# School Strategic Plan for
# Daylesford Primary School
# South Western region
# 2013-2016

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| Endorsement by School Principal | Signed……………………………………… (Principal's signature)<br><br>Name……Peter Burke……………………<br><br>Date………27<sup>th</sup> Nov 2012………………… |
| Endorsement by School Council | Signed……………………………………… (School Council President's signature)<br><br>Name……Trefor John……………………<br><br>Date………27<sup>th</sup> Nov 2012………………… |
| Endorsement by Regional Director or nominee | Signed……………………………………… (Regional Director or nominee's signature)<br><br>Name……Malcolm Millar…………………<br><br>Date………………………………………………… |

## School Profile

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| Mission Statement | Daylesford Primary School is committed to assisting each child to reach their full academic, creative and social potential. To achieve this we will provide a dynamic learning environment wherein students can develop resilience, manage their own learning and strive for their personal best. We aim to create a social environment in which our students feel part of a strong, respectful, caring and supportive community of staff, family and friends. |
| Vision/Purpose | Daylesford Primary School promotes success for all within a caring community by working with students to:<br><br>• Strive for personal best in all aspects of their learning<br>• Build resilience and develop highly effective social skills<br>• Show respect for themselves, others and the environment<br>• Build a strong sense of personal identity through participation in our community. |
| Values | Daylesford Primary School is committed to  "Learning and Growing Together"  based on the agreed values:<br><br>• Be Respectful<br><br>• Be a Responsible Learner<br><br>• Be Honest and Trustworthy<br><br>• Be Caring and Compassionate<br><br>• Be a Good Citizen |

| Environmental Context | Daylesford is an attractive, historical town located approximately 100km north-west of Melbourne and 40 km north east of Ballarat in the Central Highlands area, surrounded by a natural environment which includes mineral springs, the Wombat Forest and Lake Daylesford.

Established in 1875, Daylesford Primary School has a current enrolment of 290 children from a diverse community drawn from the extensive hospitality industry, rural outlying locations and the small commercial town centre.  A large number of students travel into school daily by bus. The school has two rural annexes- one at Yandoit and one at Drummond. Each of these schools has enrolments under 20.  While these schools are administered from Daylesford, they are able to develop their own curriculum within the framework of a small multi-age environment. Nearly all of the students at Daylesford Primary School continue their education at Daylesford Secondary College – the only secondary school in the town.

In 2011, the school's School Family Occupation density was 0.44 and remained at that level in 2012. It is expected to slightly decrease over the period of the SSP.

The school is staffed by a mix of highly experienced, accomplished and graduate teachers and is able to provide specialist staffing in the areas of Visual Art, Performing Arts, Italian and the Kitchen Garden. The Library is fully computerised and is staffed by a library technician.

Communication between school and school community is valued and actively promoted. Opportunities for parental involvement are encouraged and are integral to the school programs. These include curriculum implementation, School Council, fund raising and parent education.

Educational

The curriculum at Daylesford Primary School is built around the Victorian Essential Learning Standards and as such, has a strong emphasis not only on the discipline-based areas, particularly literacy and numeracy, but also on the development of personal and inter-personal skills. Transition into the AusVELS has already begun. A structured social competencies program, developed in 2007, will continue to be the cornerstone upon which the school strives to build a positive and productive learning environment.

The staff are grouped into Professional Learning Teams, that collaborate to provide collegiate support and deliver a high quality education program within their team. Staff are committed to continuing to build their teaching skills in order to deliver a challenging and relevant education for all students. The school has benefited from significant resourcing in the areas of ICT and Maths Specialist coaching and intends to further develop these areas for the benefit of all students.  Assessment and reporting is based on the VELS progression points and the QuickVIc reporting system has been used for some years. The development of digital learning portfolios for students in years 3 to 6 has enabled ICT to be effectively used as part of the school's assessment processes.

Students have the opportunity to contribute to the running of the school through the Junior School Council and a House system |

provides significant leadership opportunities for senior students. In addition to the classroom based programs, students also have the opportunity to participate in the school choir, band, senior extension groups and a wide range of sporting activities at both the local and regional level.

Outside normal school hours students are able to access the local After School Care service.

The delivery of education at the two annexes, will need review on a yearly basis, to ensure that a sustainable model of funding and staffing is maintained. Changes in enrolments may require a review of the current practices.

Technological

An injection of significant funding for the school's Information and Communication Technology infrastructure has enabled the purchase of banks of laptop computers, banks of netbook computers six interactive whiteboards and a range of digital equipment including still and video cameras. In addition to the existing computer resources, these purchases have enabled students to use a range of technology both for the acquisition of knowledge and skills and also for the presentation of their learning.

