

**Deer Park North Primary School  
Strategic Plan 2018 - 2021**

Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal: Elizabeth Balharrie .....	.....[name].....[date]	.....[name].....[date]
School council: Melanie Lenssen .....	.....[name].....[date]	.....[name].....[date]
Delegate of the Secretary: Jason Smallwood .....	.....[name].....[date]	.....[name].....[date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p>Deer Park North Primary School is a learning community that fosters in students the knowledge, skills and dispositions to thrive as life-long learners.</p> <p>Within our diverse community, we create high quality learning environments where every child can learn and will learn to the best of their ability.</p> <p>Through the provision of positive experiences and a nurturing environment, our children develop confidence, social skills and healthy life habits.</p> <p>In partnership with our school community, it is our mission to map practical and ambitious learning paths for each child through consistency of purpose, policy and practice.</p>	<p>School values that reflect our community include:</p> <ul style="list-style-type: none"> <li>➤ Be respectful... Being someone who accepts the obligation to do something</li> <li>➤ Be empathetic... Being someone who considers the feelings of self and others</li> <li>➤ Be resilient... Being someone who copes with and recovers quickly from difficult situations</li> <li>➤ Be your best... Being someone who does what is necessary &amp; is considerate of others and values the environment</li> </ul>	<p>Deer Park North Primary School is located approximately 21 kilometres from Melbourne in the western suburbs.</p> <p>The school community includes a wide range of cultural backgrounds with around 46 per cent of students with English as an Additional Language (EAL). Enrolments have increased each year since 2013. The enrolment in November 2017 was 390 students.</p> <p>Deer Park North Primary School has a Community Hub based at the school, which provides support to families and their children to connect with services, programs and activities.</p> <p>The school leadership team consists of a Principal, two Assistant Principals and two Leading Teachers. There are the equivalent of 20 full time classroom teachers and 10.9 Education Support staff who work in a range of education and administrative support roles.</p> <p>The school is organised into grade level teams of Junior School (three Foundation, three Year 1, and three Year 2 classes), Middle School (five Year 3/4 classes) and Senior School (four Year 5/6 classes). Students access a curriculum based on the Victorian Curriculum F-10 including specialist subjects of Physical Education, The Arts, Science and Sustainability and the school’s Kitchen-Garden program.</p> <p>In addition to the classroom learning spaces, school facilities include an indoor basketball court, music room and multi-purpose spaces, Library, Junior and Senior adventure playgrounds, a sand pit, synthetic grass areas used as bat tennis courts, a running track, cricket nets and football and soccer fields. Asphalt areas provide outdoor basketball and netball courts.</p> <p>Challenges:</p> <ul style="list-style-type: none"> <li>-achieving and maintaining medium to high growth in student learning outcomes in literacy and numeracy</li> <li>-The consistent delivery of curriculum planning processes that are collaborative in literacy or numeracy throughout the school.</li> <li>-To embed practices in literacy that are clearly defined and documented. To strengthen ownership and implementation of the adopted approach to literacy.</li> <li>-To build a more efficient and structured Numeracy planning time resulting in a documented numeracy curriculum.</li> <li>-Improve the systematic collection and analysis of comprehensive student achievement data. Assessment data needs to be used more consistently and effectively to inform curriculum planning or targeted learning opportunities.</li> <li>-Although the school’s learning environments are generally calm and orderly, the implementation of School Wide Positive Behaviours and the management of student behavioural issues is not consistent throughout the school.</li> <li>-To consistently implement practices at all levels of the school to provide a range of opportunities for student voice and agency in their learning.</li> <li>-To improve student attendance data and reduce late arrivals to school.</li> <li>-a high percentage of Foundation students enter school at a low base in all levels of literacy and numeracy.</li> </ul>	<p><b>Intent</b> (What is our school trying to do?) To develop and embed effective literacy and numeracy assessment structures and practices within the program development cycle to enable accurate identification and tracking of student learning outcomes and progress. Documented literacy and numeracy curriculum programs ensure that each student’s educational needs are met by providing learning opportunities that are challenging and achievable.</p> <p><b>Rationale</b> (Why is it important?) If curriculum planning and development is based on accurate and current data sets, then teaching and learning can be differentiated to address the needs of each student.</p> <p><b>Focus</b> (What are we prioritising?) EXCELLENCE IN TEACHING AND LEARNING</p> <ul style="list-style-type: none"> <li>• Curriculum planning and assessment</li> </ul> <hr/> <p><b>Intent</b> (What is our school trying to do?) To support, engage and motivate teachers to become highly reflective and responsive self-motivated practitioners through a collaborative planning and inquiry model. To build and refine each teacher’s pedagogical practice, working in professional learning teams, to develop and implement effective evidence-based practice.</p> <p><b>Rationale</b> (Why is it important?) What teachers know and can do is the most important influence on what students learn. Research consistently shows that teacher quality—whether measured by content knowledge, experience, training and credentials, or general intellectual skills—is strongly related to student achievement: Simply, skilled teachers produce better student results.</p> <p><b>Focus</b> (What are we prioritising?) EXCELLENCE IN TEACHING AND LEARNING</p> <ul style="list-style-type: none"> <li>• Building practice excellence.</li> </ul> <hr/> <p><b>Intent</b> (What is our school trying to do?) To create a learning environment that is supportive and engaging that caters to all students’ needs and maximises learning opportunities</p> <p><b>Rationale</b> (Why is it important?) A school climate and culture where educator’s behaviours and practices demonstrate an unwavering belief in the ability of all students to achieve success, regardless of student background, has a positive effect on student learning outcomes. Through a culture of high expectations, students develop self-confidence in themselves as learners and become active in making decisions about their learning.</p> <p><b>Focus</b> (What are we prioritising?) POSITIVE CLIMATE FOR LEARNING</p> <ul style="list-style-type: none"> <li>• Setting expectations and promoting inclusion</li> </ul>

