

# School Strategic Plan 2023-2027

Docklands Primary School (5573)



Submitted for review by Adam Bright (School Principal) on 07 December, 2023 at 02:19 PM

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# School Strategic Plan - 2023-2027

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<b>School vision</b>	<p>Our vision is to establish a culture of excellence in two related ways:</p> <ul style="list-style-type: none"><li>• by providing an outstanding education for every student in our care</li><li>• by growing great educators</li></ul>
<b>School values</b>	<p>Docklands Primary School's values are Excellence, Integrity, Courage and Kindness.</p> <p>Excellence - By setting high expectations for ourselves and others, we strive for excellence in all we do.</p> <p>Integrity - Driven by a sense of purpose, we take a stand for what is honourable and right.</p> <p>Courage - When faced with the uncertainties, doubts and challenges of life, we choose courage.</p> <p>Kindness - We show care to ourselves and others, because we know that the echoes of kindness are without end.</p>
<b>Context challenges</b>	<p>Significant growth of school and resulting staff growth, in the beginning of 2023 alone we appointed 20 new staff. This presents challenges around consistency of practice.</p> <p>COVID restrictions and remote learning program in our first year of operation has meant that many of the curriculum resources we developed in 2021 have not been reused since. This has resulted in a high workload for our staff as they haven't had the opportunity to refine curriculum rather re-write.</p> <p>Having many competing priorities that are all very important. Opening a new school requires many foci. This means we haven't been able to have a narrow focus like an established school as we are trying to get our numeracy, literacy and wellbeing programs guaranteed and viable at once.</p> <p>Building connections with our families and broader community has been difficult with the various restrictions, especially in our first two years.</p>
<b>Intent, rationale and focus</b>	<p>Our student population has very diverse needs. Whilst our emphasis has been on literacy, numeracy and wellbeing (and will continue to be so), we are heavily driven towards enhancing student agency in these priority areas. We are also keen to ensure our teachers are using data effectively to inform their teaching as this is an integral part of our PLC process. To help teachers with this we plan to build their data literacy through professional development. Over the next four years, our Professional Learning Teams will continue to refine and embed curriculum, pedagogical understandings and the instructional models.</p>



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<b>Goal 1</b>	Maximise student learning growth for every student in literacy and numeracy
<b>Target 1.1</b>	By 2027 students in the Exceeding or Strong Proficiency Level will be:  73% in Grade 3 Reading  85% in Grade 3 Writing  79% in Grade 3 Spelling  85% in Grade 3 Numeracy  67% in Grade 3 Grammar and Punctuation  82% in Grade 5 Reading  80% in Grade 5 Writing  75% in Grade 5 Spelling  84% in Grade 5 Numeracy  77% in Grade 5 Grammar and Punctuation
<b>Target 1.2</b>	NAPLAN target for student learning growth by 2027 to be confirmed

	*To be finalised
<b>Target 1.3</b>	<p>By 2027, increase the percentage of Year 1-6 students assessed as above expected growth on Victorian Curriculum Levels F-10 as follows: (baseline Semester 2 2021 -Semester 2 2022)</p> <p>English:</p> <ul style="list-style-type: none"> <li>• Reading and viewing from 42% (2022) to 46%</li> <li>• Writing from 36% (2022) 40%</li> <li>• Speaking and listening from 17% (2022) 25%</li> </ul> <p>Mathematics:</p> <ul style="list-style-type: none"> <li>• Number and Algebra from 30% (2022) to 35%</li> <li>• Measurement and Geometry 26% (2022) to 31%</li> <li>• Statistics and Probability 26% (2022) to 31%</li> </ul>
<b>Target 1.4</b>	<p>By 2027, increase the percentage of positive endorsement on School Staff Survey (SSS) Teaching and Learning Practice Improvement module for factors of:</p> <ul style="list-style-type: none"> <li>• Plan differentiated learning activities from 50% (2022) to 60%</li> <li>• Use data for curriculum planning from 85% (2022) to 90%</li> </ul>
<b>Key Improvement Strategy 1.a</b> Documented teaching and learning program based on the Victorian Curriculum	Continue to build the capacity of staff to refine and embed curriculum, pedagogical understandings and the instructional models.

and senior secondary pathways, incorporating extra-curricula programs	
<b>Key Improvement Strategy 1.a</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
<b>Key Improvement Strategy 1.b</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Deepen and embed teacher capacity to use data to inform teaching, learning and assessment at the student's point of need.
<b>Goal 2</b>	To enhance student agency in wellbeing and learning
<b>Target 2.1</b>	By 2027, increase the percentage of positive endorsement on School Staff Survey (SSS) Teaching and Learning Practice Improvement module for the components of: <ul style="list-style-type: none"> <li>• Promote student ownership of learning from 58% (2022) to 64%</li> <li>• Use student feedback to improve practice from 69% (2022) to 75%</li> </ul>
<b>Target 2.2</b>	By 2027, increase the percentage of positive endorsement on the Attitudes to School Survey for the factors of: <ul style="list-style-type: none"> <li>• Student voice and agency from 51% (2023) to 60%</li> <li>• Motivation and interest from 70% (2023) to 75%</li> <li>• Perseverance from 69% (2023) to 75%</li> <li>• Stimulated Learning from 72% (2023) to 80%</li> </ul>

	<ul style="list-style-type: none"> <li>• Learning Confidence from 71% (2023) to 80%</li> <li>• Managing Bullying from 69% (2023) to 75%</li> </ul>
<b>Target 2.3</b>	By 2027, increase the percentage of positive endorsement on Parent Opinion Survey (POS) for the factor Teacher Communication from 82% (2022) to 85%.
<b>Target 2.4</b>	By 2027, reduce the percentage of Year F–6 students with 20 or more absent days from 37% (2022) to 30%. By 2027, reduce unapproved absences from 5.1 (2022) to <2 days per student.
<b>Key Improvement Strategy 2.a</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	2.a. Strengthen and embed a whole school understanding of student voice and agency in learning
<b>Key Improvement Strategy 2.b</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	2.b. Continue to refine and enhance the processes for supporting inclusion, health and wellbeing
<b>Key Improvement Strategy 2.c</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	2.c. Continue to strengthen partnerships and engagement with parents, carers and families