Teachers continue to develop their own skills in the use of emerging technologies in order to extend student learning into the areas of digital animation, film making, use of a wide range of software to demonstrate learning, internet research projects including web quests and digital learning objects.  The school's own intranet is the main repository for teacher developed curriculum materials, assessment records and the daily communication system. Daylesford Primary School has made a conscious effort to move from a paper-based to a digital communication environment.

Environmental – Grounds and Facilities

Daylesford Primary School is fortunate to be set amongst extensive multi-level grounds that boast three adventure playgrounds, a number of asphalted play areas and also a large oval. In addition, the historic gardens contain many old and significant plants that enhance the overall environment as do a number of large-scale student-created art works located throughout the grounds.

As a National Trust classified school, Daylesford Primary School has, and continues to undertake extensive major maintenance projects including damp proofing, re-roofing involving slate replacement and interior and exterior painting of the main building.

During 2010, the school established a kitchen garden as part of the students' educational program. The program is offered in and around our new Open Learning Centre which is a sustainable building, housing 60 solar panels on the roof.  The kitchen garden continues to be highly engaging, with the generous assistance of many local volunteers and students actively participate in the growing, harvesting, cooking and eating of produce.

# Strategic Intent

|  | Goals | Targets | Key Improvement Strategies |
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| Student Learning | To optimise the learning outcomes for each and every student with a particular focus on their levels of achievement in Literacy and Numeracy. | • Learning growth to be at least one AusVELS level per year.<br><br>• In Grade 3 maintain the proportion of students in the lowest two NAPLAN bands in reading, writing, and numeracy with the aim of being below 10% by 2016<br><br>• In Grade 5 reduce the proportion of students in the lowest two NAPLAN bands in reading, writing, and numeracy with the aim of being below 20% by 2016<br><br>• In Grade 3 & 5 increase the proportion of students in the two highest NAPLAN bands in reading, writing and numeracy each year with the aim of exceeding 33% by 2016 | 1. Enhance teacher practice through the development of an agreed school-wide pedagogy which is characterised by high expectations for all students and is implemented across all three school campuses.<br>2. Embed a rigorous system of data collection and analysis by which student performance can be monitored and tracked and used by staff and students to set learning goals. |

|  | Goals | Targets | Key Improvement Strategies |
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| Student Engagement and Wellbeing | To create a stimulating learning environment where students have a belief in their capacity to learn and are motivated to achieve their 'personal best'. | • To improve the mean scores on the following variables in the Attitudes to School survey each year with the aim of achieving the levels indicated by 2016 – teacher effectiveness 4.60, learning confidence 4.20 and stimulating learning 4.30.<br>• To improve all the teaching and learning variables in the Staff Opinion Survey to 50%<br>• To improve the mean score on the following variables in the Parent Opinion Survey each year with the aim of achieving the levels indicated by 2016 – stimulating learning 6.00, learning focus 6.00.<br>• To reduce the number of student absences from more than 16 days, the 2011 average. | 1. Continue to create experiences, programs and strategies that are designed to further develop students' social skills and levels of engagement in learning and school.<br><br>2. Invest in the ongoing development of the school as a strong, vibrant learning community involving partnerships between the school, students, parents and the broader community. |
|  | Goals | Targets | Key Improvement Strategies |
| Student Pathways and Transitions | To ensure that all students have a seamless, planned and logical progression through the stages of learning. | • To improve the score in the transition variable of the Parent Survey each year with the aim of achieving 6.0 by 2016. | 1. Strengthen the in-school transition processes and use of data to better track students' progress and identify their particular needs as they progress through the stages of learning.<br>2. Further develop the transition program for students transitioning from Year 6–7, especially at Drummond and Yandoit. |

## School Strategic Planner 2013- 2016: Indicative Planner

| Key Improvement Strategies (KIS across the three student outcomes areas) | | Actions | Achievement Milestones (Changes in practice and behaviours) |
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| Student Learning<br><br>1. Enhance teacher practice through the development of an agreed school-wide pedagogy which is characterised by high expectations for all students and is implemented across all three school campuses | Year 1 | **Related to KIS 1.**<br><br>• Continue to use whole-school Professional Learning (PL) and PLTs to further develop the Daylesford Primary School teaching and learning model. This model will establish shared understandings and common language about how students at Daylesford PS best learn and what constitutes effective, purposeful instruction in English and Mathematics, establishing shared and collective accountability.<br><br>• Build the capacity of staff to personalise learning for each student through reflective practice based on analysis of all available sources of student learning data.<br><br>• PL emphasis will continue to be whole school based and linked to school goals, including modelling, coaching and mentoring.<br><br>• Ensure that information and communications technologies are used to support purposeful teaching and learning. | ▪ A learning model for DPS has been developed and implemented<br><br><br>• All Professional Learning Teams regularly engaging in focused discussion about teaching approaches and student achievement |

