

**Darraweit Guim PS Strategic Plan 2018-2021**

*For schools in the 2016 review cycle, the SSP must finish in 2020. School in the 2017 review cycle will finish in 2021.*

Endorsement	Re-Endorsement (if a Goal, KIS or Target is changed)	Re-endorsement (if a Goal, KIS or Target is changed)
Principal: Carol Booker ..... 30/10/2017	.....[name] ..... [date]	.....[name] ..... [date]
School council: Danielle Craig ..... 30/10/2017	.....[name] ..... [date]	.....[name] ..... [date]
Delegate of the Secretary: Leonie Roberts (SEIL) ..... 04/12/2017	.....[name] ..... [date]	.....[name] ..... [date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p>To develop a dynamic, sought after school where students are at the centre and purpose of all that we do. To prepare students to pursue their goals, interests and aspirations through offering a teaching pedagogy reflective of 21<sup>st</sup> century learning and a range of extra curricula activities to cater for individual and holistic learners. We provide a welcoming, orderly, caring and stimulating learning environment that is built on respect and honesty. We commit to having a shared responsibility to the success and wellbeing of all members of our school community.</p>	<p>We endeavour to promote a healthy, supportive and secure environment for all members of the school community. We promote positive school wide behaviours and provide a strong foundation for social and emotional learning. We have high expectations for academic achievement. We take pride in ourselves, our achievements and our learning environment. Our school values include                      WE are:                      RESPECTFUL – we build and maintain respectful relationships with students, staff and the school community.                      HONEST – be a responsible and trustworthy school community member.                      CARING – be accepting, helpful and cooperative of others to create a safe and supportive learning environment.                      WILLING TO LEARN – have high expectations for academic learning, involve yourself positively in school activities and willingly take on challenges.                      These values will be demonstrated when: positive school community partnerships are fostered, students have the opportunity to learn in a positive, caring environment and take responsibility for their own learning and behaviour, students work cooperatively and collaborate with their peers and other members of the school community and work hard despite problems or obstacles and are honest and hardworking.</p>	<p>Darraweit Guim PS (DGPS) is located in central Victoria in the Macedon ranges. The school was established in 1867 and occupies a rural site. A portable building houses two classrooms with a shared office areas. The original blue stone building provides an additional learning space which is used for a range of activities including music, intervention groups and a pre-school playgroup. Administration and staff amenities are incorporated into the main building. Enrolments have fluctuated throughout the recent four year period with 35 students currently enrolled. The school currently has a Principal and two classroom teachers, providing core curriculum delivery for all year levels. A class structure of two multi-aged classes operate with assistance of two part time educational support staff. There is one student who is funded through the program for students with a disability. The curriculum includes programs in library (Mobile Area Resource Van), Art, Language other than English-LOTE (Indonesian), Physical Education and Science. A business manager operates the school office on 1.5 days per week. DGPS parents and volunteers contribute to the culture of the school community. The majority of the students are transported to school by families. Some of the families live in the local township, while others live in the town of Wallan and have elected to enrol their children at DGPS.  <b>Challenges include:</b>                      Increase enrolment number to allow for more flexibility in funding resources.                      Develop student’s confidence in learning and take responsibility for their own learning.                      Consider triangulated data to develop more accurate and reliable achievements and progress.                      Develop partnerships with other schools in the network and join community of practice groups to provide professional learning and support to the small number of staff members.                      Consider implementing programs to cater for working parents.</p>	<p>Our <b>intent</b> is to:</p> <ul style="list-style-type: none"> <li>Develop self-motivated learners with strong academic skills and capabilities across the curriculum, building teacher capacity and deepen their understanding of teaching and learning.</li> <li>Develop student voice and ownership in the learning and behaviour.