

School Strategic Plan 2022-2026

Dookie Primary School (1527)



Submitted for review by Troy Woolley (School Principal) on 20 December, 2022 at 10:17 AM

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Endorsed by Peter Shields (School Council President) on 27 January, 2023 at 02:34 PM

School Strategic Plan - 2022-2026

Dookie Primary School (1527)

School vision	Dookie Primary School provides high quality, personalized educational experiences for all students. We aim to value and support academic and wellbeing growth while being a community based school.
School values	Respect - Oneself, others and the environment Growth - academic and wellbeing Community and Collaboration
Context challenges	Going forward the key challenges we will be to continue to operate in a small school setting in rural Victoria and to grow enrolments to sustainable levels. Continue to encourage community involvement in the school. Embrace the small student numbers as an advantage for the students that are enrolled.
Intent, rationale and focus	Intent - Achieve academic and personal growth for all students. Rationale - Provide students with diverse learning opportunities both in and out of the classroom. Focus - Numeracy, Literacy and Wellbeing. Working independently, in small groups and as a whole school community.

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Goal 1	Improve literacy outcomes for all students
Target 1.1	By 2026, increase the percentage of Year 5 students assessed as meeting and above benchmark growth in NAPLAN (calculated on a three-year rolling average): <ul style="list-style-type: none">• Reading from 86% (2019-2021) to 90% (2024-2026)• Writing from 43% (2019-2021) to 75% (2024-2026)
Target 1.2	By 2026, increase the percentage of students in the Top Two NAPLAN bands for Reading (calculated on a three-year rolling average): <ul style="list-style-type: none">• Year 3 Reading from 36% (2021-2022) to 40% (2024-2026)• Year 5 Reading from 38% (2021-2022) to 50% (2024-2026)
Target 1.3	By 2026, increase the percentage of students in the Top Two NAPLAN bands for Writing (calculated on a three-year rolling average): <ul style="list-style-type: none">• Year 3 Writing from 43% (2021-2022) to 60% (2024-2026)• Year 5 Writing from 13% (2021-2022) to 30% (2024-2026)
Target 1.4	By Semester 2 2026, increase the percentage of students assessed as at or above expected age level (Semester 2) against the the Victorian Curriculum (calculated on a two-year rolling average) for:

	<ul style="list-style-type: none"> • Reading & Viewing from 71% (2020-2021) to 85% (2025-2026) • Writing from 64% (2020-2021) to 80% (2025-2026)
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Investigate, document, and implement an agreed Instructional model for writing
Key Improvement Strategy 1.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Embed processes for the analysis and moderation of student writing assessment
Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Further develop, document and embed whole school collaborative approaches to curriculum planning and instructional approaches in literacy
Key Improvement Strategy 1.d Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Embed opportunities for peer and self-assessment in literacy learning across the school
Goal 2	Improve numeracy outcomes for all students

Target 2.1	<p>By 2026, increase the percentage of Year 5 students assessed as meeting and above benchmark growth in NAPLAN:</p> <ul style="list-style-type: none"> • Numeracy from 67% (2019-2021) to 80% (2024-2026) (calculated on a three-year rolling average)
Target 2.2	<p>By 2026, increase the percentage of students in the Top Two NAPLAN bands for Numeracy (calculated on a three-year rolling average):</p> <ul style="list-style-type: none"> • Year 3 Numeracy from 25% (2021-2022) to at or above 40% (2024-2026) • Year 5 Numeracy from 13% (2021-2022) to at or above 30% (2024-2026)
Target 2.3	<p>By Semester 2 2026, increase the percentage of students assessed as at or above expected age level (Semester 2) in the Victorian Curriculum:</p> <ul style="list-style-type: none"> • Number & Algebra (calculated on a two-year rolling average) from 62% (2020-2021) to at or above 80% (2025-2026)
Target 2.4	<p>By 2026, increase the percent positive responses score for AToSS Effective teaching practice for cognitive engagement in the factors:</p> <ul style="list-style-type: none"> • Motivation & Interest from 82% (2021) to at or above 90% • Stimulated Learning from 74% (2021) to at or above 90%
Key Improvement Strategy 2.a Documented teaching and learning program based on the Victorian Curriculum	Review and update whole school collaborative approaches to curriculum planning and instructional approaches in numeracy

and senior secondary pathways, incorporating extra-curricula programs	
Key Improvement Strategy 2.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Utilise PLC inquiry processes to investigate, record and track numeracy data in order to prioritise actions in classrooms
Key Improvement Strategy 2.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Review and update opportunities for peer and self-assessment in mathematics learning across the school
Goal 3	Improve student sense of wellbeing
Target 3.1	By 2026, increase the percent positive responses score for AToSS Learner characteristics and disposition in the factors: <ul style="list-style-type: none"> • Perseverance from 82% in 2021 to at or above 90% in 2026 • Sense of Confidence from 76% in 2021 to at or above 90% in 2026
Target 3.2	By 2026, increase the percent positive responses score for AToSS Social engagement in the factors: <ul style="list-style-type: none"> • Sense of connectedness from 79% in 2021 to at or above 90% in 2026 • Student Voice & Agency from 79% in 2021 to at or above 85% in 2026

Target 3.3	<p>By 2026, increase the percent positive responses score for the Parent Opinion Survey in Social engagement in the factors:</p> <ul style="list-style-type: none"> • Confidence & Resiliency Skills from 86% in 2022 to at or above 90% in 2026 • School Connectedness from 88% in 2022 to at or above 93% in 2026
Target 3.4	<p>By 2026, increase the percent positive responses score for AToSS Emotional and relational engagement in the factor:</p> <ul style="list-style-type: none"> • Emotional Awareness & Regulation from 79% in 2021 to at or above 85% in 2026
Key Improvement Strategy 3.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Review and update opportunities for student choice, voice, and agency across curriculum areas and learning tasks
Key Improvement Strategy 3.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	Review and update the whole-school approach to practices and monitoring of inclusion, wellbeing and engagement
Key Improvement Strategy 3.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Review and update approaches to strengthening partnerships within the parent/carer and wider community to effectively support the learning and development of their child/ren.
Key Improvement Strategy 3.d	Renew and embed the school vision and values in the everyday activities of the school

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