School Strategic Plan for Cranbourne Carlisle Primary School

5510

2015-2018

Endorsements

Endorsement by School Principal	Signed……………………………………… Name…Cheryl Irving……………………… Date………………………………………………
Endorsement by School Council	Signed……………………………………… Name…Tanya Caruana…………………… Date……………………………………………… School Council President's endorsement represents endorsement of School Strategic Plan by School Council
Endorsement by the delegate of the Secretary	Signed……………………………………… Name………………………………………… Date…………………………………………

Cranbourne Carlisle Primary School

Many Cultures, One Community

School Profile

Purpose	Cranbourne Carlisle Primary School is committed to developing and nurturing the whole child; a child with a positive self image, who seeks excellence and respects the rights of others. Our intent is to make learning relevant and meaningful to all children. Our focus is on children as capable individuals and as active constructors of their own learning.
Values	Cranbourne Carlisle children strive to demonstrate the attributes of a lifelong learner: caring, balanced, reflective, inquirers, principled, thinkers, risk takers, communicators, knowledgeable and open minded.
	Cranbourne Carlisle children develop and value the following attitudes: commitment, integrity, respect, curiosity, creativity, enthusiasm, confidence, appreciation, cooperation, tolerance, empathy and independence.
	Cranbourne Carlisle children:
	• have a strong sense of identity
	• be connected with and contribute to their world
	• have a strong sense of wellbeing
	• be confident and involved learners
	• be reflective communicators
Environmental Context	Cranbourne Carlisle Primary School opened in 2010 with 179 children enrolled from Prep to Year Six. Growth has been steady, with 423 children enrolled for 2015.
	The school is located in Cranbourne North, a culturally diverse provincial suburb within the City of Casey. The school is approximately 50 km south-east Melbourne.
	Cranbourne Carlisle Primary School was built under a new, national approach to planning, funding and implementing the nation's future infrastructure needs. A private sector consortium, Axiom Education Victoria, was appointed to design, build, finance and maintain the school over a period of 25 years.
	For forty five percent of the children, English is not the main language spoken at home. A significant number of children were born in Afghanistan, India and New Zealand and with Dari, Hazaraghi, Hindhi, Punjabi, Khmer, Samoan, Krio, Arabic, Malayam, Kannada, Tamil, Sinhalese and Gujurati as some of the other languages spoken. Five percent of children are from a likely refugee background.
	The student family occupation (SFO) density of 0.6 is a measure of the socio-economic background of families. The school has a mobility score of 7.5%, which has a significant impact on learning and school programs.
	Cranbourne Carlisle Primary School employs approximately 30 staff: 2 Principal Class Employees, 22.8 EFT Teaching Staff and 5.2 EFT Education Support Staff.

Service Standards	Cranbourne Carlisle Primary School's commitment to children and parents is that:
	- children will learn in an environment where literacy and numeracy learning is a focus - children will have access to cutting-edge resources that support learning - children will learn in an environment where individual needs are recognised and catered for - children will receive additional support early if they are not making expected progress - children will be presented with challenging opportunities if they are exceeding their expected progress - parents and carers will receive regular updates on their child's progress as part of school assessments - parents and carers will have the opportunity to be involved in the school's programs Together, we aim to develop internationally minded people who, recognising their common humanity and shared guardianship of the planet help to create a better and more peaceful world

Strategic Direction

	Goals	Targets	Key Improvement Strategies
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, as well as students' co-curricular achievements.	Continue to strengthen teaching and learning programs throughout the school, with a particular emphasis on literacy and numeracy, to ensure all children maximise their learning potential.	By 2018, 85% of children will meet or exceed a year's growth each year in AusVELS in Reading and Viewing, Speaking and Listening and Writing By 2018, 85% of children will meet or exceed a year's growth each year in AusVELS in all strands of Mathematics	Continue to develop teacher practice through professional learning and the sharing of highly effective teaching strategies. Build the capacity of teachers to provide timely, explicit and regular feedback to children to further engage them in their learning. Establish collective accountability for the collection, analysis and reflection of assessment data, leading to consistent judgements to inform planning and teaching.
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. Engagement also refers to students engagement as they make critical transitions through school and beyond into further education and work	Continue to reinforce the school values and attributes of the Learner Profile, to promote the development of motivated, engaged and resilient children.	Maintain high overall Student Attitudes to School Survey results, with annual improvement in the following areas: • Teacher Effectiveness (2014 = 4.53) • Teacher Empathy (2014 = 4.50) • Student Motivation (2014 = 4.66) • Learning Confidence (2014 = 4.17) • Stimulating Learning (2014 = 4.25) • School Connectedness (2014 = 4.46) • Classroom behaviour (2014 = 3.99)	Develop the capacity of teachers to communicate clear learning intentions and give explicit feedback to children against agreed success criteria. Build teacher capacity in personalising children's learning. Strengthen teacher understanding of, and commitment to, the Student Engagement and Inclusion Policy and ensure that implementation is consistent across the school. Continue to develop and embed inquiry learning, through the Primary Years Programme of the International Baccalaureate

