

School Strategic Plan for Derinya Primary School SE Region 2014-2017



Endorsement by School Principal	Signed Name Jenny Roth. Date November 2013
Endorsement by School Council	Signed Name Michelle Kapnoullas. Date November 2013 School Council President signs indicating that the School Strategic Plan has been endorsed by School Council

School Profile

<p>Purpose – including vision statement</p> <p><i>VRQA minimum standard for School Governance – Philosophy</i></p> <p><i>Education Training and Reform Act 2006 - Sch. 2, 16 School's philosophy</i></p>	<p><i>At Derinya we develop a passion for life long learning for all through shared values and high expectations to support students to reach their full potential.</i></p>
<p>Values</p>	<p>Derinya's core values are shared by the whole school community and are accompanied by reciprocal action to ensure we achieve the best possible outcomes for our community. At Derinya we value:</p> <ul style="list-style-type: none"> ➤ <i>Respect</i> for self, others and the environment ➤ <i>Integrity</i> in who we are and all we say and do ➤ <i>Friendship</i> in building positive supportive relationships ➤ <i>Responsibility</i> for our self and our impact on others and the environment ➤ <i>Optimism</i> about life and our future ➤ <i>Humour</i> as an important means to create a resilient and happy culture
<p>Environmental Context</p>	<p>Derinya Primary School is a rich vibrant centre of 21st Century learning situated amidst a caring, energetic and connected community five kilometres east of Frankston in an attractive residential area. The school maintains an ongoing enrolment of approximately 670 students and is slowly growing in spite of enrolment constraints.</p> <p>The school continually maintains and updates its attractive facilities to provide the best learning environment for its students and is proud of its achievements including the addition of the Science Discovery Centre. In 2012, the school successfully applied to the State Government to provide additional play space for our students and in October 2013, a further 0.7ha of beautiful green play space. This now compliments the facilities and also provides an area in which children can learn about sustainable practices.</p> <p>The school has an extremely stable, talented and professional staff team consisting of 2 Principal Class Officers, 37 teachers and 7 ES officers. The school also employs a full time technician to support elearning and a full time first aid officer. We believe we have an excellent blend of experience, youth and talent. Staff work diligently to develop a proactive learning community which strives to support all children to reach their potential through engagement, rigour and creativity.</p> <p>The school has invested in the Personalised Learning Centre which employs 2 x 0.6 teachers and 2 x 0.6 ES staff. Students from P-2 who are the more challenged literacy learners attend the centre for a term for 8 hours per week during class literacy block for a</p>

total of 65 hours of literacy intervention with a high level of communication and support from parents. This program is seen as a kick start program and covers 32 Foundation and Grade 1 students annually. 16 students in each year level from Grades 3 – 6 also attend the PLC being at a higher level as a literacy kick start. We have seen excellent development in student outcomes due to the work undertaken in the PLC.

A balanced, comprehensive academic curriculum program based on AUSVELS is implemented over seven years and supported by the "Victoria as a Learning Community" with agreed values and practices required to meet the personal needs of young learners. We aim to personalise this sequential curriculum developed in Disciplined Based Subjects including: Mathematics, English, The Humanities, Science, LOTE – Japanese, the Arts. Personal, Physical and Social Based Learning Subjects include: Civics and Citizenship, Health and PE, and Personal Learning and are interwoven throughout the learning program. Interdisciplinary Subjects including: Communication, Design, Creativity and Technology, ICT and Thinking Skills support 21st century learning and Derinya is well placed with a huge range of ICT resources including over 350 ipads for classroom use. Specialist teachers enhance our curriculum in the areas of Science, Visual Arts, Performing Arts, Japanese and Health and PE.

