

School Strategic Plan 2021-2025

Dohertys Creek P-9 College (8397)



'Balit Yirramboi'

Dohertys Creek P-9 College

TRUGANINA

Submitted for review by Tami-Jo Richter (School Principal) on 20 December, 2021 at 11:28 AM

Endorsed by Judy Maguire (Senior Education Improvement Leader) on 13 January, 2022 at 09:04 AM

Awaiting endorsement by School Council President

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School vision	<p>Our vision is to inspire and empower thinkers. We will create authentic relationships to enable successful living and wellbeing. We will become a recognised centre of educational excellence and inclusion.</p> <p>Dohertys Creek College promotes and values academic excellence. We will provide a balanced and high quality personalised curriculum with a strong focus on student wellbeing. We will deliver a stimulating, nurturing environment and challenge all students to attain their highest potential academically, socially, creatively and physically.</p>
School values	<p>We will ensure equity for all our children and will do what is needed to assist learning and wellbeing.</p> <p>We are a school culture and community of people who are inspiring, accepting and non-judgemental.</p> <p>We will value everyone's voice in our community.</p> <p>Our values are respect, kindness, learning, teamwork and integrity.</p> <p>We are committed to the values of:</p> <p>Respect. Respect is:</p> <ul style="list-style-type: none">Caring about people and treating them wellValuing ourselves and othersSpeaking and acting with courtesyTaking care of people's belongingsFollowing the school rules <p>Kindness. Kindness is:</p> <ul style="list-style-type: none">Showing that you careMaking life better for others by doing goodGiving help to someone who is sadAccepting others who are differentThinking about people's needs <p>Learning. Learning is:</p> <ul style="list-style-type: none">Gaining knowledge and skillsDoing the best job you can possibly doHaving goals and a clear focusListening, purpose and practice <p>Teamwork. Teamwork is:</p> <ul style="list-style-type: none">Working togetherKeep a safe and happy environment

	<p>Cooperation and helping others Being a team player and sharing the load Respecting others Integrity. Integrity is: Standing up for what you believe in Doing the right thing even when it's hard Living by the school rules Being honest and sincere</p>
Context challenges	<p>The school's key challenges are: managing growth; keeping fidelity with rituals, routines; embedding instructional models; building capacity with assessment and teaching practice of inexperienced staff with rapid growth; improving both numeracy and literacy results for all children; improving growth for high ability students; setting up secondary part of the school</p>
Intent, rationale and focus	<p>Intent: The school is trying to achieve strong academic results for all within an inclusive and engaged community. Rationale: It is important because we believe that the environment needs to be inclusive so as all children are safe and happy at school and it sets a tone for the culture. Engagement needs to be strong to build student agency with goal setting and students working towards achieving those goals. These two components are crucial for supporting the academic learning. We are prioritising maximising growth and academic results; strengthening engagement and building an inclusive community to support student learning, well-being and pathways. This will occur through:</p> <ul style="list-style-type: none"> -building the capacity of teachers to teach literacy and numeracy -ensuring the curriculum development is robust and assessment is targeted and monitored -developing strong professional learning communities and processes -developing capacity of the teachers to use high impact strategies and data informed instructional practices -build student voice and learner agency -develop critical and creative thinking skills -further develop student engagement and wellbeing -further develop cultural inclusion and community partnerships -ensure physical and mental health and wellbeing

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Goal 1	Maximising learning growth of all students particularly in literacy and numeracy.
Target 1.1	By 2025 improve the percentage of students with NAPLAN above benchmark growth in: <ul style="list-style-type: none">• reading from 25% in 2021 to 29%• writing from 20% in 2021 to 24%• numeracy from 29% in 2021 to 31%
Target 1.2	By 2025 decrease the percentage of students with NAPLAN below benchmark growth in: <ul style="list-style-type: none">• reading from 28% in 2021 to 24%• writing from 23% in 2021 to 19%• numeracy from 17% in 2021 to 15%
Target 1.3	By 2025 increase the percentage of students in the top two NAPLAN bands. In Year 3: <ul style="list-style-type: none">• reading from 47% in 2021 to 60%• writing from 48% in 2021 to 55%• numeracy from 29% in 2021 to 41%