</li> <li>Strengthen school and community partnerships to enhance learning growth, confidence, engagement and achievement of all students.</li> <li>Foster a vibrant community that supports student resilience and wellbeing in an inclusive, safe and stimulating environment.</li> </ul> <p>Our <b>rationale</b> is:</p> <ul style="list-style-type: none"> <li>If students have ownership over their own learning, and school processes and practices encourage them to be independent thinkers, the learning confidence and high aspirations for their futures will be enhanced.</li> <li>If we implement purposeful and clearly defined partnerships with all stakeholders, then the academic performance of all students and the confidence of the community will increase.</li> <li>If preventative programs and social and emotional learning is integrated in learning, student resilience and wellbeing will be fostered.</li> </ul> <p>The priority areas that we will <b>focus</b> on are:</p> <ul style="list-style-type: none"> <li>Excellence in Teaching</li> <li>Positive climate for learning.</li> <li>Community engagement in learning.</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)
Develop self-motivated learners with strong academic skills and capabilities across the curriculum, to enable them to connect with the wider globalised community.	<p><b>PRIORITY:</b>                      Excellence in teaching and learning.</p> <p><b>INITIATIVES:</b>                      Curriculum Planning and assessment.                      Building teacher practice excellence.</p>	<p>Embed a whole school wide approach to teaching and learning which delivers differentiated teaching of curriculum that addresses the needs of all students based on assessment of student achievement.</p> <p>To build quality teacher practice and collaboration through structured staff professional learning.</p>	<ul style="list-style-type: none"> <li>Increase percentages of student achieving above expected levels of achievement in NAPLAN</li> <li>Students in years two to six to achieve one year’s growth or greater each year in literacy and numeracy using the On Demand test as a measure.</li> <li>Each student make medium or high growth on NAPLAN assessments in years three and five.</li> <li>Students in foundation and year one to achieve at least one years growth measured by the English online interview.</li> <li>Use the 2016 Attitudes to School survey data as benchmarks to show performance is maintained or improved with all factors to be at or above state means.</li> </ul>
Strengthen school and community partnerships to enhance learning growth and confidence, engagement and achievement of all students.	<p><b>PRIORITY:</b>                      Positive climate for learning.</p> <p><b>INITIATIVES:</b>                      Intellectual Engagement and Self-awareness.                      Empowering students and building school pride.</p>	<p>To build opportunities for increased student voice, ownership and independence of their learning.</p> <p>Plan document and implement coordinated strategies to engage all stakeholders as partners in learning.</p>	<ul style="list-style-type: none"> <li>Use of the 2016 data on the Attitudes to School survey as a benchmark to show improvement. All teaching and learning and student relationships factors to be at state mean or above.</li> <li>Use the 2016 data on the Parent Opinion survey as a benchmark to show improvement in all student engagement and school climate measures and for these to be a state mean or above.</li> <li>Use the school’s student and parent surveys as a benchmark to ensure the schools achievement of student engagement benchmarks.</li> <li>To meet or be below the state mean for school absences.</li> </ul>

<p>Foster a vibrant school community that enhances student resilience and wellbeing in an inclusive, safe and stimulating environment.</p>	<p><b>FISO PRIORITY:</b>  <b>Community engagement in Learning &amp; Positive climate for learning.</b></p> <p><b>INITIATIVE:</b>  <b>Building communities &amp; Setting expectations and promoting inclusion.</b></p>	<p>Embed a whole of community approach to student wellbeing that includes pro-active strategies and a focus on promotion of positive relationships, resilience and individual efficacy.</p> <hr/> <p>Enhance the schools approach to identifying and responding to the specific needs of students.</p>	<ul style="list-style-type: none"> <li>• Use the 2016 Attitudes to School survey data as a benchmark to show all wellbeing and student relationships measures to be at state mean or above.</li> <li>• Use the 2016 Parent survey data as a benchmark to show improvement in all school climate and student behaviour measures to be at stat mean or above.</li> <li>• Use schools student and parent surveys as a benchmark to ensure the schools achievement of student engagement benchmarks.</li> </ul>
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FOSTER A VIBRANT SCHOOL COMMUNITY