

School Strategic Plan 2022-2026

Donvale Primary School (4961)



Submitted for review by Larissa Vesdrevanis (School Principal) on 10 June, 2023 at 09:51 AM

Endorsed by Carolyn Elliot (Senior Education Improvement Leader) on 13 June, 2023 at 08:05 AM

Endorsed by Louise Martin (School Council President) on 13 February, 2024 at 12:32 PM

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School vision	<p>VISION Our school empowers all students to embrace learning, achieve their personal best and build their emotional, social and physical well-being.</p> <p>SCHOOL PHILOSOPHY Donvale Primary School is dedicated to building upon its strong community relationships, positive student achievements and seeking out new innovation to further support the thinking skills and creativity of our learning community. In partnership with the community, we provide our students with the means and motivation to excel and lead us into an exciting future.</p> <p>Our school operates by asking a fundamental question, "Is this work or process in line with the school vision, values and beliefs?" This question guides and directs the practice of all leaders in the school. The vision of the school will sit at the centre of our focus and there will be expectations about all work aligning with the vision. Regular evaluation processes are in place to measure performance in all areas of the school with respect to the implementation of the vision and values of the school. All documentation will reflect the set of practices of the school. This includes organisational structures, teaching and learning practices and programs, internal and external interactions, School Council and community programs. A detailed list of school policies sit within this framework as part of VRQA quality assurance requirements. The belief that all students can achieve high standards transform nearly everything about the way we approach schooling. An organised structure of attributes, principles and understandings expressed in the design of our curriculum amplifies the possibilities for long range planning, short term preparation and clear communication. Our highly skilled staff provide programs based upon team curriculum design, authoritative research and theories, school priorities and most importantly individual student needs.</p> <p>Donvale Primary School recognises the importance of the partnership between schools and parents to support student learning, engagement & wellbeing. We share a commitment to, and a responsibility for, ensuring inclusive, safe & orderly environments for children and young people. Our school prides itself on its outstanding community spirit, fostered in all situations. There is a very strong partnership in learning between the school, student & family with a high level of parent participation both formally & informally at all levels of school life. We encourage all parents & guardians to play an active role in the education of their child. Our staff welcome parent involvement in the classroom along with a range of school activities, including excursions.</p>
School values	<p>Donvale Primary School's values are Compassion, Resilience, Responsibility, Respect and Gratitude.</p> <p>Our Statement of Values sets out our behavioural expectations of all members in this school community, including the Principal, all</p>

	<p>school staff, parents, students and visitors. It respects the diversity of individuals in our school community and addresses the shared responsibilities of all members in building safe and respectful school communities.</p> <p>Discrimination, sexual and other forms of harassment, bullying, violence, aggression and threatening behaviour are unacceptable and will not be tolerated in this school.</p> <p>Our Statement of Values acknowledges that parents and school staff are strongly motivated to do their best for every child. Everyone has the right to differing opinions and views and to raise concerns, as long as we do this respectfully as a community working together.</p>
Context challenges	<p>Findings from the review and self-evaluation revealed a need to build collective efficacy in teaching reading and phonics, as there has been variation in the school's methodology. Further to this, there is a need to build teacher capacity and implement consistent, agreed practices for teaching literacy using an integrated approach to reading that explicitly teaches phonemic awareness, phonics, fluency, vocabulary knowledge and comprehension. A need to raise and further develop teacher capability in the teaching of numeracy was identified to build teacher capacity with differentiation.</p> <p>Overall, the refinement of PLC processes, collective agreement on the assessment schedule and development of teachers' data literacy, and embedding of peer observation practices have been identified as priority areas to enable targeted differentiation across the school. There is a need to focus on the rigour of learning tasks from the team planning through to the implementation at a classroom level to ensure that all students are being challenged at their point of need. Further work is needed in the fidelity and explicit teaching of the tasks, along with assessing each child's zone of proximal development and their place on the learning continuum to enhance student challenge. There is a need to prioritise the extension of high-ability students to increase student engagement levels and foster a stimulated learning environment for this cohort to promote learning growth.</p>
Intent, rationale and focus	<p>Donvale Primary School's objectives are to provide an inclusive, caring and rigorous learning environment that engages our students and challenges them to grow academically, socially, emotionally, physically and creatively to their full potential. We value and prioritise the development of students' social conscience to enable them to contribute purposefully to their family, school and the wider community. Our objectives empower students to learn, achieve and experience high quality teaching practice that promote high levels of learning growth and wellbeing; equipping them with the knowledge, skills and dispositions for lifelong learning and to shape the world around them. Our priority areas for the next four years include building teacher capacity in Literacy and Numeracy through the refinement of PLC practices, the implementation of agreed quality assessment, high quality teacher professional learning in Data literacy and evidenced based practices and embedded peer observation.</p>

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Goal 1	To improve Literacy and Numeracy outcomes for all students.
Target 1.1	NAPLAN target - to be confirmed.
Target 1.2	NAPLAN growth target - to be confirmed.
Target 1.3	<p>By 2026, increase the percentage of positive endorsement in the School Staff Survey (SSS) for the following factors:</p> <ul style="list-style-type: none">• Understand formative assessment from 50 per cent (2022) to 78 per cent• Understand how to analyse the data from 50 per cent (2022) to 70 per cent• Moderate assessment tasks from 50 per cent(2022) to 81 per cent• Plan differentiated learning activities from 75 per cent(2022) to 85 per cent
Target 1.4	<p>By 2026, increase the percentage of students achieving above the age expected level in teacher judgements against the Victorian Curriculum for English and Mathematics from F-6 for:</p> <ul style="list-style-type: none">• Reading and viewing from 47 per cent (2022) to 55 per cent• Writing from 35 per cent (2022) to 50 per cent• Number and algebra from 53 per cent (2022) to 55 per cent

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	Further develop teacher capacity to effectively use data to inform teaching and learning.
Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Further develop and embed consistent instructional models in literacy and numeracy.
Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embed consistent and effective teacher practice to differentiate teaching and learning.
Goal 2	To maximise student engagement and wellbeing.
Target 2.1	By 2026, increase the percentage of positive endorsement in the Attitudes to School Survey (AtoSS) for the factors: <ul style="list-style-type: none"> • Stimulating Learning from 73 per cent (2022) to 80 per cent • Student voice and agency factor from 56 per cent (2022) to 66 per cent • Teacher concern from 61 per cent (2022) to 70 per cent.
Target 2.2	By 2026, increase the percentage of positive endorsement in the School Staff Survey (SSS) for the factors:

	<ul style="list-style-type: none"> • Using student feedback to improve practice from 63 per cent (2022) to 75 per cent • Staff trust in colleagues from 40 per cent (2022) to 85 per cent • Instructional leadership from 49 per cent (2022) to 85 per cent.
Target 2.3	<p>By 2026, increase the percentage of positive endorsement in the Parent Opinion Survey (POS) for the factors:</p> <ul style="list-style-type: none"> • Effective teaching from 77 per cent (2022) to 85 per cent • Stimulating learning environment 75 per cent (2022) to 83 per cent.
Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Activate student voice and agency in the classroom to strengthen student participation and engagement in learning.
Key Improvement Strategy 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build student capacity to set challenging learning goals and monitor their own growth.
Key Improvement Strategy 2.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Promote and engage students in programs to develop their mental and physical health and social-emotional wellbeing.
Key Improvement Strategy 2.d Responsive, tiered and contextualised approaches and strong relationships to	Increase school and family partnerships as a key strategy to improve student learning and wellbeing outcomes.

support student learning, wellbeing and inclusion	
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