Vision

Our vision for Dana Street Primary School is to be a community that promotes life long learning, the pursuit of excellence, and an eagerness to participate and contribute within a global community. We strive to provide a welcoming, stimulating, caring and supportive learning environment for our students, teachers, parents and broader community. The core purpose of the school is to provide a comprehensive education for all students through effective communication, strong teamwork and the application of a range of teaching strategies, within a climate of fun and enjoyment, that enables students to reach their academic, social, emotional and physical potential.

Values

At Dana Street Primary School we believe that education is a process of growth underpinned by the following community values:

Respect and Care:
- Treating others with consideration, honesty and regard
- Demonstrating a positive sense of self-worth and a sensitivity and compassion in dealing with others

Responsibility:
- Accepting our social and environmental responsibilities in the school, wider community and the global world
- Providing a cooperative, friendly and enjoyable environment where students share the responsibility for their own learning, behavior and health

Inclusion, Tolerance and Understanding
- The provision of equal opportunity for all members of the school community
- Being included and including others
- Accepting and valuing individual differences and diversity

Excellence
- Performing at one’s best, individually and collectively
- Fostering our unique talents and developing a love of learning
- Acknowledging and encouraging engagement and effort
- Ability to think creatively, rationally, analytically and with empathy
The Environmental Context

Dana Street Primary School was established in 1857 and has a current enrolment of 206 students. The community is diverse and dynamic with many families choosing our school for its location, sense of community and excellence in teaching and learning. We have an increasing number of families receiving EMA (Education Maintenance Allowance).

During the past four years there have been a number of changes in the school that may provide challenges in our continuing pursuit of excellence. These changes include: falling enrolments and the impact that this will have on our resources, an increasing SFO (Student Family Occupation), a greater mobility of students and the effect that this has on sequential student learning (30 new students were enrolled during 2008), an increase in the number of students who speak English as their second language, the state of the buildings due to their age and the challenge of continued maintenance to provide an attractive and safe environment.

Our school is full of vitality. It has a caring family atmosphere and a strong cooperative spirit. We encourage and value home/school/community partnerships and this is evident by the participation and support that the school receives from families and community members. By seeking input and feedback from all stakeholders in our school community we have attempted to ensure that the views of staff, parents, grandparents and students have been considered and included in planning for the future continuous improvement of our school.

Over the past four years the school has achieved significant successes and improvement in the charter goals and priorities of improved student learning in Literacy, Numeracy and Student Well-Being. We strive for excellence in all that we do and have high expectations of our students to achieve their personal best. The teachers and support staff work as a high performing team to improve all student learning and should be feeling very proud of the improvements in student learning, especially in literacy and numeracy. The data also supports our belief that all students’ individual learning needs should be supported and challenged and it is pleasing to note that many of our students are achieving above the expected levels.

The school values programs, student welfare programs and strategies have supported students in developing responsibility, resilience and social competencies. We have a caring staff who are committed to ensuring a safe, happy and secure environment for the students. The teachers provide a wide range of teaching and learning programs and consider individual needs, gender, interests, talents and learning styles.

Areas that the community have identified as strengths of the school:

- Integrated school community – the way children are encouraged to play together, programs that support developing relationships e.g. Buddies and Values Programs. The small school environment that promotes positive relationships between all students.
- Sense of neighbourhood and community – parents linger in the school after hours with children playing, there is a strong community spirit.
- Computer programs and the use of ICT to enhance learning.
- Supportive teachers who take a genuine interest in the students’ learning and well-being.
- Developing life-long learners.
Areas that the community have identified as what we could improve in or what they would love our school to be able to do:

- More leadership training for students and strengthen opportunities for ‘student voice’.
- Classroom music and singing programs.
- Becoming a sustainable school (recycling, etc. included in the curriculum)
- Strengthening welfare support
- Replace / improve portable classrooms
- Keep up to date with resources especially in ICT
- Increased teaching resource budgets
- Setting priorities for long term planning in curriculum e.g. units of study

