

# School Strategic Plan 2022-2026

Debney Meadows Primary School (5068)



DEBNEY MEADOWS  
PRIMARY SCHOOL

FLEMINGTON

Submitted for review by Koreena Carlton (School Principal) on 15 December, 2022 at 11:40 AM

Endorsed by Alex Artavilla (Senior Education Improvement Leader) on 26 January, 2023 at 04:25 PM

Awaiting endorsement by School Council President

# School Strategic Plan - 2022-2026

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<b>School vision</b>	Debney Meadows Primary School's vision: Our school is a safe and caring learning community who strive for excellence
<b>School values</b>	As members of Debney Meadows Primary School community we value: Excellence: We strive for our personal best.  Respect: We care how our words and actions impact others.  Resilience: We bounce forward with a growth mindset.
<b>Context challenges</b>	<p>Debney Meadows Primary School is an inner-city school located on the edge of Debney Park and close to the Flemington Housing Estate. DMPS has a long and proud history of serving and educating the local community. The school prides itself on innovative teaching and assessment practices that aim to cater to the individual learning needs of each and every child. Debney Meadows Primary School focuses on achieving academic and social excellence for all students in its care.</p> <p>Our philosophy is built on the belief that students learn best when they have a strong sense of belonging to their classroom and have pride in their school. DMPS students are encouraged to be active independent learners, who set goals, and challenge themselves in order to achieve personal excellence. We demonstrate a commitment to providing a rich and rigorous curriculum within a safe, orderly and outcome-driven learning community. We strive to provide a supportive, nurturing and challenging learning environment, with high expectations for student success. We support students to reach their potential, regardless of their background, postcode or circumstance, and to develop the knowledge, skills and attributes they need to participate and thrive in a complex society.</p> <p>At the 2021 census, school enrolment was 94 students. The school comprised of 4 classes and consists of composite classrooms. The socio-economic profile at Debney Meadows is low based on the Student Family Occupation and Education index (SFOE) which takes into account parents' occupation and education and is at 0.7857. In 2022, Debney Meadows School staff comprises of 8.83 EFT Teaching staff made up of classroom teachers, Science and Art</p>

	<p>specialist teacher, a Mental Health and Wellbeing Coordinator, one Leading Teacher, one Learning Specialists and Principal. There were 4.82 EFT Education Support Staff comprising of Office Administration and Education Support staff.</p>
<p><b>Intent, rationale and focus</b></p>	<p>The school's achievement data for literacy and numeracy was variable and did not meet any of the identified targets in the previous SSP. School examination of student records indicated that the percentage of students identified as EAL was inaccurate and was in the process of determining which students should now be assessed against the Victorian Curriculum. The review process confirmed the school's PRSE analysis of teaching and learning practices and the need to implement consistent, research based teaching and learning practices schoolwide. The Panel agreed that a focus on improving literacy and numeracy outcomes for all students should be a key component of the next SSP.</p> <p>Based on classroom observations, the Panel agreed that student learning was mostly teacher directed and this was supported by feedback from students. The percentage positive endorsement for the ATSS student voice and agency factor was 63% in 2021. Teachers identified that their focus was currently on implementing the agreed school priorities for teaching and learning and student wellbeing and that student voice and agency was work for the future. The Panel agreed to recommend a goal to improve student engagement in learning through key improvement strategies to support student wellbeing, engagement and inclusion, a clearly defined school vision and values, meeting the learning needs of students with additional learning needs and activating student voice and agency.</p> <p>The Panel agreed to a goal to strengthen the sense of community within the school. The school, along with other key community organisations, was central to the local community and provided connections, support and services to the families of the local estate. Positive engagement and partnerships with the community was key to the school's improvement journey.</p>

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<b>Goal 1</b>	Improve student outcomes in literacy and numeracy.
<b>Target 1.1</b>	<p>By 2026, decrease the percentage of Year 3 students assessed in the bottom two bands of NAPLAN for:</p> <ul style="list-style-type: none"><li>• reading from 48% (2-year average) to 25% (4-year average)</li><li>• writing from 26% (2-year average) to 20% (4-year average)</li><li>• numeracy from 48% (2-year average) to 25% (4-year average)</li></ul> <p>By 2026, decrease the percentage of Year 5 students assessed in the bottom two bands of NAPLAN for:</p> <ul style="list-style-type: none"><li>• reading from 58% (2-year average) to 30% (4-year average)</li><li>• writing from 69% (2-year average) to 40% (4-year average)</li><li>• numeracy from 72% (2-year average) to 40% (4-year average).</li></ul>
<b>Target 1.2</b>	<p>By 2026, increase the percentage of students assessed as achieving benchmark or above benchmark growth for NAPLAN in:</p> <ul style="list-style-type: none"><li>• reading from 68% (2-year average) to 75% (4-year average)</li><li>• writing from 45% (2-year average) to 65% (4-year average)</li><li>• numeracy from 50 % (2-year average) to 65% (4-year average)</li></ul>
<b>Target 1.3</b>	By 2026, increase the percentage of students working at or above the expected level as measured by teacher judgements against the Victorian Curriculum for:

