School Strategic Plan for Deepdene Primary School 2015 - 2018
**School Profile**

**Purpose**
Deepdene Primary School is a highly effective learning community providing challenging and varied learning opportunities. It is our goal that individual talents, interests and skills are identified, nurtured and developed so that all children achieve success, engendering a high sense of self confidence and a love of learning.

**Values**
The whole school approach to student welfare focuses on the values of:

- **Care and Compassion** – care for self and others
- **Doing Your Best** – try hard and pursue excellence
- **Honesty and Trustworthiness** – be honest, sincere and seek the truth
- **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

**Environmental Context**

Deepdene Primary School has a stable enrolment of approximately four hundred and fifty children who are primarily drawn from the surrounding suburbs of Balwyn, Camberwell, Canterbury and Kew. Enrolments are taken based on a neighbourhood entry policy.

Our facilities include:

- Nineteen well-resourced classrooms
- Specialist rooms for the teaching of LOTE (French) and the Performing and Visual Arts
- Library resource centre
- Designated areas for the teaching of Physical Education
- At least six computers in each classroom
- Computer laboratory with 26 state of the art computers and an interactive whiteboard
- Second computer laboratory with twenty two computers
- Two class sets of notebook computers
- Two class sets of Windows tablets
- Interactive whiteboard in every classroom as well as the Music Room, shared learning space and computer lab
- The Out of School Hours Care Club – A spacious room for a shared program between Deepdene PS and OLGC which is conducted onsite at Deepdene and administered by a private provider. The program offers before and after school care and school holiday programs
Access to Linear Park  
Synthetic grass courts  
Colourful playground equipment suited to all primary age groups  
Shade ports  
A full sized oval  
Indoor gymnasium

Having recently completed the Victorian Government’s ‘Building the Education Revolution’ program, we now have state of the art facilities to further enhance our learning and teaching programs.

The new building includes:

- Four open plan classrooms  
- Central open learning area  
- Hall/Gymnasium  
- Performing Arts Centre  
- Visual Arts Centre  
- Outdoor learning spaces

The school offers a variety of intervention, enrichment and extension programs to support and enhance student learning. These include:

- Reading support program Foundation to Level 4  
- Reading intervention Levels 3 & 4  
- Extension and enrichment program Foundation - 6  
- Mathematics Olympiad Levels 5 & 6  
- Chess club and competitions  
- Club 6  
- Science Talent Search  
- Annual productions at each level of the school  
- Boroondara Eisteddfod  
- Festival choir, ensemble groups, school band, jazz group  
- Instrumental tuition  
- Student representative council  
- Camps & tours Levels 3 - 6  
- Excursions and in-school workshops and performances for Foundation – 6  
- Inter-school sport and sports’ clinics  
- Foundation & Year 5 friendship/cross age tutoring  
- Swimming Foundation – Level 3  
- Book Week, Literacy and Numeracy Week  
- Lunchtime special interest clubs

Information and communication technology is successfully integrated into learning programs at all year levels. Each classroom is equipped with an interactive whiteboard and up to six computers. Our well-resourced computer laboratory
provides all children with access to a broad variety of challenging educational software programs and learning support equipment (e.g. multimedia projectors, digital cameras, USB computer microscopes)

The teaching staff work collaboratively in curriculum planning and delivery reflecting a strong commitment to teamwork. Equally, parents and teachers work in partnership to provide each child with rich learning experiences, optimising their potential and promoting a friendly, safe and secure learning environment over the seven years of their schooling.

The whole school approach to student welfare focuses on the values of:

- **Care and Compassion** – care for self and others
- **Doing Your Best** – try hard and pursue excellence
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- **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

**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

Deepdene Primary School is committed to promoting a highly effective learning community. Energy, enthusiasm, team spirit and effective teamwork between children, parents and all staff members are key features of life at our school.