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 experiences.	Continue to build a safe, orderly and stimulating learning community that supports and enhances the social and emotional wellbeing of every child.	Maintain high results in the Student Morale (2014 = 6.23) and Student Distress (2014 = 6.58) variables of the Student Attitude to School Survey Demonstrate growth in Parent Opinion Survey results, with annual improvement in the following areas: • Approachability (2014 = 5.72) • Parent input (2014 = 5.35) • Student Safety (2014 = 5.40) By 2018: • absence data will demonstrate average absent days per year per child (F-6) is at or below 12 days (2014 = 14.11) • a significant reduction in the number of children who arrive late to school	Strengthen teacher understanding of, and commitment to, the Student Engagement and Inclusion Policy and ensure that implementation is consistent across the school. Creatively develop and sustain productive partnerships with parents, based on mutual trust and respect, to enhance learning outcomes. Continue to reinforce behavioural expectations through a whole school commitment to the Learner Profile, 'Learning Deal' and classroom essential agreements.
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.	Continue to strengthen the alignment of all aspects of resourcing to enable the school to manage and deliver continuous school improvement. Work to maintain a mutually respectful partnership with DTZ in order to maximise the benefits of the Public-Private Partnership model.	Transparent documentation of resources allocated to key school priorities Demonstrate improvement in the following Staff Opinion survey variables: • Collective efficacy (2014 = 434) • Teacher collaboration (2014 = 343) Demonstrate improvement in the Parent Opinion survey variable School Improvement (2014 = 5.83)	Develop and implement a strategic professional learning plan that encompasses the school's improvement agenda and the professional learning needs of staff.

School Strategic Plan 2014- 2017: Indicative Planner

Key Improvement Strategies		Actions	Achievement Milestone
Achievement Continue to develop teacher practice through professional learning and the sharing of highly effective teaching strategies. Build the capacity of teachers to provide timely, explicit and regular feedback to children to further engage them in their learning. Establish collective accountability for the collection, analysis and reflection of assessment data, leading to consistent judgements to inform planning and teaching.	Year 1	▪ Ensure the school community has a clear and shared understanding of the new SSP. ▪ Investigate research based teaching and learning models. ▪ Members of staff to develop an explicit teaching and learning model which is consistently implemented across the school. ▪ Provide opportunities to develop shared understandings of the AusVELS standards and progression points across levels to strengthen the continuum of learning. ▪ Deepen collaborative practices within teams and across teams. ▪ Establish and implement a systematic plan for the collection, analysis and use of achievement data. ▪ Continue to build the capacity of teachers to effectively use assessment information to differentiate planning, teaching and learning and to provide meaningful feedback to children. ▪ Develop an understanding of shared responsibility for NAPLAN data across the school. ▪ Strengthen the staff induction program to ensure all new members of staff understand and commit to the school pedagogy, processes and programs ▪ Implement Classroom Promotion of Oral Language CPOL) program ▪ Implement Early Years Evaluation-Direct Assessment (EYE-DA) and Early Years Evaluation-Teacher Assessment (EYE-TA), with a focus on data analysis informing future teacher planning	▪ Whole staff professional development in AITSL 'Looking at Classroom Practice' completed ▪ Classroom observation and Learning Walk processes documented, establishing clearly articulated focus for each observation, which is closely aligned to professional learning needs and school priorities ▪ Greater differentiation is evident in weekly planning ▪ Induction program clearly documented, ready for implementation in 2016 ▪ Whole staff have participated in analysis of 2015 NAPLAN data, identifying areas of performance that require improvement ▪ CPOL data collected and program investigated

