**School Strategic Plan 2018-2022**

Delacombe Primary School (5201)



Submitted for review by Marnie Cooper (School Principal) on 16 November, 2018 at 10:32 AM  
Endorsed by Karen Howden-Clarnette (Senior Education Improvement Leader) on 16 November, 2018 at 11:04 AM  
Endorsed by Paul Baldwin (School Council President) on 16 November, 2018 at 01:18 PM

**School Strategic Plan - 2018-2022**

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| School vision | Delacombe Primary School actively strives to develop a safe,caring and inclusive learning environment where mutual respect and the pursuit of personal excellence form the basis for life-long learning and future success. We believe that: All students can learn and benefit from activitely engaging in a worthwhile and challenging curriculum. Learning is lifelong and lifelong learning requires team work.Teachers make a difference. |
| School values | We promote the following values within our community and strongly believe they underpin quality learning.\*Respect \*Responsibility \*Enjoyment \*Consideration \*Integrity \*Personal Best. |
| Context challenges | Some of the continuing challenges will be the changes in staff with 7 graduates beginning with us in 2019 and 6 new staff this year. There has also been a complete change in leadership with the four executive members being in acting roles.Curriculum review and organisation will be a continual process to enable staff to build up our Bounce Back program and student voice, agency and leadership. The continual monitoring of our students will ensure we target our high-ability students to achieve relative growth.  Another challenge is the transient nature of students. It takes about 6-12 months for our structures and programs to have an impact on our students and then some of them leave or we have a new group arrive. To give an example of this we had 20 new students enrol at the school at the beginning of the year and 8 this term. |
| Intent, rationale and focus | • Deepen discipline knowledge and pedagogy knowledge, to increase consistency of practice, for the core priorities in Literacy & Numeracy. • Deepen and embed data literacy and refine teacher practice to understand, analyse and use data as evidence and tools to individualise student learning,  • Deepen consistency of accurate teacher judgements and writing moderation practices using formative and summative assessments • Prioritise opportunities and implement strategies for students to understand and set learning goals and have an active voice within the school and community to purposefully share their learning. • Continue priority focus on embedding the consistency of leadership structures; capacity of middle level leaders, and succession planning  • Deepen and expand BounceBack program to align with the behaviour model and school values to embed consistency of expectations, and a shared common language for staff and students |

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| Goal 1 | To maximise learning outcomes and learning growth in literacy for all students F-6 |
| Target 1.1 | By 2022 the percentage of students F-6 assessed at or above the national minimum standard in reading Teacher Judgements will increase from 87% to 95%. |
| Target 1.2 | By 2022 the percentage of students in Years 3 and 5 achieving in the top 2 NAP bands in reading to increase from 59% to 70% and 28% to 40% respectively. |
| Target 1.3 | By 2022 the percentage of Year 5 students (matched cohort) assessed as 'high growth' in NAPLAN reading will increase from 12% to 25% or higher. |
| Target 1.4 | By 2022 Improve the percentage of positive endorsement on SSS *school climate* module for *collective efficacy* from 64% to 85% over the four years of the SSP. |
| Key Improvement Strategy 1.a Building practice excellence | Deepen discipline and pedagogy knowledge, to increase consistency of teacher practice particularly in reading (BPE) |
| Key Improvement Strategy 1.b Building practice excellence | Embed and strengthen the capacity of all staff to implement sustainable, evidence-based strategies in literacy (BPE) |
| Key Improvement Strategy 1.c Curriculum planning and assessment | Embed and strengthen teacher capability to utilise literacy data and a range of assessment strategies to teach to a student’s point of learning (CPA) |
| Goal 2 | To maximise learning outcomes and learning growth in numeracy for all students F-6 |
| Target 2.1 | By 2022 the percentage of students in Years 3 achieving in the top 2 NAP bands in Numeracy to be maintained at 49% and Year 5 students achieving in the top two bands will increase from 13% to a minimum of 25%. |
| Target 2.2 | By 2022 the percentage of Year 5 students assessed as medium-high relative growth in NAPLAN numeracy to be 80%. |
| Target 2.3 | By 2022, increase the percentage of Foundation to Year 6 students at or above the expected level in numeracy according to teacher judgements, to be equal or above that of similar schools. |
| Target 2.4 | By 2022 Improve the percentage of positive endorsement on SSS *school climate* module for *trust in students and parents* from 60% to 80% over the four years of the SSP. |
| Key Improvement Strategy 2.a Building practice excellence | Embed and strengthen the capacity of all staff to implement sustainable, evidence-based strategies in numeracy (BPE) |
| Key Improvement Strategy 2.b Curriculum planning and assessment | Embed and strengthen teacher capability to utilise numeracy data and a range of assessment strategies to teach to a student’s point of learning (CPA) |
| Goal 3 | To improve student engagement, voice and agency in their learning. |
| Target 3.1 | By 2022 increase the percentage of positive endorsement for the factor of student *voice and agency* on the 4-6 Student Attitudes to School Survey to be 80% or higher. |
| Target 3.2 | By 2022 increase the percentage of positive endorsement for the factors of *student agency and voice* and *effective teaching* on Parent Opinion Survey to be 90% or higher on average over the four years of the SSP. |
| Key Improvement Strategy 3.a Intellectual engagement and self-awareness | Develop and embed strategies to build the capacity of students, staff and leaders to ensure students have voice, agency and leadership in their learning (IESA) |