Derinya provides a rich tapestry of co-curricular programs and leadership opportunities for its students. The school carefully plans many initiatives to make a difference to student outcomes and supports these through management of resources and funding. A wide range of initiatives further enrich our students' learning including a camping program from Grades 3 – 6, extensive sporting program, great opportunities in dance, band, choirs, enviro team, junior and senior concerts, student leadership opportunities, Master Classes after school, Active After School Programs, Buddy Program, I Sea I Care team, Kids teaching Kids Team, etc. The school's environment team has done fabulous work and Derinya is now a 5 star sustainable school. Transition links with pre- school and secondary Colleges are strong and we ensure that students and their families are well supported in their transition to and from our school. Likewise intraschool transition is also supported through a range of initiatives.

Our community is extremely supportive, positive and hard working and through a huge team effort, provides funds to support the high level of programs on offer at Derinya. School Council and our Community Connect Team both do an excellent job in building community to support the school in engaging all stakeholders. Numerous parents work in teams to coordinate fund raisers and the Derinya Art and Craft Exhibition features on the Peninsula social calendar, in 2013 raising \$50,000 to support school programs and facilities. Community Connect prides itself on connecting people to school, children and families in the belief that student outcomes will improve due to this positive connection. It is a wonderfully safe and happy place to spend the informative years and our students leave our school well equipped for a bright positive future.

Strategic Intent

	Goals	Targets	Key Improvement Strategies																																																																											
Achievement	<p>To continuously improve student outcomes in Maths and English and specific key subject areas through a continued focus on personalisation of learning and tracking of cohort data and building teacher capacity.</p> <p>To fully implement AusVELS and follow documented, engaging Derinya curriculum based on VLC</p>	<p>NAPLAN Targets By 2017 Number, Reading, Writing, Spelling NAPLAN Bands = %</p> <p>Grade 3 =to increase % at Bands 5 & 6</p> <p>Grade 5 = to increase % at Bands 7 & 8</p> <table border="1"> <thead> <tr> <th>Year</th> <th>2013</th> <th>2014</th> <th>2015</th> <th>2016</th> </tr> </thead> <tbody> <tr> <td colspan="5">Grade 3</td> </tr> <tr> <td>Reading</td> <td>61.2</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Writing</td> <td>63.6</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Spelling</td> <td>42.0</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Numb</td> <td>58.6</td> <td></td> <td></td> <td></td> </tr> <tr> <td colspan="5">Grade 5</td> </tr> <tr> <td>Reading</td> <td>39.0</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Writing</td> <td>39.5</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Spelling</td> <td>41.6</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Numb</td> <td>42.1</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>High and Medium Matched Cohort Growth Years 3 – 5 to be at 90%</p> <table border="1"> <thead> <tr> <th>2011-13</th> <th>High</th> <th>Med</th> <th>Low</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>33%</td> <td>47%</td> <td>9%</td> </tr> <tr> <td>Spelling</td> <td>27%</td> <td>35%</td> <td>21%</td> </tr> <tr> <td>Numeracy</td> <td>39%</td> <td>40%</td> <td>15%</td> </tr> <tr> <td>Gram & P</td> <td>40%</td> <td>68%</td> <td>14%</td> </tr> </tbody> </table>	Year	2013	2014	2015	2016	Grade 3					Reading	61.2				Writing	63.6				Spelling	42.0				Numb	58.6				Grade 5					Reading	39.0				Writing	39.5				Spelling	41.6				Numb	42.1				2011-13	High	Med	Low	Reading	33%	47%	9%	Spelling	27%	35%	21%	Numeracy	39%	40%	15%	Gram & P	40%	68%	14%	<p>Continue to build teacher knowledge and capacity around personalising and assessing learning using e5 Instructional Practice Model, Performance and Development Culture rubrics and professional learning partners including peer observation</p> <p>Clear tracking of cohort learning achievement data with use of SPA to further improve student outcomes</p> <p>Fully implement AUSVELS</p> <p>Fully document Derinya curriculum based on VLC focussing on:</p> <p>What we teach How we teach at Derinya How we know we have been successful</p> <p>Through a distributed leadership model</p>
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		<p><u>AUVELS – teacher judgement</u> Increased percentage of students performing at level A and B in AUSVELS teacher judgement in all key areas. (See appendix)</p> <p><u>Attitudes to school Survey</u> Consistently value add to matched cohort from Gr 5 – Gr 6 in all areas. (See appendix)</p> <p><u>Parent Survey</u> Homework improve 4.9 Reporting improve on 5.01 Stimulating Learning – improve on 5.97</p>	<p>build the leadership capacity of staff.</p>
<p>Engagement</p>	<p>To develop and promote behaviours and attitudes across the learning community which support engagement in 21st century higher order learning.</p> <p>To engage teachers in embracing and developing pride in their professional practice</p> <p>To provide opportunity for student voice in a wide range of opportunities</p>	<p><u>Attitudes to school Survey</u> Learning Confidence: to trend upwards from a Yrs 5 & 6 average of 4.23 to 4.6</p> <p>Stimulating Learning: to trend upwards from a Yrs 5 & 6 average of 4.36 to 4.6</p> <p><u>Derinya Student Survey..elearning</u> Data to be developed</p> <p><u>Parent Survey</u> School Connectedness improve on 5.91 Social Skills improve on 5.97 Student motivation – improve on 5.8</p>	<p>Continue to provide opportunities and resources for all learners to engage in and develop the strength of this learning community.</p> <p>Recruiting of a Leading Teacher responsible for community development.</p> <p>Focus on purposeful teaching of student centred learning which promotes student voice, student decision making and student responsibility for their learning.</p> <p>Continued focus on student leadership development</p> <p>Celebration and promotion of teacher</p>