Areas for improvement:

- Continued focus on teaching and learning with an emphasis on Literacy (Writing), Numeracy and the integration of ICT to enhance student learning and engagement.
- Continued focus on student well-being
- Curriculum audit and planning to coordinate and integrate all that we do. This plan will link VELS, ICT, Integrated Units of Studies through the introduction of ‘Big Ideas’ outlining the skills, knowledge and attitudes students need for a changing world. Current and Future initiatives will be included: POLT (Principles of Teaching and Learning), Performance and Development Culture, E5, Primary Connections, eLearning Plan, ISDES (Individual Schools Drug Education Strategy), as well as student well-being programs, with our monitoring, assessment and reporting of student progress.
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<thead>
<tr>
<th>GOALS</th>
<th>STUDENT LEARNING</th>
<th>STUDENT ENGAGEMENT AND WELL-BEING</th>
<th>STUDENT PATHWAYS AND TRANSITION</th>
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<td></td>
<td>To ensure that every child progresses at the expected rate in literacy and numeracy with particular emphasis on writing.</td>
<td>To fully engage all students in developing their learning pathway skills.</td>
<td>To strengthen transition processes of all students into the school.</td>
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| TARGETS | • The profile of achievement of each cohort will improve between years Prep and year 6.  
• The proportion of students in the matched cohort who achieve 1.0 growth on the NAPLAN (Reading, Writing and Numeracy) between years 3 and 5 will increase.  
• Over the period 2009 – 2011 the aggregated proportion of students who achieve the expected VELS Progression Point (in Reading, Writing and Number) will increase to:  
  **Reading**  
  Yr 2 75% (Baseline 2006-7 – 65%)  
  Yr 4 75% (Baseline 2006-7 - 61%)  
  Yr 6 85% (Baseline 2006-7 - 96%)  
  **Writing**  
  Yr 2 70% (Baseline 2006 -7 - 58%)  
  Yr 4 70% (Baseline 2006 -7 - 52%)  
  Yr 6 80% (Baseline 2006 -7 - 96%)  
  **Number**  
  Yr 2 70% (Baseline 2006 -7 - 58%)  
  Yr 4 75% (Baseline 2006 -7 - 63%)  
  Yr 6 85% (Baseline 2006 -7 - 96%)  
  (Note: Year 6 targets are lower than the baseline 2006-2007 percentage because of the known achievement of the cohorts) | • Improved mean scores on the following variables in the Attitudes To School Survey each year with the aim of achieving the levels indicated by 2011 Learning Confidence (Baseline 2008 4.05)  
  - 2009 4.10  
  - 2010 4.25  
  - 2011 4.50  
  **School Connectedness** (Baseline 2008 4.37)  
  - 2009 4.40  
  - 2010 4.45  
  - 2011 4.50  
  **Student Motivation** (Baseline 2008 4.53)  
  - 2009 4.55  
  - 2010 4.60  
  - 2011 4.65  
  (average score on scale of 1-5, where 5 is the best possible score) | • For each of the years 2009-2011 the transition variable for the Parent Opinion Survey will be no less than 5.5 (average score on a scale of 1 -7, where 7 is best possible score)  
• At least 80% of parents reporting a high degree of satisfaction (strongly agree on the four point scale) with student transition according to the school based Transition Survey each year 2009-2011. |
|       | • By 2011 all students will demonstrate competence in the full range of eLearning skills on the school’s skill checklist and achieve at or above the expected levels in VELS domains of Personal Learning and ICT.  
• A reduced number of students recording absences above the State Mean (2006 State benchmark 13.2 days). | | |
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<td>• Teaching and Learning PD for staff in literacy and numeracy, with a particular focus on writing.</td>
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<td>• Develop and introduce a developmental continuum for Writing.</td>
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<td>• Adopt innovative use of eLearning to support learning and improve student engagement through provision of resources, professional development of staff and integration of eLearning into all curriculum programs.</td>
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