**Service Standards**

**General**

- The school fosters close links with parents and the broader school community through its commitment to open and regular communications
- The school commits to the active sharing of its vision and goals to ensure school community engagement in the school’s strategic plan
- Deepdene Primary School will provide all students access to a broad, balanced and flexible curriculum including skills for learning and life
- The school provides a safe and stimulating learning environment to ensure all students can achieve their full
<table>
<thead>
<tr>
<th>potential</th>
<th>Specific</th>
</tr>
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<tbody>
<tr>
<td>All students will receive instruction that is adapted to their individual needs</td>
<td>Teachers will be available to communicate with parents on a regular basis both formally and informally</td>
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<td>The school policies and Strategic Plan will be published on the school website for open communication</td>
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<td>All students will be aware of the Deepdene Student Code of Conduct</td>
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<td>All teachers will provide timely and targeted feedback to students on their work</td>
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### Strategic Direction

<table>
<thead>
<tr>
<th>Goals</th>
<th>Targets</th>
<th>Key Improvement Strategies</th>
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</thead>
<tbody>
<tr>
<td>Goals are aspirational statements. They define what outcomes the school is striving to achieve. Goals evolve from the school's purpose, values and context and build on the analysis of student outcomes undertaken through the self-evaluation and review processes.</td>
<td>Targets are defined measures of the successful achievement of the school's goals. Targets can take a number of forms and may focus on the outcomes achieved by all students, such as the learning growth all students will be expected to achieve, or on the outcomes of a smaller group of students.</td>
<td>Key improvement strategies are the high-level actions that the school will undertake to achieve its goals and targets. They represent the sequential process of change that will need to occur if the goals and targets are to be realised. Key improvement strategies are broad and are likely to take several years to implement successfully and sustainably. Implementation of the key improvement strategies will be documented in detail through the school's Annual Implementation Planning process.</td>
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</table>

### Achievement

Achievement refers to both the absolute levels of learning attainment and growth in student learning that schools strive to support.

While recognising that literacy and numeracy are essential foundations for students’ success, achievement outcomes encompass a broader view of learning, spanning the full range of curriculum domains, our goals for Student Achievement are:

**Improve individual student learning outcomes**

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.

**Targets reflect student learning growth in literacy and numeracy against current 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%).

- Audit the whole scope and sequence to ensure alignment with AUSVELs.
- Develop a whole school AusVELS scope and sequence for our units of work.
- Implement the ‘BIG WRITE’ whole school writing program.
- Ensure alignment from the school priorities (AIP); leadership team and professional learning area teams into classroom teacher practice.
- Build assessment practices of teachers so that they make informed, well-balanced judgements of student achievement against the
as well as students’ co-curricular achievements.

- 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%)

**AusVELS standards**

- Ensure a consistent timetable across the school that reflects a dedicated literacy and numeracy block in each classroom every day
- Ensure a timetable that is balanced in literacy/numeracy and extra-curricular activities
- Ensure a whole school process for setting challenging goals and effective feedback for every student, including the highly able.
- Develop teacher capacity and knowledge to use formative data to inform and differentiate daily instruction
- Build collaborative Teams across all levels
- Develop teacher capacity in moderation and clear understanding of AusVELS content and standards
- Explore a whole school approach to a data tracking system eg: SPA, Insight, Accelerus Light; GradeXpert; to track the learning growth of every student
- Build teacher skills and knowledge to understand and use data
### Engagement

Engagement refers to the extent to which students feel connected to and engaged in their learning and with the broader school community.

Engagement spans students’ motivation to learn, as well as their active involvement in learning.

**Our Goal for Student Engagement is to:**

- 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.
- Develop Student Leadership opportunities and program within the school

**All teaching staff to be regularly using AusVELS, NAPLAN, EoL and On Demand testing data to inform teaching and target specific learning needs**

**Maintain high levels in stimulating learning and teacher effectiveness in the Attitudes to School Survey**

Evaluate Student Leadership Program, share what is working and build upon the evaluation outcomes.

- Develop school based student surveys, including younger students; using PMI's and rubrics.
- Student Leadership Program has been evaluated and staff share what is working
- Programs demonstrate that the Student Leadership Program builds upon the evaluation outcomes
- Incorporate expanded student leadership roles and opportunities particularly at levels 5 and 6.