			<p>professionalism</p> <p>Environment – Beautify the school environment with student centred art work</p>
Wellbeing	<p>To continue to provide a safe orderly , stimulating learning environment to understand and support children in reaching their full potential.</p> <p>To develop respect for and understanding of diversity and other world cultures.</p>	<p><u>Attitudes to School</u> Student Morale: To continue to improve student morale from 6.05.</p> <p><u>Parent Opinion Survey</u> Student Safety-improve from 5.62</p>	<p>Continue to focus on whole school values and respect and acceptance of all.</p> <p>Ensure through a range of initiatives and programs that every child has the capacity to achieve their potential.</p> <p>Provide further opportunities for students to experience other world cultures.</p> <p>To promote understandings of resilient behaviours of individuals and community.</p>
Productivity	<p>To provide effective use of resources to support students to reach their full potential.</p>	<p><u>Use a range of data to track initiatives in all areas</u></p> <p><u>PLC Cohort Tracking</u> Link PLC cohort tracking to NAPLAN Data also. (See table in appendix)</p> <p><u>Science Discovery Centre</u> AusVELS Data – Increase percentage of students working at Report Levels A&B from years 3 - 6</p> <p><u>Local Tech/lpads/eLearning LT</u> AusVELS Data – Increase percentage of students working in ICT at Report Levels A&B from years 3 - 6</p> <p><u>Parent Survey</u> School Improvement – improve on 5.82</p>	<p>To ensure that resources and programs are matched with improved results /outcomes including:</p> <ol style="list-style-type: none"> 1. Personalised Learning Centre 2. Science Discovery Centre & Science Specialist 3. Employment of Local Technician 4. Leasing of Ipads – 350 5. Staff Professional Development