	<p>In Year 5:</p> <ul style="list-style-type: none"> • reading from 34% in 2021 to 43% • writing from 20% to 24% • numeracy from 37% to 41%
Target 1.4	<p>By 2025 increase the percentage of students reported as above the age expected level by teacher judgement in:</p> <ul style="list-style-type: none"> • reading and viewing from 18% in 2020 to 41% • writing from 11% in 2020 to 25% • number and algebra from 8% in 2020 to 31%
Target 1.5	<p>By 2025 increase the percentage positive endorsement on the School Staff Survey for:</p> <ul style="list-style-type: none"> • academic emphasis 73% in 2020 to 80% • collective efficacy from 87% in 2020 to 90% • understand how to analyse data from 74% in 2020 to 80% • understand curriculum from 74% in 2020 to 80%
Key Improvement Strategy 1.a Building practice excellence	Build staff knowledge and understanding of the curriculum and the continua of learning to be proactive and responsive to student learning needs
Key Improvement Strategy 1.b	Define and embed an instructional model and high impact pedagogical practices across the college

Evidence-based high-impact teaching strategies	
Key Improvement Strategy 1.c Evaluating impact on learning	Develop data literacy and assessment practices to differentiate learning for, and monitor the progress of all students
Goal 2	Strengthen engagement in learning for all students.
Target 2.1	By 2025 increase the percentage positive endorsement on the School Staff Survey for: <ul style="list-style-type: none"> • use student feedback to improve practice from 58% in 2020 to 80% • professional learning through peer observation from 47% in 2020 to 80%
Target 2.2	By 2025 increase the percentage positive response on the Attitudes to School Survey for: <ul style="list-style-type: none"> • student voice and agency from 68% in 2021 to 85% • sense of confidence from 79% in 2021 to 85% • effective classroom behaviour from 77% in 2021 to 90%
Target 2.3	By 2025 improve attendance: <ul style="list-style-type: none"> • average absence from 16.2 days in 2019 to 13.8 days • percentage of students with 20 or more days absence from 29% in 2019 to 20%
Key Improvement Strategy 2.a	Build a shared understanding of student voice and learner agency and the instructional practices to empower students

Empowering students and building school pride	
Key Improvement Strategy 2.b Empowering students and building school pride	Develop tools and processes for students to set goals, develop and plan strategies and track their progress
Key Improvement Strategy 2.c Intellectual engagement and self-awareness	Develop the metacognitive skills of students to be critical and creative thinkers who can articulate their learning and aspirations
Goal 3	Build an inclusive community to support student learning, wellbeing and pathways.
Target 3.1	By 2025 increase the percentage positive response on the Parent Opinion Survey for: <ul style="list-style-type: none"> • teacher communication from 71% in 2020 to 85% • student motivation and support from 81% in 2020 to 90% • confidence and resilience from 91% in 2020 to 95% • parent participation and involvement from 91% in 2020 to 95%
Target 3.2	By 2025 increase the percentage positive response on the Attitudes to School Survey for: <ul style="list-style-type: none"> • teacher concern from 76% in 2021 to 90% • resilience* from 89% in 2019 to 92%
Target 3.3	A third target related to the strength of the parent community partnership to be determined by the school.

Key Improvement Strategy 3.a Setting expectations and promoting inclusion	Develop and integrate cultural perspectives across the curriculum.
Key Improvement Strategy 3.b Parents and carers as partners	Develop strong partnerships with parents as partners in their child's learning.
Key Improvement Strategy 3.c Health and wellbeing	Develop a whole-school strategy to support student physical and mental health and social-emotional wellbeing