### Wellbeing

Students’ health, safety and wellbeing are essential to learning and development. An inclusive, safe, orderly and stimulating environment for learning is critical to achieving and sustaining students' positive learning.

**Our goal for Student Wellbeing is to:**

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

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

- Develop Teacher capacity and understanding of AusVELS Interpersonal Relationships and Personal Learning
- Develop a clear and full understanding of responsibilities through the Student Code of Conduct document
- Reinforce the Deepdene Primary School values:
  - Care and Compassion
  - Doing Your Best
  - Honesty and
Productivity

Productivity refers to the effective allocation and use of resources, supported by evidence and adapted to the unique contexts of each school. Successful productivity outcomes exist when a school uses its resources – people, time, space, funding, facilities, community expertise, professional learning, class structures, timetables, individual learning plans and facilities – to the best possible effect and in the best possible combination to support improved student outcomes and achieve its goals and targets.

<table>
<thead>
<tr>
<th>Trustworthiness</th>
<th>Leadership Team to make effective decisions and allocate resources that result in sustained improvement to student learning, engagement and wellbeing.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Integrity</td>
<td>• Regular monitoring of the strategic plan by the leadership team.</td>
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<tr>
<td>• Respect</td>
<td>• Adapt and reference workforce planning to meet the requirements and changing needs of the School Strategic Plan.</td>
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<tr>
<td>• Responsibility</td>
<td>• Target professional learning and development.</td>
</tr>
<tr>
<td>• Understanding, Tolerance and Inclusion</td>
<td>• Research and implement data system – for monitoring student learning and growth.</td>
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<td></td>
<td>• Ensure a consistent timetable across the school that reflects a dedicated literacy and numeracy block in each classroom every day</td>
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<td>• Ensure a timetable that is balanced in literacy/numeracy and extra-curricular activities</td>
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</table>

**Our goal for productivity is to:**

*Improve the effective and efficient use of school resources*

*Resources including people, time, space, funding, facilities, community expertise, professional learning, class structures, timetables, individual learning plans and facilities to be utilised to the best possible effect and in the best possible combination to support improved student outcomes and achieve its goals and targets.*
The purpose of the indicative planner is to assist the school to prioritise key improvement strategies to support resource allocation and to describe the changes in practice and behavior that might be observable at the school if the key improvement strategies are being implemented as intended.

<table>
<thead>
<tr>
<th>Key Improvement Strategies</th>
<th>Actions</th>
<th>Achievement Milestone</th>
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<tbody>
<tr>
<td><strong>Achievement</strong></td>
<td>Actions are the specific activities to be undertaken in each year to progress the key improvement strategies. There may be more than one action for each strategy. Schools will choose to describe actions with different levels of detail.</td>
<td>Achievement milestones are markers of success. They are useful in demonstrating whether the strategies and actions have been successful. Achievement milestones often reflect observable changes in practice or behaviour. To simplify and focus the school’s monitoring of progress, only a limited number of achievement milestones should be set.</td>
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<tr>
<td>Audit the whole scope and sequence to ensure alignment with AUSVels.</td>
<td>▪ Whole School Writing focus - Explore and begin to implement the ‘BIG WRITE’ whole school writing program. ▪ Explore and implement an instructional classroom delivery model and the across the school in Writing</td>
<td>▪ Professional Development provided by Andrell Education for all staff in ‘BIG WRITE’ - whole school writing program. Whole school PD day in March, followed by PD sessions on Tuesdays. ▪ PD has taken place where teachers address the question “What does good teaching look like at Deepdene PS?”</td>
</tr>
<tr>
<td>Develop a whole school AusVELS scope and sequence for our units of work</td>
<td>▪ Ensure alignment from the school priorities (AIP); leadership team and professional learning area teams into classroom teacher practice</td>
<td>▪ Area Teams display AIP in classrooms and refer to the common goals during planning sessions</td>
</tr>
<tr>
<td>Implement the ‘BIG WRITE’ whole school writing program.</td>
<td>▪ Commence an audit of the whole scope and sequence to ensure alignment with AUSVels. ▪ Develop a whole school AusVELS scope and sequence for our units of work ▪ Continue to develop clear understanding of AusVELS content and standards</td>
<td>▪ Teams led by Area Leaders will have commenced an audit of all AusVELS dimensions. ▪ Whole school AusVELS scope and sequence will begin to be devised and developed ▪ Teams continue to develop teacher understandings through moderation and review of AusVELS content and standards</td>
</tr>
<tr>
<td>Ensure alignment from the school priorities (AIP); leadership team and professional learning area teams into classroom teacher practice.</td>
<td>▪ Begin process of developing a whole school Assessment schedule</td>
<td>▪ Current assessment schedule will have been audited and Assessment and Reporting team will commence devising a whole school assessment schedule</td>
</tr>
<tr>
<td>Build assessment practices of teachers so that they make informed, well-balanced judgements of student achievement</td>
<td>▪ Begin to research an effective assessment tracking model</td>
<td>▪ Assessment and Reporting Team will assess various data tracking models ▪ Explore a whole school approach to a data</td>
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<tr>
<td>Explore and implement an instructional classroom delivery model and the high yield instructional practices</td>
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</tbody>
</table>
- Build teacher skills and knowledge to use formative data to inform and differentiate daily instruction
- Continue to build collaborative Teams across all levels
- Continue to develop teacher capacity in moderation and clear understanding of AusVELS content and standards
- Explore a whole school approach to a data tracking system
- Build teacher skills and knowledge to understand and use data.
- Continue to build a whole school assessment schedule and regularly monitor.
- Use assessments of, as and for learning.