School Strategic Plan 2014- 2017: Indicative Planner

<u>Key Improvement Strategies across 4 outcome areas</u>		Actions	Achievement Milestones	Responsib.	Gathering evidence What have we done?
<p><u>Achievement:</u></p> <p>Continue to build teacher knowledge and capacity around personalising and assessing learning using e5 Instructional Practice Model, Performance and Development Culture rubrics and professional learning partners including peer observation</p> <p>Clear tracking of cohort learning achievement data with use of SPA to further improve student outcomes</p> <p>Fully implement AUSVELS</p>	2014	<p>Building Teacher Capacity PLP : Professional learning partners- peer observation and feedback around P&DCF revised self assessment...E5 instructional model)</p> <p>PLT...Achievement Data PLTs to Research, reflect upon and improve our understanding of how students learn (VLC) & reflect on achievement data</p> <p>Differentiation Continue to develop I can statements and whole school approach to their use in personalising learning</p> <p>English Spelling Development and implementation of whole school Derinya spelling program supported by staff professional development.</p>	<p>Building Teacher Capacity By term 2 PLPs in place and process developed with one peer observation and feedback sessions per semester</p> <p>Teachers tracking student progress and setting improvement targets related to SSP as a cohort from term 1 in key subject areas including specialists with use of School Information Portal</p> <p>Classroom teachers familiar with and using SPA – Student Performance Analyser</p> <p>English By end of term 1: All classes beginning to implement the Derinya Spelling Program</p>	<p>Cory Sal Mon</p> <p>Cory Jenny</p> <p>Cory Jenny</p> <p>Pippa</p>	<p>Notes for PD sessions</p> <p>Feedback from staff</p> <p>Relate to PDP Plans AUS VELS Data</p> <p>Relate to Sentral</p> <p>Spelling program Feedback from staff</p>

<p>Fully document Derinya curriculum based on VLC focussing on:</p> <p>What we teach How we teach at Derinya How we know we have been successful</p> <p>Through a distributed leadership model build the leadership capacity of staff.</p>		<p>Comprehension Continue work on Derinya Comprehension Strategies</p> <p>Mathematics Maths – Continue to focus on number and problem solving – particularly using the Derinya problem solving strategies</p> <p>Other Key Subject Areas ICT Skills Continue to develop ICT skills and resources to support high level learning and engagement and personalisation.</p> <p>Student Outcome Data Use of school information portal achievement data for tracking of progress in all key subject areas and in particular – specialist subjects</p>	<p>Comprehension Improved teacher knowledge</p> <p>Mathematics Professional learning around number – automatic response and use of ICT Apps</p> <p>Other Key Subject Areas Developing consistent moderation of ICT skills through teacher moderation</p> <p>Moderation of judgements in key subject areas</p>	<p>Pippa</p> <p>Cory</p> <p>Stu</p> <p>Cory Jenny</p>	<p>Measure of comprehension levels??</p> <p>Classroom strategies Student Voice: Am I improving?</p> <p>ICT moderation – Student Voice?</p> <p>Specialist data from AUSVELS Charts at end of Sem 2 2014...Progress</p>
	2015	<p>Building Teacher Capacity</p> <p>Feedback models developed</p> <p>Professional learning partners- peer observation and feedback around (POLT, P&DCF revised self assessment ...E5 instructional model and other models of professional learning</p>	<p>Building Teacher Capacity</p> <p>By end term 4 all teachers adopting a range of feedback models for feeding back to students</p> <p>By Term 2 PLPs in place and process developed with at least one peer observation and feedback sessions per term and further refinement</p> <p>NAPLAN data tracked</p>	<p>Jenny Janette</p> <p>Cory Sally</p>	<p>Feedback sessions What we do at start of year... How feedback has changed at end of year. Student voice?</p>

		<p>English</p> <p>Monitor and track comprehension teaching and learning</p> <p>Monitor and review whole school writing program</p> <p>Monitor spelling program</p> <p>Mathematics</p> <p>Focus on problem solving and maths comprehension</p> <p>Other Key Subject Areas Continue to track student outcomes</p>	<p>English</p> <p>Derinya Comprehension Strategies used in all classrooms.</p> <p>Greater moderation of writing across the school</p> <p>Mathematics</p> <p>Problem solving strategies implemented Automatic Response in number learning accelerated</p> <p>Other Key Subject Areas Growth in number of students performing at Levels A&B in AusVELS judgements in key areas</p>		
	2016	<ul style="list-style-type: none"> ▪ Mini- Review and take further action ▪ 	As per mini review		
	Year 4	<ul style="list-style-type: none"> ▪ Year of Review 	<ul style="list-style-type: none"> ▪ Review strategic plans ▪ Develop new Strategic plan ▪ 	<ul style="list-style-type: none"> ▪ 	<ul style="list-style-type: none"> ▪

