased to 284 students, a total of 53 new students spread between 13 classes across one year.</p> <p>The global pandemic was a challenge for all schools, it interrupted not only student learning and progress but also staff development. While staff learned many new and valuable skills many of the routines that had been established were difficult to re-establish when we returned to onsite learning learning, in particular those relating to the effectiveness and efficacy of our Professional Learning Communities and the consistency of implementation of our Instructional Model. A significant challenge for our school this year, and moving forward, is the number of new staff who have joined our team since mid 2022, this includes nine teaching staff and two ES staff. All these staff will need induction, mentoring and/or coaching so that they understand and can effectively implement our practices and expectations for learning and wellbeing. There are seven staff who need to complete their VIT registration process this year; not all of these staff are included in the number of new staff.</p>
Intent, rationale and focus	<p>Our intention is to improve the learning growth of all students along with student engagement and wellbeing. This is the core work of all schools but given the current achievement levels of a significant portion of our students it is imperative that we focus on student growth so we can decrease the number of students who are not meeting their age expected standards. Over the next year four years we will prioritise the following Key Improvement Strategies:</p> <p>1a Implementing evidence-based collaborative approaches to plan for, monitor and evaluate the effectiveness and consistency of learning and teaching 1b Embedding the school's capability to effectively and consistently implement the instructional model 2a Building a shared understanding of and activating student voice, agency and leadership for all students 2b Strengthening proactive and supportive approaches to physical and mental health and wellbeing</p> <p>Key Improvement Strategy 2b 'Strengthen proactive and supportive approaches to physical and mental health and wellbeing' will be explicitly threaded through the other three strategies by:</p> <ul style="list-style-type: none"> - Developing routines for leaders and teachers to regularly measure and moderate student learning and wellbeing data and identify risks to inform tiered and responsive supports

- Continuing to further embed and implement strategies to build positive relationships and wellbeing support, and to strengthen partnerships within and beyond the school.

1a Implement evidence-based collaborative approaches to plan for, monitor and evaluate the effectiveness and consistency of learning and teaching will include the following work:

- Build staff capability to effectively analyse data to inform student progress and next levels of teaching
- Develop a continuum of learning and establish a firm link from the curriculum to assessment and then to differentiated groups, especially extending the more capable students.
- Develop a whole school continuum of learning
- Use assessment data and team reflection to review the ability levels and the extent of challenge and feedback to students, especially those more capable

1b Embed the school's capability to effectively and consistently implement the instructional model will include the following work:

- Re-examine the effective use of the high impact teaching strategies, supported through peer observations and modelling
- Develop middle leaders' skills, clarity of roles, and capabilities to support team collaborations in curriculum and pedagogy
- Refine the instructional framework to provide clarity on how the curriculum could be delivered effectively
- Build capabilities of all staff to provide structured feedback on student learning and wellbeing.
- Develop staff capability to design and implement formative assessment
- Develop and utilise a common language of learning to make the intention of learning more understandable and visible for students

2a Build a shared understanding of and activating student voice, agency and leadership for all students will include the following work:

- Opportunities for students to take greater ownership over their learning and be more involved at the planning stages of teaching and learning.
- Building a whole-school shared understanding of student voice and agency and developing the processes and practices to enable students to be self-regulated learners.
- Build the capabilities of teachers to authentically engage with students to design rich, open-ended tasks and the implementation of inclusive teaching, learning and wellbeing practices.
- Review the extent of goal setting and self-reflection with students, especially in the co-construction of learning. Alongside this and other strategies, re-examine how feedback is used effectively between staff and students, and students to staff.

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Goal 1	Improve learning growth and achievement for all students
Target 1.1	<ul style="list-style-type: none">• By 2026, increase the percentages of students achieving high benchmark growth in reading, writing and numeracy, based on 2021-2023 figures. (To be confirmed)
Target 1.2	<ul style="list-style-type: none">• By 2026 decrease the percentages of students achieving low benchmark growth in reading, writing and numeracy, based on 2021-2023 figures. (To be confirmed)
Target 1.3	<p>By 2026 increase the proportion of positive responses on the Attitudes to School Survey for the following factors:</p> <ul style="list-style-type: none">• Stimulated learning from 65% in 2022 to 74%• Differentiated learning challenge from 74% in 2022 to 80%• Perseverance from 68% in 2022 to 73%
Target 1.4	<p>By 2026 increase the percentage of positive responses on the School Staff Survey for the following:</p> <ul style="list-style-type: none">• Academic emphasis (School climate module) from 43% in 2022 to 66%• Collective efficacy (School climate) from 42% in 2022 to 65%• Understand how to analyse data (Teaching and learning – evaluation) from 69% in 2022 to 75%• Instructional leadership (School leadership) from 45% in 2022 to 76%

Key Improvement Strategy 1.a Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Implement evidence-based collaborative approaches to plan for, monitor and evaluate the effectiveness and consistency of learning and teaching
Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embed the school's capability to effectively and consistently implement the instructional model
Goal 2	Improve student engagement and wellbeing
Target 2.1	<p>By 2026, increase the proportion of positive responses on the Attitudes to School Survey (AToSS) for the following factors:</p> <ul style="list-style-type: none"> • Respect for diversity from 68% in 2022 to 79% • Sense of inclusion from 78% in 2022 to 87% • Not experiencing bullying from 59% in 2022 to 75% • Student voice and agency from 63% in 2022 to 70% <p>For the factor low resilience, reduce the proportion of positive responses from 28% in 2022 to 20% or below</p>
Target 2.2	<p>By 2026, increase the proportion of positive responses on the Parent Opinion Survey (POS) for the following factors:</p> <ul style="list-style-type: none"> • not experiencing bullying from 58% in 2022 to 75%

	<ul style="list-style-type: none"> • student support and motivation from 78% in 2022 to 82% • respect for diversity from 85% in 2022 to 88% • student voice and agency from 83% in 2022 to 85%
Target 2.3	By 2026 decrease the percentage of students with 20+ days absences in Years 1 to 6 based on 2023 data.
Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Build a shared understanding of and activate student voice, agency and leadership for all students
Key Improvement Strategy 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Strengthen proactive and supportive approaches to physical and mental health and wellbeing