<table>
<thead>
<tr>
<th>Year 2</th>
<th></th>
<th>tracking system eg: SPA, Insight, Accelerus Light; GradeXpert; to track the learning growth of every student.</th>
</tr>
</thead>
</table>
| - Whole School Speaking and Listening focus – audit current practice and develop scope and sequence | - Level meetings focus on student learning.  
- Data analysis will take place in Area Meetings  
- Area leaders will regularly access data online  
- All leadership team members will have attended NAPLAN data interpretation PD  
- Area Teams use AusVELS, NAPLAN, EOL data analysis to improve student learning  
- All teaches are using student performance data to inform their teaching.  
- Early identification of students performing well above or below the expected level and those students are provided with appropriate support programs and a differentiated curriculum that caters for their needs.  
- ILP’s are created for all students 12 months ahead or 6 months behind standard in Numeracy and Literacy  
- All classrooms display the AIP and teams refer to the AIP in planning sessions and meetings  
- Timetable reflects common planning time in all levels  
- Area Teams demonstrate collaborative practices through planning sessions, sharing of ideas and common understandings | - Audit of current Speaking and Listening practices  
- Professional Development provided for all staff in Speaking And Listening |
| Year 3 | - Whole School Mathematics focus – Audit and explore ways of teaching problem solving in Numeracy.  
- Explore and implement an instructional classroom delivery model and the high yield instructional practices across the school | - Professional Development provided for all staff in Numeracy and Problem Solving  
- Strategies developed to improve student outcomes  
- Peer learning program continued  
- Best practice instructional model for Deepdene is embedded into classroom practice across all levels and in all classrooms  
- Common language is developed around instructional strategies. |
|---|---|---|
| | - Continue audit of the whole scope and sequence to ensure alignment with AUSVels.  
- Continue to implement the ‘BIG WRITE’ whole school writing program.  
- Ensure alignment from the school priorities (AIP); leadership team and professional learning area teams into classroom teacher practice.  
- Continue to build teacher skills and knowledge to use formative data to inform and differentiate daily instruction  
- Continue to build collaborative Teams across all levels  
- Continue to develop teacher capacity in moderation and clear understanding of AusVELS content and standards | - Teams continue to moderate and demonstrate clear understanding of AusVELS content and standards  
- Teachers embed Big Write program and strategies into their classroom practices  
- All classrooms display the AIP and Teams refer to the AIP in planning sessions and meetings  
- Timetable reflects common planning time in all levels  
- Rubrics are used in all levels  
- Data analysis will take place in Area Meetings  
- Area Teams use AusVELS, NAPLAN, EOL data analysis in to improve student learning  
- Area Teams demonstrate collaborative practices through planning sessions, sharing of ideas and common understandings  
- Level meetings focus on student learning  
- All teaches are using student performance data to inform their teaching  
- A common language and practice is evident for assessment and the teaching and learning of literacy and numeracy.  
- Early identification of students performing well above or below the expected level and those students are provided with appropriate support programs and a differentiated curriculum that caters for their needs |
- Continue to implement the ‘BIG WRITE’ whole school writing program.
- Ensure alignment from the school priorities (AIP); leadership team and professional learning area teams into classroom teacher practice.
- Build teacher skills and knowledge to use formative data to inform and differentiate daily instruction.
- Continue to build collaborative Teams across all levels.
- Continue to develop teacher capacity in moderation and clear understanding of AusVELS content and standards.