<p>Engagement</p> <p>Continue to provide opportunities and resources for all learners to engage in and develop the strength of this learning community.</p> <p>Focus on purposeful teaching of student centred learning which promotes student voice, student decision making and student responsibility for their learning.</p> <p>Continued focus on student leadership development</p> <p>Celebration and promotion of teacher professionalism</p> <p>Environment – Beautify the school environment with student centred art work</p>	Year 1	<ul style="list-style-type: none"> ▪ 21st Century Rubric overlay used to develop rich tasks in learning sequences ▪ Ipads for learning /ICT – continue to develop ▪ Seek student voice in learning ▪ Further development of student leadership program ▪ Parents offered opportunity to engage in learning how to assist students through Leading Teacher Community Development Officer. ▪ Co curricular programs- continue to provide a diverse range of programs and activities ▪ Reshape student lead conferences. ▪ Develop an artistic overlay for the school grounds 	<ul style="list-style-type: none"> ▪ Teachers designing learning activities incorporating elements of 21st skills ▪ Ipads incorporated into learning activities to transform student learning. ▪ Many students engaged in leadership in a wide range of opportunities. ▪ Student e-portfolios further developed. ▪ Develop a whole school range of activities to promote student voice about their learning ▪ Parent PD sessions to enable them to support student learning ▪ Grow expectations of parent support for student learning ▪ By term 2 commence art work for grounds. 	▪	▪
	Year 2	<ul style="list-style-type: none"> ▪ Continue to develop all of the above with a focus on innovation ▪ ▪ 	<ul style="list-style-type: none"> ▪ Accredited eSmart school ▪ Students have a high leadership profile ▪ Further innovation in ipad use for learning celebrated with workshop day for other schools 	▪	▪
	Year 3	<ul style="list-style-type: none"> ▪ Mini- Review and take further action ▪ 	As per mini review		
	Year	<ul style="list-style-type: none"> ▪ Review strategic plans 	<ul style="list-style-type: none"> ▪ Review strategic plans 	▪	▪

	4	<ul style="list-style-type: none"> ▪ Develop new Strategic plan ▪ 	<ul style="list-style-type: none"> ▪ Develop new Strategic plan ▪ 		
<p>Well Being</p> <p>Continue to focus on whole school values and respect and acceptance of all.</p> <p>Ensure through a range of initiatives and programs that every child has the capacity to achieve their potential.</p> <p>Provide further opportunities for students to experience other world cultures.</p> <p>To promote understandings of resilient behaviours of individuals and community.</p>	Year 1	<ul style="list-style-type: none"> ▪ Cybersafety embedded in whole school ▪ Become an eSmart school ▪ Resilience building whole school ▪ Multicultural whole school approach <p>Continue to identify local community members who exemplify theDerinya Values</p>	<ul style="list-style-type: none"> ▪ .eSmart practices implemented in all classrooms ▪ Regular celebrations of multiculturalism ▪ Program for resilience building for all commenced 	▪	▪
	Year 2	<ul style="list-style-type: none"> ▪ Continue to strengthen above key actions 	<ul style="list-style-type: none"> ▪ Students leading eSmart behaviours with other students ▪ Continue to strengthen the above 	▪	▪
	Year 3	<ul style="list-style-type: none"> ▪ Mini- Review and take further action ▪ 	As per mini review		
	Year 4	<ul style="list-style-type: none"> ▪ Review strategic plans ▪ Develop new Strategic plan 	<ul style="list-style-type: none"> ▪ Review strategic plans ▪ Develop new Strategic plan 	▪	▪
<p>Productivity</p> <p>To ensure that resources and programs are matched with improved results /outcomes including:</p> <p>1. Personalised Learning Centre</p>	Year 1	<ul style="list-style-type: none"> ▪ Evaluate key areas of capital spending ▪ Ensure capital spending has a direct link to improved outcomes 	<p>By the end of term 1, areas of productivity will have data collection proforma with beginning data recorded to monitor successes/progress with relation to improved outcomes...</p> <ul style="list-style-type: none"> -lpads/tech -PLC -Science specialist 		