Four-year goals (for improving student achievement, engagement and wellbeing)	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets (for improving student achievement, engagement and wellbeing)																																																																																									
To improve on student learning achievement and growth in literacy and numeracy.	<b>Excellence in teaching and learning -Curriculum planning and assessment</b>	<p>To establish consistent and collaborative curriculum planning structures and approaches to improve student learning in both literacy and numeracy.</p> <p>To build teacher capacity in curriculum planning and delivery to ensure provision of a guarantee and viable curriculum and consistent instructional model.</p> <p>To activate greater opportunities for student voice and engagement with their own learning.</p>	<p><b>NAPLAN Relative Growth (by 2021)</b> By the end of 2021, the percentage of students with low and high NAPLAN Relative Growth will be:</p> <table border="1" data-bbox="1961 331 2748 537"> <thead> <tr> <th colspan="5">NAPLAN Relative Growth – Year 5 % of students high and low growth</th> </tr> <tr> <th></th> <th colspan="2">Bottom two bands</th> <th colspan="2">Top two bands</th> </tr> <tr> <th>Mode</th> <th>2017</th> <th>2021</th> <th>2017</th> <th>2021</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>32.56%</td> <td>25%</td> <td>23.26%</td> <td>30%</td> </tr> <tr> <td>Writing</td> <td>33.30%</td> <td>26%</td> <td>9.52%</td> <td>24%</td> </tr> <tr> <td>Numeracy</td> <td>36.59%</td> <td>26%</td> <td>14.63%</td> <td>24%</td> </tr> </tbody> </table> <p><b>NAPLAN</b> By the end of 2021, the percentage of students in in the bottom and top two bands in Reading, Writing and Numeracy will be:</p> <table border="1" data-bbox="1961 659 2374 842"> <thead> <tr> <th colspan="5">Year 3</th> </tr> <tr> <th></th> <th colspan="2">Bottom two bands</th> <th colspan="2">Top two bands</th> </tr> <tr> <th></th> <th>2017</th> <th>2021</th> <th>2017</th> <th>2021</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>22.4%</td> <td>15%</td> <td>18.9%</td> <td>38%</td> </tr> <tr> <td>Writing</td> <td>25.8%</td> <td>10%</td> <td>22.4%</td> <td>40%</td> </tr> <tr> <td>Numeracy</td> <td>36.2%</td> <td>26%</td> <td>8.9%</td> <td>24%</td> </tr> </tbody> </table> <table border="1" data-bbox="2531 659 2887 842"> <thead> <tr> <th colspan="4">Year 5</th> </tr> <tr> <th></th> <th colspan="2">Bottom two bands</th> <th colspan="2">Top two bands</th> </tr> <tr> <th></th> <th>2017</th> <th>2021</th> <th>2017</th> <th>2021</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>36.9%</td> <td>28%</td> <td>21.7%</td> <td>30%</td> </tr> <tr> <td>Writing</td> <td>39.1%</td> <td>26%</td> <td>6.5%</td> <td>20%</td> </tr> <tr> <td>Numeracy</td> <td>35.6%</td> <td>26%</td> <td>8.9%</td> <td>17%</td> </tr> </tbody> </table>	NAPLAN Relative Growth – Year 5 % of students high and low growth						Bottom two bands		Top two bands		Mode	2017	2021	2017	2021	Reading	32.56%	25%	23.26%	30%	Writing	33.30%	26%	9.52%	24%	Numeracy	36.59%	26%	14.63%	24%	Year 3						Bottom two bands		Top two bands			2017	2021	2017	2021	Reading	22.4%	15%	18.9%	38%	Writing	25.8%	10%	22.4%	40%	Numeracy	36.2%	26%	8.9%	24%	Year 5					Bottom two bands		Top two bands			2017	2021	2017	2021	Reading	36.9%	28%	21.7%	30%	Writing	39.1%	26%	6.5%	20%	Numeracy	35.6%	26%	8.9%	17%
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School connectedness	78%	90%
Stimulated learning	81%	90%
Learning Confidence	84%	92%
Student Safety	74%	90%

By the end of 2021, the Student Absences Averages- unapproved will have decreased from 10.06 per student in 2016 to less than 5 days unapproved absences in 2021.