	<ul style="list-style-type: none"> <li>• reading and viewing from 60% to 75% (<i>to be finalised</i>)</li> <li>• writing from 35% to 65% (<i>to be finalised</i>)</li> <li>• number and algebra from 56% to 75% (<i>to be finalised</i>).</li> </ul>
<b>Target 1.4</b>	<p>By 2026, increase the percentage positive endorsement in the School Staff Survey for the following factors:</p> <ul style="list-style-type: none"> <li>• academic emphasis from 42% in 2021 to 75%</li> <li>• collective efficacy from 46% in 2021 to 75%</li> <li>• collective focus on student learning from 31% in 2021 to 70%</li> <li>• teacher collaboration from 17% in 2021 to 50%</li> </ul>
<b>Key Improvement Strategy 1.a</b> The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Build a culture of high expectations for both staff and students.
<b>Key Improvement Strategy 1.b</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embed the school's pedagogical model and systematic assessment practices across the curriculum.
<b>Key Improvement Strategy 1.c</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning	Build staff data literacy and confidence working with student data.

growth, attainment and wellbeing capabilities	
<b>Key Improvement Strategy 1.d</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build a culture of teacher collaboration through the implementation of PLCs.
<b>Goal 2</b>	Improve student engagement in learning
<b>Target 2.1</b>	By 2026, increase the percent positive responses score on AtoSS for the following measures: <ul style="list-style-type: none"> <li>• effort from 73% in 2021 to 80%</li> <li>• emotional awareness and regulation from 67% in 2021 to 75%</li> <li>• perseverance from 67% in 2021 to 75%</li> <li>• effective classroom behaviour 54% in 2021 to 75%</li> <li>• student voice and agency from 63% in 2021 to 75%</li> </ul>
<b>Target 2.2</b>	By 2026, reduce the average days student absence from 27 days to 20 days.
<b>Key Improvement Strategy 2.a</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embed multi-tiered systems of support that enhance student wellbeing, engagement and inclusion.
<b>Key Improvement Strategy 2.b</b> The strategic direction and deployment of resources to create and reflect shared	Review and embed the school vision and values in everyday activities of the school.

<p>goals and values; high expectations; and a positive, safe and orderly learning environment</p>	
<p><b>Key Improvement Strategy 2.c</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Review and refine the development, implementation and monitoring of student ILPs.</p>
<p><b>Key Improvement Strategy 2.d</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Activate student voice, agency and leadership to strengthen student participation and engagement in learning.</p>
<p><b>Goal 3</b></p>	<p>Strengthen school sense of community, with a focus on student engagement and transitions.</p>
<p><b>Target 3.1</b></p>	<p>By 2026, increase the percent positive responses score on AtoSS for the following measures:</p> <ul style="list-style-type: none"> <li>• respect for diversity from 69% to 80%</li> <li>• sense of confidence from 70% to 80%</li> <li>• sense of connectedness from 70% to 80%.</li> </ul>
<p><b>Target 3.2</b></p>	<p>By 2026, increase the percentage positive endorsement in the Parent Opinion Survey for the following factors:</p> <ul style="list-style-type: none"> <li>• parent participation and involvement from 69% in 2021 to 80%</li> <li>• school support from 67% in 2021 to 80%</li> <li>• school communication from 67% in 2021 to 80%</li> <li>• school pride from 79% in 2021 to 85%</li> </ul>

<b>Target 3.3</b>	<p>By 2026, increase the percentage positive endorsement in the School Staff Survey for the following factors:</p> <ul style="list-style-type: none"> <li>• parent and community involvement from 31% in 2021 to 60%</li> <li>• trust in parents and students 43% in 2021 to 65%</li> </ul>
<b>Key Improvement Strategy 3.a</b> The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Develop a school-wide approach to sustaining culturally respectful and inclusive partnerships with students and families.
<b>Key Improvement Strategy 3.b</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Strengthen links with community groups and education providers to improve community perception and increase student enrolments.