Practice at Deepdene:
- Big Write program and strategies is embedded into planning and classroom practice.
- All classrooms display the AIP and Teams refer to the AIP in planning sessions and meetings.
- Rubrics are used in all levels.
- Data analysis will take place in Area Meetings.
- Area Teams use AusVELS, NAPLAN, EOL data analysis in to improve student learning.
- Timetable reflects common planning time in all levels.
- Area Teams demonstrate collaborative practices through planning sessions, sharing of ideas and common understandings.
- Level meetings focus on student learning.
- All teaches are using student performance data to inform their teaching.
- A common language and practice is evident for assessment and the teaching and learning of literacy and numeracy.
- Early identification of students performing well above or below the expected level and those students are provided with appropriate support programs and a differentiated curriculum that caters for their needs.

Year 4:
- Whole school Reading focus.
- Continue to audit of the whole scope and sequence to ensure alignment with AusVELS.
- Continue to develop and update a whole school AusVELS scope and sequence for our units of work.

Review current practices in Reading:
- PD provided to update in Reading practices.
- Teams led by Area Leaders will have commenced an audit of all AusVELS dimensions.
- Whole school AusVELS scope and sequence will begin to be devised and developed.
- Teams continue to develop teacher understandings through moderation and review of AusVELS content and standards.
<table>
<thead>
<tr>
<th>Year</th>
<th>Classroom planning and programs to demonstrate a differentiated curriculum catering for individual learning styles and individual student differences</th>
<th>Classroom planning and programs demonstrate a differentiated curriculum catering for individual learning styles and individual student needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Teaching staff to be regularly using AusVELS, NAPLAN, EoL and On Demand testing data to inform teaching and target specific learning needs</td>
<td>All teachers are using a variety of teaching strategies to improve student engagement in all aspects of learning.</td>
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<td>Continue a wide variety of optional clubs to suit individual needs eg: chess club, dance club, lunchtime tennis, ICT club, gardening club, festival choir and ensembles etc</td>
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<tr>
<td></td>
<td></td>
<td>Rubrics are used in all levels</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Data analysis will take place in Area Meetings</td>
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<tr>
<td></td>
<td></td>
<td>Area Teams use AusVELS, NAPLAN, EOL data analysis in to improve student learning</td>
</tr>
</tbody>
</table>

**Engagement**

Staff to demonstrate a differentiated curriculum catering for individual learning styles and individual student differences

Develop school based student surveys, including younger students; using PMI’s and rubrics.

Incorporate expanded student surveys.