Year 2	- Teaching teams continue to focus on the development of effective planning and teaching practice, with a particular emphasis on oral language - Continue to develop shared understanding and common language around a continuum of learning - Develop and document procedures to encourage a school-wide self-reflective culture of continuous improvement focussed on improving classroom teaching that includes coaching and mentoring, leaders and teachers visiting classrooms and providing constructive feedback - Provide instructional leadership, clarity and continuous professional development to ensure full implementation of effective research based teaching strategies (such as lesson purpose, explicit instruction, timely feedback to guide child actions, individual goal setting), through ongoing professional discussions, mentoring, coaching and modelling of lessons	- Ongoing AusVELS data evidences at least 12 months growth - Ongoing collection and analysis of CPOL data - Ongoing collection and analysis of EYE data - Processes for classroom observations include video and analysis of teacher practice
Year 3	- Monitor teaching and learning practices for efficacy, through tracking of individual, cohort and whole school data - Embed coaching, mentoring, modelling of classes and cycles of feedback into regular teacher practice - Implement clearly documented whole school plan for curriculum delivery aligned with all AusVELS domains, with a strong alignment between overall curriculum, weekly planning, classroom teaching and regular assessment of children's progress against curriculum expectations	- Assessment Schedule (F-6) requirements met - Ongoing AusVELS data evidences at least 12 months growth - Staff Performance and Development Plans reflect growth in giving and receiving feedback
Year 4	- Review professional learning needs of teachers - Evaluate literacy and numeracy practices across the school - Review the effectiveness of the whole school assessment schedule	- ePotential survey analysed - School Staff Survey demonstrates improvement in all Professional Learning variables - Ongoing AusVELS data evidences at least 12 months growth

		Strengthen and embed the capacity of teams to use multiple sources of assessment data to plan for greater personalisation of learning	▪ Staff demonstrate greater competency in triangulation of data
Engagement Develop the capacity of teachers to communicate clear learning intentions and give explicit feedback to children against agreed success criteria. Build teacher capacity in personalising children's learning. Strengthen teacher understanding of, and commitment to, the Student Engagement and Inclusion Policy and ensure that implementation is consistent across the school. Continue to develop and embed inquiry learning, through the Primary Years Programme of the International Baccalaureate	Year 1	▪ Investigate research based practices which encourage engagement in learning. ▪ Strengthen the sharing of best practice across the school. ▪ Implement the consistent use of the school developed differentiation cone to accurately place children in the continuum of learning. ▪ Provide professional learning to assist teachers to understand some children require significant adjustments to their learning programs giving consideration to both support and acceleration. ▪ Ensure differentiation of learning is a feature of every teacher's practice. ▪ Clearly link the Staff Performance and Development process with the implementation of the SSP and Annual Implementation Plans (AIPs) and use that process to identify what professional learning support each member of staff requires. ▪ Continue to monitor absences, especially those children whose absences are unexplained. ▪ Administer the *Tell Them From Me* Student Survey ▪ Enter formal consideration phase for IB PYP Authorisation	▪ Attitude to School Survey analysed and demonstrates continued high scores in all variables ▪ Targeted staff sharing times are regularly scheduled ▪ Teachers demonstrate greater competency in using a range of assessment tools to collect and analyse objective data on achievement as evidence of successful teaching and identify gaps in learning ▪ Adherence to Individual Learning Plans and a strong commitment to differentiation is clearly evident in weekly planning documents ▪ Absence data remains at or above state average ▪ Feasibility study conducted by key staff, in which the IB philosophy, programme structure and requirements are analysed and compared with current school philosophy and practices
	Year 2	▪ Formalise processes for the sharing of best practice, through regular, targeted staff PD sessions ▪ Continue to develop staff capacity in effective use of the differentiation cone, to ensure children are working at their zone of proximal development ▪ Continue to provide professional learning in the implementation of Individual Learning Plans for those children who require significant adjustments to their learning	▪ Teachers demonstrate expertise in using a range of assessment tools to collect and analyse objective data on achievement as evidence of successful teaching and identify gaps in learning ▪ Adherence to Individual Learning Plans and a strong commitment to differentiation remains clearly evident in weekly planning documents ▪ Absence data remains at or state average

		• Continue to ensure that Performance and Development processes are rigorous, plans are closely aligned with the SSP and AIP and that learning needs of staff are supported • Develop and implement stringent guidelines for the monitoring and follow up of absences • Apply for IB PYP Candidacy	• Data from the Attitude to School Survey and Tell Them From Me Student Survey is analysed and action plan established • *Application for Candidacy: Primary Years Programme* is submitted
	Year 3	• Monitor the implementation of programs and processes to improve engagement targets outlined in the SSP. • Continue to implement improvement strategies based on attendance and punctuality data • Monitor 'Children's Voices' to ensure that children have the opportunity to actively participate in school decision making processes • Work towards IB PYP Authorisation	• Data from the Attitude to School Survey and Tell Them From Me Student Survey is analysed and action plan adjusted • Trial implementation of the PYP is commenced • Staff trained in *Induction into the PYP*
	Year 4	• Apply for IB PYP Authorisation • Continue to train key personnel in IB practices • Review programs and processes to improve engagement targets outlined in the SSP. • Review implementation of improvement strategies based on attendance and punctuality data • Review processes for 'Children's Voices' to ensure that children have the opportunity to actively participate in school decision making processes	• Data from the Attitude to School Survey and Tell Them From Me Student Survey is analysed and action plan reviewed • *Application for Authorisation: Primary Years Programme* submitted • Staff trained in *Making the PYP Happen*
Wellbeing Strengthen teacher understanding of, and commitment to, the Student Engagement and Inclusion Policy and ensure that implementation is consistent across the school. Creatively develop and sustain productive partnerships with parents, based on mutual trust and respect, to enhance learning outcomes.	Year 1	• Form formal and informal focus groups of parents to explore ways in which parents/carers can be actively involved in the school. • Provide members of staff with a deep understanding of generational poverty and of cultural differences. • Continue to develop and promote the school website as a means of communicating with parents/carers and families. • Continue to provide reports to parents that clearly show children's learning over time and	• Range of parent groups established to suit different purposes • Website and class blogs contain relevant information and are regularly updated • Staff demonstrate greater understanding of cultural and socio-economic issues with the school community

