**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.aBuilding practice excellence  | Deepen discipline and pedagogy knowledge, to increase consistency of teacher practice particularly in reading (BPE) |
| Key Improvement Strategy 1.bBuilding practice excellence  | Embed and strengthen the capacity of all staff to implement sustainable, evidence-based strategies in literacy (BPE) |
| Key Improvement Strategy 1.cCurriculum 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.aBuilding practice excellence  | Embed and strengthen the capacity of all staff to implement sustainable, evidence-based strategies in numeracy (BPE) |
| Key Improvement Strategy 2.bCurriculum 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.aIntellectual 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) |