- Continue to implement the ‘BIG WRITE’ whole school writing program.
- Ensure alignment from the school priorities (AIP); leadership team and professional learning area teams into classroom teacher practice.
- Build teacher skills and knowledge to use formative data to inform and differentiate daily instruction.
- Continue to build collaborative Teams across all levels.
- Continue to develop teacher capacity in moderation and clear understanding of AusVELS content and standards.
- Big Write program and strategies is embedded into planning and classroom practice.
- All classrooms display the AIP and Teams refer to the AIP in planning sessions and meetings.
- Rubrics are used in all levels.
- Data analysis will take place in Area Meetings.
- Area Teams use AusVELS, NAPLAN, EOL data analysis in to improve student learning.
- Timetable reflects common planning time in all levels.
- Area Teams demonstrate collaborative practices through planning sessions, sharing of ideas and common understandings.
- Level meetings focus on student learning.
- All teachers are using student performance data to inform their teaching.
- A common language and practice is evident for assessment and the teaching and learning of literacy and numeracy.
- Early identification of students performing well above or below the expected level and those students are provided with appropriate support programs and a differentiated curriculum that caters for their needs.
<table>
<thead>
<tr>
<th>Year</th>
<th>Classroom planning and programs</th>
<th>Teaching staff</th>
<th>School based student surveys</th>
<th>Leadership Team</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>continue to demonstrate a differentiated curriculum catering for individual learning styles and individual student differences</td>
<td>to be regularly using AusVELS, NAPLAN, EoL and On Demand testing data to inform teaching and target specific learning needs</td>
<td>(eg: PMI’s and rubrics) will be developed for all year levels to track student engagement and wellbeing</td>
<td>have evaluated leadership program and implemented improvements in program</td>
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<tr>
<td></td>
<td>continue to maintain high levels in stimulating learning and teacher effectiveness in the Attitudes to School Survey</td>
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<td>continue to develop, improve and build upon the Student Leadership Program.</td>
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<tr>
<td>3</td>
<td>Evaluate current teaching practice, share what is effective teaching practice and ensure that it is effectively implemented in every classroom.</td>
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<tr>
<td></td>
<td></td>
<td>Teaching staff is using AusVELS, NAPLAN, EoL data analysis in to improve student learning</td>
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<td>School based student surveys (eg: PMI’s and rubrics) will be developed for all year levels to track student engagement and wellbeing</td>
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<td>Leadership Team have evaluated leadership program and implemented improvements in program</td>
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rubrics) will be used in all year levels to track student engagement and wellbeing.
- Continue a wide variety of optional clubs to suit individual needs eg: chess club, dance club, lunchtime tennis, ICT club, gardening club, festival choir and ensembles etc

| Year 4 | Continue to build teacher’s capacity to better identify, actively listen and cater for student needs. | Area Teams moderate aspects of Interpersonal Relationships and Personal Learning in area meetings
- Attitudes to School data has maintained the high results as shown over the past four years.
- Continue a wide variety of optional clubs to suit individual needs eg: chess club, dance club, lunchtime tennis, ICT club, gardening club, festival choir and ensembles etc

| Year 1 | 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:
- **Care and Compassion** – care for self and others
- **Doing Your Best** – try hard and pursue excellence
- **Honesty and Trustworthiness** – be honest, sincere and seek the truth
- **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 | Area Teams have begun audit and documentation of current practice

| Year 2 | Current Social Skills strategies and classroom practices documented and reviewed | Area Teams have audited and documented current practice
Current practice is reviewed and improvements implemented

| Year 3 | Review and revise current practice | }
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<th>Review and revise common practice</th>
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• Timetable reflects common planning time in all levels  
• Timetables are consistent across the school and reflect a dedicated literacy and numeracy block in each classroom every day  
• Whole school timetable is balanced in literacy/numeracy and extra-curricular activities  
• PD reflects goals and strategies and whole school focus in the AIP  
• CRT/Admin budget to support allocated Leadership meeting time  
• Student learning to be a focus at Area Meetings  
• Student learning and data analysis to be a focus at Leadership Meetings  
• Planning Days timetabled in Term 1 for term 2, in Term 2 for Term 3 and Term 3 for Term 4  
• Levels are allocated classrooms in close proximity to one another for effective collaborative teams and planning  
• Budgets reflect whole school goals and AIP |

**Productivity**

To allocate resources according to DEECD and school priorities and evaluate their effect, using a transparent and accountable annual budgeting process.

Develop annual short and long term budget priorities in association with school.

Regular monitoring of the strategic plan by the leadership team.

Adapt and reference workforce planning to meet the requirements and changing needs of the School Strategic Plan.

Target professional learning and development.

Ensure an enabling timetable.

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