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| 2. Embed a rigorous system of data collection and analysis by which student performance can be monitored and tracked. | | **Related to KIS 2**<br><br>• Build teacher confidence in the use of data to accurately report on student learning<br>• Build the capacity of PLTs to share accountability for the assessment and monitoring of progress of individual students and cohorts of students<br>• Ensure the use of the regularly reviewed and consistently implemented assessment schedule.<br>• Consistently use online assessment tools, on demand testing and group moderation to promote the accuracy and consistency of teacher assessments of student progress and to inform point of need teaching. | |
| | Year 2 | ▪ Develop deeper understandings about the meaning of evidence-based practice and how to use data and multiple sources of feedback to personalise student learning, to ensure more explicit and purposeful teaching and to inform differentiated curriculum. | ▪ |
| | Year 3 | ▪ Ensure the principles underpinning differentiated curriculum established in the Daylesford teaching and learning model are adopted by every teacher in the school, as evidenced by classroom practice. | ▪ All teachers showing differentiation of classroom practice in their learning and classroom practice |
| | Year 4 | ▪<br>▪<br>▪ | ▪ |

| Student Engagement and Wellbeing<br><br>1. Implement experiences, programs and strategies that are designed to further develop students' social skills and levels of engagement in learning and school. | Year 1 | **Related to KIS 1.**<br><br>• Continue strategies to enhance student safety and classroom behaviour through a whole school commitment to ensuring safe classrooms and outside environments through agreed practices and wellbeing programs.<br><br>• Make explicit a whole school vision about what constitutes the characteristics, attitudes and behaviours of a successful learner at Daylesford PS.<br><br>• Explore strategies to target levels of absence and late-coming for improvement.<br><br>• Analyse the students' ATS and the SO and PO surveys to interpret the results that relate to wellbeing and relationship areas and to target areas for improvement and explore methods for gathering a broader range of information from students about their attitudes to school. This may include focus groups, school designed surveys and information gathered from students in Years other than 5 & 6. | • That a shared vision is clearly displayed and in partnership with the School Council, investigate the development of a parent engagement policy in order to make clearer the role of parents in the three way education partnership at Daylesford Primary School and Annexes<br><br>• That a shared vision is clearly displayed and shared by the entire school community. |

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| 2. Invest in the ongoing development of the school as a strong, vibrant learning community involving partnerships between the school, students, parents and the broader community. | | **Related to KIS 2**<br><br>• Use three way conferencing as a strategy to strengthen the three way education partnership. Review the parent role in this partnership.<br><br>• In partnership with the School Council, investigate the development of a parent engagement policy in order to make clearer the role of parents in the three way education partnership at Daylesford Primary School and Annexes<br><br>• Review the existing communication channels between the school and home with the aim of celebrating school events and achievements, maximising the effectiveness of the communication and increasing the involvement of parents.<br><br>• Increase the school council's role in linking the school with the broader community.<br><br>• Continue to resource new Information and Communication Technologies (ICT) trends and developments to ensure an innovative ICT environment which supports students' and teachers' learning, maximises links between school campuses and enhances communication. | |

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| Year 2 | ▪ Investigate ways to increase leadership opportunities for students and provide opportunities for students to be involved in leadership activities and decision making at a class and school level.<br><br>▪ Provide programs that aim to encourage parents and inform them of the opportunities for involvement in the school and demonstrate the value that the school places on such involvement. | ▪ |
| Year 3 | ▪ Plan for more personalised learning with higher levels of student decision making and responsibility for learning characterising this learning. | ▪ |
| Year 4 | ▪ | ▪ |

| Student Pathways and Transition | Year 1 | Related to KIS 1. | ▪ |
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| 1. Strengthen the in-school transition processes and use of data to better track students' progress and identify their particular needs as they progress through the stages of learning.<br><br>2. Enhance the level of involvement with the local secondary school to further develop the transition program. | | • Improve systems to record, track and regularly discuss student results and progress.<br>• Review year to year handover processes to increase the effectiveness of these across the PLTs<br><br>Related to KIS 2.<br><br>• Investigate ways to strengthen pathways and transitions of students at the Annexes by providing more links and access through the use of ICT, student exchanges and more whole school activities.<br>• Review the transition program from Year 6 to 7 to increase interactions and joint programs with the secondary college. | |
| | Year 2 | ▪ Draw together details of all transition processes, role statements and timelines in a fully documented whole-school transition program. | ▪ |
| | Year 3 | | |
| | Year 4 | | |