2. Science Discovery Centre & Science Specialist			-PD opportunity -Leadership development -Speech Therapy program -Senior learning space		
3. Employment of Local Technician/L easing of Ipads – 350	Year 2	<ul style="list-style-type: none"> ▪ Continue tracking of improved outcomes 	<ul style="list-style-type: none"> ▪ Strong tracking of outcomes for students working in the PLC ▪ Continue to monitor Speech Therapy Program 	▪	▪
4. Staff Professional Development	Year 3	<ul style="list-style-type: none"> ▪ Mini- Review and take further action 	As per mini review		
5. Speech therapy Program	Year 4	<ul style="list-style-type: none"> ▪ Review strategic plans ▪ Develop new Strategic Plan 	<ul style="list-style-type: none"> ▪ Review strategic plans ▪ Develop new Strategic Plan 	▪	▪

See School Information Portal for all relevant data

AUS VELS DATA CHART...Percentage of Students at Report Level A & B...2012

	Prep		Gr 1		Gr 2		Gr 3		Gr 4		Gr 5		Gr 6	
	A	B	A	B	A	B	A	B	A	B	A	B	A	B
Reading	13.1	23.8	30.9	32.0	20.2	31.7	28.9	27.8	32.3	20.4	24.4	23.2	15.2	27.3
Writing	2.4	28.6	3.1	23.7	5.8	28.8	4.1	41.2	9.7	24.7	14.6	22	7.1	18.2
Maths Number	3.6	29.8	2.1	34.0	5.8	32.7	6.2	39.2	12.9	24.7	13.4	18.3	7.1	26.3

Science	-	-	-	-	-	-	1.0	30.2	1.1	32.6	1.2	38.4	0	43.4
Arts	0	13.1	0	25.8	1.0	24.0	1.0	30.9	3.2	32.3	0	25.6	2.0	34.3
							0	32.0	3.2	32.3	0	22.0	1.0	34.3
Health/PE	0	8.3	4.1	15.5	1.0	32.7	8.75	28.85	9.7	24.7	12.2	42.7	19.2	33.3
LOTE	-	-	-	-	-	-	-	-	-	-	0	31.3	6.65	50.0
ICT			1.0	22.7	0	0	0	32	1.1	31.2	3.7	17.1	13.1	20.2
							0	33	1.1	34.4	0	18.3	16.2	44.4
							0	6.2	1.1	23.7	2.4	34.1	4.0	49.5

Attitudes to School Survey















Grade 5.. 2012 – Gr 6.. 2013 Value Added from Year 5 – Year 6 Matched Cohort

		Grade 5	Grade 6	Value added
Student Relationships (1 = Strongly Disagree 5 = Strongly Agree)	Classroom behaviour	3.4	3.92	+0.52
	Connectedness to Peers	4.44	4.63	+0.19
	Student Safety	4.56	4.68	+0.12
Teaching and Learning (1 = Strongly	Learning Confidence	4.10	4.37	+0.27
	School Connectedness	4.53	4.61	+0.08

Disagree 5 = Strongly Agree)	Stimulating Learning	4.21	4.50	+ 0.29
	Student Motivation	4.55	4.65	+ 0.10
	Teacher Effectiveness	4.46	4.72	+ 0.26
	Teacher Empathy	4.51	4.75	+ 0.24
Wellbeing (1 = Not At All 7 = All The Time)	Student Distress	6.01	6.35	+ 0.34
	Student Morale	5.94	6.05	+ 0.11

Absence Days per FTE - Derinya Primary School (4996)

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2009	 10.58	 12.44	 10.93	 11.14	 12.26	 13.12	 12.09
2010	 11.66	 11.31	 11.77	 11.04	 11.27	 14.18	 12.07
2011	 10.77	 13.05	 9.71	 14.14	 11.11	 10.07	 12.68

2012	 12.89	 11.63	 13.43	 9.43	 14.27	 11.46	 13.01
2013	 7.80	 7.75	 9.63	 7.71	 6.95	 9.82	 7.12