Continue to reinforce behavioural expectations through a whole school commitment to the Learner Profile, 'Learning Deal' and classroom essential agreements.		which include suggestions of how parents can support their child's learning.	
	Year 2	▪ Review success of parent groups and investigate the possibility of family workshops that focus on various aspects of school life- academic learning, social behaviours, etc ▪ Continue to develop and promote the school website as a means of communicating with parents/carers and families. ▪ Continue to provide reports to parents that clearly show children's learning over time and which include suggestions of how parents can support their child's learning. ▪ Review the Student Engagement and Inclusion Policy	▪ Parent Opinion Survey data shows improvement in Approachability, Parent Input and General Satisfaction variables ▪ Community input and use of website, class blogs and school app shows significant increase
	Year 3	▪ Review behaviour management protocols, including the 'Learning Deal' and use of classroom essential agreements ▪ Ensure that all parent information documents are clear, concise and consider the English literacy skills of parents and carers. Provide translations where available and appropriate ▪ Monitor processes for reporting children's learning to parents and encouraging strategies to support learning at home ▪ Refine the provision of family workshops based on needs of parents and carers and ensure that they are inclusive so that attendance by a broad sector of our community is encouraged.	▪ School climate remains calm, orderly and productive, with staff and children all adhering to the 'Learning Deal' and established essential agreements ▪ There is high attendance at family workshops ▪ Approachability, Parent Input and General Satisfaction variables in the Parent Opinion Survey continue to trend upwards
	Year 4	▪ Update behaviour management protocols, in line with review findings, school needs and Departmental changes ▪ Access translation services for school based documents and policies that are not readily available ▪ Continue to encourage parental participation in family workshops	▪ School climate remains calm, orderly and productive, with staff and children all adhering to the 'Learning Deal' and established essential agreements ▪ There continues to be high attendance at family workshops ▪ Approachability, Parent Input and General Satisfaction variables in the Parent Opinion Survey continue to trend upwards

| Productivity

Develop and implement a strategic professional learning plan that encompasses the school's improvement agenda and the professional learning needs of staff.	Year 1	▪ Train key staff members in the implementation of the IBPYP. ▪ Develop protocols for mentoring and coaching ▪ Provide opportunities for staff members to be engaged in mentoring and coaching. ▪ Strengthen the understanding of collective responsibility for child and school improvement. ▪ Aim to recruit members of staff who are experts in the fields in which they teach and have very high levels of pedagogical knowledge and skill.	▪ Strategic professional learning plan that encompasses the school's improvement agenda and the professional learning needs of staff is developed ▪ IB Coordination Team appointed
	Year 2	▪ Continue to access high quality professional learning opportunity for key staff and create opportunities for staff to collaboratively share skills and experiences. ▪ Establish and clearly document school wide processes for identifying specific learning needs ▪ Ensure that staff are deployed in ways that make the best use of their expertise	▪ Strategic professional learning plan is reviewed and updated to reflect current school priorities and needs of staff ▪ Collective efficacy and Teacher collaboration variables of the Staff Opinion survey demonstrate improvement ▪ School Improvement variable of the Parent Opinion survey demonstrates improvement
	Year 3	▪ Monitor the strategic professional learning plan to ensure it is meeting staff and school requirements and remains closely aligned with SSP and AIP	▪ Strategic professional learning plan is reviewed and updated to reflect current school priorities and needs of staff ▪ Collective efficacy and Teacher collaboration variables of the Staff Opinion survey demonstrate improvement ▪ School Improvement variable of the Parent Opinion survey demonstrates improvement
	Year 4	▪ Review the strategic professional learning plan to ensure it is meeting staff and school requirements and remains closely aligned with SSP, AIP and current Department initiatives	▪ Strategic professional learning plan is reviewed and updated to reflect current school priorities and needs of staff ▪ Collective efficacy and Teacher collaboration variables of the Staff Opinion survey demonstrate improvement ▪ School Improvement variable of the Parent Opinion survey demonstrates improvement