At Deepdene Primary School we believe:

- Children, parents and teachers work in strong supportive partnership within the school community
- Children work in a safe, secure learning environment and are actively encouraged to be self-motivated, independent life-long learners
- Children work and play cooperatively
- Children make responsible decisions for their behaviour and actions
- Children are challenged, extended, motivated and supported in their learning through high quality instruction.

There is a whole school approach to teaching and learning and commitment to providing high quality instruction.

Purpose: Deepdene Primary School is a highly effective learning community that provides learning opportunities for all. It is our goal that all individuals:

- Have a strong sense of belonging
- Establish clear expectations
- Show understanding of others
- Love learning
- Show responsibility
- Be honest, sincere, truthful and trustworthy
- Treat others with consideration and respect
- Another person's interests and talents are identified, nurtured and developed so that all children achieve success engendering a high sense of self confidence and a love of learning.

Values:

- Integrity – ensure consistency between words and deeds
- Respect – treat others with consideration and respect another person’s point of view
- Responsibility – contribute to the school community and take care of the environment
- Understanding, Tolerance and Inclusion – show understanding of others and their cultures, treating all people fairly

Engagement:

- GOAL: Improve student engagement in their learning
- Develop a whole school approach to the use of evidence and data to ensure personalisation of student learning and the regular monitoring of learning and growth for every student

Key Improvement Strategies:

- Classroom planning and programs to demonstrate a differentiated curriculum catering for individual learning styles and individual student differences
- Teaching staff to be regularly using AusVELS, NAPLAN, EOL and On Demand testing data to inform teaching and target specific learning needs
- Continue to maintain high levels in stimulating learning and teacher effectiveness in the Attitudes to School Survey
- Evaluate Student Leadership Program in Level 5 & 6, sharing what is working and build upon the evaluation outcomes.

Actions for 2015:

- Develop a whole school approach to the use of evidence and data to ensure personalisation of student learning and the regular monitoring of learning and growth for every student
- Build a guaranteed and viable curriculum focused on enhancing student learning particularly in Writing
- Build teacher capacity by building collaborative professional learning teams
- Build the instructional practice of every teacher by adopting a whole school approach to instructional practice and an agreed instructional framework in Writing

Key Improvement Strategies:

- Whole School Writing focus - All staff undertake PD on the ‘BIG WRITE’ whole school writing program
- Explore and implement an instructional classroom delivery model and the across the school in Writing
- Ensure alignment from the school priorities (AIP); leadership team and professional learning area teams into classroom teacher practice
- Commence an audit of the whole school scope and sequence to ensure alignment with AusVELS
- Begin to develop a whole school AusVELS scope and sequence for our units of work
- Continue to develop clear understanding of AusVELS content and standards
- Build a process of developing a whole school assessment schedule
- Explore a whole school approach to a data tracking system
- Build teacher skills and knowledge to use data to inform and differentiate daily teaching practice

Student Achievement Targets:

- All students are to achieve a minimum of one year’s growth in literacy and numeracy annually
- Increase the percentage of Year Five students achieving high growth on NAPLAN Reading, Spelling, Writing, Grammar and Punctuation and Numeracy relative growth reports and decreasing the percentage in low growth and medium growth.
- A 5% percent increase of students in Year Five in the top two NAPLAN bands across all areas.
- A 5% percent increase of students in Year Three in the top two NAPLAN bands across all areas
- Improve the correlation between AusVELS scores and NAPLAN scores in Writing, Reading, Spelling, Grammar and Punctuation and Numeracy

Wellbeing:

- GOAL: Ensure all members of the school community feel they are in a safe and supportive learning environment
- Continue improve student wellbeing, resilience and self-esteem
- Build the social and emotional capabilities of every student

Key Improvement Strategies:

- Develop Teacher capacity and understanding of AusVELS Interpersonal Relationships and Personal Learning
- Ensure and reflect upon whole school consistency in implementing student behaviour management strategies in accordance with the Deepdene Code of Cooperation
- Reinforce the Deepdene Primary School values.

Actions for 2015:

- Develop a whole school approach to the use of evidence and data to ensure personalisation of student learning and the regular monitoring of learning and growth for every student
- Build a guaranteed and viable curriculum focused on enhancing student learning particularly in Writing
- Build teacher capacity by building collaborative professional learning teams
- Build the instructional practice of every teacher by adopting a whole school approach to instructional practice and an agreed instructional framework in Writing

Key Improvement Strategies:

- Whole School Writing focus - All staff undertake PD on the ‘BIG WRITE’ whole school writing program
- Explore and implement an instructional classroom delivery model and the across the school in Writing
- Ensure alignment from the school priorities (AIP); leadership team and professional learning area teams into classroom teacher practice
- Commence an audit of the whole school scope and sequence to ensure alignment with AusVELS
- Begin to develop a whole school AusVELS scope and sequence for our units of work
- Continue to develop clear understanding of AusVELS content and standards
- Build a process of developing a whole school assessment schedule
- Explore a whole school approach to a data tracking system
- Build teacher skills and knowledge to use data to inform and differentiate daily teaching practice

Student Achievement Targets:

- All students are to achieve a minimum of one year’s growth in literacy and numeracy annually
- Increase the percentage of Year Five students achieving high growth on NAPLAN Reading, Spelling, Writing, Grammar and Punctuation and Numeracy relative growth reports and decreasing the percentage in low growth and medium growth.
- A 5% percent increase of students in Year Five in the top two NAPLAN bands across all areas.
- A 5% percent increase of students in Year Three in the top two NAPLAN bands across all areas
- Improve the correlation between AusVELS scores and NAPLAN scores in Writing, Reading, Spelling, Grammar and Punctuation and Numeracy
**Strategic Plan Targets 2015 - 2018**

**Achievement:**
All students are to achieve a minimum of one year’s growth in literacy and numeracy annually.

*Increase the percentage of Year Five students achieving high growth on NAPLAN Reading, Spelling, Writing, Grammar and Punctuation and Numeracy relative growth reports and decreasing the percentage in low growth and medium growth.*

- Increasing the percentage achieving high growth on NAPLAN Reading, relative growth reports to a minimum of 45% in high growth (currently 30%), 50% medium growth (currently 65%), and less than 5% low growth (currently 5%).
- Increasing the percentage achieving high growth on NAPLAN Spelling relative growth reports to a minimum of 45% in high growth (currently 30%), 50% medium growth (currently 55%), and less than 5% low growth (currently 15%).
- Increasing the percentage achieving high growth on NAPLAN Writing relative growth reports to a minimum of 45% in high growth (currently 9%), 50% medium growth (currently 62%), and less than 5% low growth (currently 29%).
- Increasing the percentage achieving high growth on NAPLAN Grammar and Punctuation relative growth reports to a minimum of 45% in high growth (currently 32%), 50% medium growth (currently 50%), and less than 5% low growth (currently 18%).
- Increasing the percentage achieving high growth on NAPLAN Numeracy relative growth reports to a minimum of 45% in high growth (currently 23%), 50% medium growth (currently 56%), and less than 5% low growth (currently 21%).

**Aim for a 10% percentage increase of students in Year Five in the top two NAPLAN bands across all areas:**

- Reading currently 56.7%
- Writing currently 5.4%
- Spelling currently 54%
- Grammar and Punctuation currently 64%
- Numeracy currently 54%

**Aim for a 10% percentage increase of students in Year Three in the top two NAPLAN bands across all areas:**

- Reading currently 78%
- Writing to 85% currently 83%
- Spelling to 75% currently 71%
- Grammar and Punctuation to 85% currently 83%
- Numeracy to 75% currently 70%

**Improve correlation between AusVELS scores and NAPLAN scores in Writing, Reading, Spelling, Grammar and Punctuation and Numeracy.**

- Increase percentage of students across all levels P – 6 achieving an A or B in Speaking and Listening to a minimum of 70% (currently Foundation 21%, Yr 1 66%, Yr 2 52%, Yr 3 61%, Yr 4 48%, Yr 5 23%, Yr 6 57%)
- Increase percentage of students across all levels P – 6 achieving an A or B in Reading to a minimum of 75% (currently Foundation 13%, Yr 1 63%, Yr 2 65%, Yr 3 56%, Yr 4 56%, Yr 5 56%, Yr 6 66%)
- Increase percentage of students across all levels P – 6 achieving an A or B in Writing to a minimum of 60% (currently Foundation 21%, Yr 1 49%, Yr 2 50%, Yr 3 43%, Yr 4 53%, Yr 5 38%, Yr 6 42%)
- Increase percentage of students across all levels P – 6 achieving an A or B in Number to a minimum of 60% (currently Foundation 19%, Yr 1 60%, Yr 2 55%, Yr 3 40%, Yr 4 49%, Yr 5 41%, Yr 6 43%)

**Engagement and Wellbeing**

- Increase percentage of students across all levels Yr 1 – 6 achieving an A or B in Interpersonal Development to a minimum of 60% (currently Foundation 17%, Yr 1 59%, Yr 2 29%, Yr 3 23%, Yr 4 39%, Yr 5 43%, Yr 6 27%) and Managing Personal Learning Yr 3 – 6 to 60% achieving an A or B (currently Yr 3 43%, Yr 4 48%, Yr 5 46%, Yr 6 26%)
- To maintain the current levels of student satisfaction on the Student Attitude to School Survey