

School Strategic Plan 2018-2022

Cranbourne Carlisle Primary School (5510)



Submitted for review by Lisa Vandenbosch (School Principal) on 04 December, 2018 at 02:33 PM

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School Strategic Plan - 2018-2022

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School vision	<p>Cranbourne Carlisle Primary School will Inspire a passion for learning through building curiosity and collaboration in a challenging and supportive environment that inspires excellence Encourage resilience and a positive self image , with a focus on respecting ourselves, others and our world</p>
School values	<p>The core values of the school are proudly articulated through the school expectations of Respect, Resilience, Collaboration & Curiosity</p>
Context challenges	<p>Cranbourne Carlisle Primary, which opened in 2010, is a government primary school which was built under the Public Private Partnership model – Axiom Education Victoria Consortium. The school is located in Cranbourne North, a culturally diverse provincial suburb of approximately 40,000 people within the City of Casey. The school is approximately 50 km south-east of the Melbourne Central Business District. Our school is a well-resourced dynamic, vibrant and thriving learning community which caters for children from Prep to Year 6. 56.3% of our children have English as an Additional language (EAL) and 4.73% have refugee experiences. The Student Family Occupation Education (SFO) index of 0.5876 indicates that approximately 40% of our children have disadvantaged backgrounds. In 2018, the enrolment was 474 children spread across 24 classrooms.</p> <p>Challenges Consolidating consistent, evidence based, whole school teaching and learning approaches in Literacy and Numeracy. Improving the learning gain of students from Year 3 to Year 5 across all subjects</p>
Intent, rationale and focus	<p>Our intent:</p> <ul style="list-style-type: none"> • to improve student achievement and growth in literacy and numeracy particularly in regards to learning gain and high achievement • to develop a high functioning Professional learning community • to create a school climate in which every community member has agency in student learning. • to develop critical and creative thinkers who will thrive in all environments and respond effectively to challenges <p>Our rationale:</p>

- If we strengthen coherence and consistency across the school in instructional practice, then we will improve student learning outcomes
- If we build staff efficacy and capacity through active participation in a collaborative professional learning community we will improve pedagogy and student learning outcomes
- If we create a climate in which the community feels empowered to contribute to student learning, then we will improve student learning outcomes
- If we embed critical and creative thinking capabilities, then we will build capacity in students and teachers to manage and apply innovative and adaptive thinking strategies across all curriculum areas

Our priorities

All of our Key Improvement Strategies (KIS) are linked to the priorities and initiatives outlined in The Framework for Improving Student Outcomes model (FISO), the High Impact Teaching Strategies (HITS) and the Practice Principles.

Goal 1: Excellence in Teaching and Learning with a focus on Curriculum planning and assessment

Goal 2: Community engagement in learning with a focus on Parents and carers as partners

Goal 3: Positive climate for learning with a focus on Empowering students and building school pride

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Goal 1	Improve student achievement and growth in literacy and numeracy.
Target 1.1	By 2022 the percentage of students in year 5 in the top 2 bands of NAPLAN will increase from 15% to 30% in reading, and from 23% to 35% in numeracy.
Target 1.2	By 2022 the percentage of students in year 5 in the bottom 2 bands of NAPLAN will decrease from 25% to 20% in reading, and from 20% to 15% in numeracy.
Target 1.3	By 2022 the percentage of students making high or medium gain in NAPLAN will increase from 61% to 70% in reading and from 73% to 80% in numeracy.
Key Improvement Strategy 1.a Evidence-based high-impact teaching strategies	Develop knowledge, understanding and skill in applying an agreed pedagogical model relevant to all curriculum areas. (HITS)
Key Improvement Strategy 1.b Curriculum planning and assessment	Build teacher capacity to collect, use and reflect on student assessment data to improve and monitor student learning achievement and growth. (CPA)
Key Improvement Strategy 1.c Building leadership teams	Develop a whole-school professional learning strategy to support the implementation of practice principles and high-impact teaching strategies. (BLT)
Goal 2	To create a school climate in which every community member has agency in student learning.

Target 2.1	By 2022 increase the percentage endorsement on the Parent Opinion survey for <i>Parent Participation</i> from 74% to 85%, <i>School Communication</i> from 79% to 85%, <i>Teacher Communication</i> from 78% to 85% and <i>General Satisfaction</i> from 87% to 90%.
Target 2.2	By 2022 increase the percentage positive response on the Attitudes to School Survey for the domain <i>Self-Regulation and Goal Setting</i> from 85% to 90%, <i>Student Voice and Agency</i> from 68% to 78%, <i>Connectedness</i> from 79% to 85% and <i>Inclusion</i> from 87% to 90%.
Target 2.3	.By 2022 increase the percentage positive response on the Staff Survey for <i>Collective Efficacy</i> from 61% to 75%, <i>Academic Emphasis</i> from 59% to 75% and <i>Trust in Students and Parents</i> from 64% to 80%.
Target 2.4	By 2022 improve attendance data from Foundation to year 6 by decreasing the absence rates from 17.16 days per full time equivalent student to 15 days.
Key Improvement Strategy 2.a Vision, values and culture	Document and implement a Climate for Learning Strategy to strengthen whole school practice in building student voice and agency.
Key Improvement Strategy 2.b Parents and carers as partners	Develop and embed opportunities to engage all members of the community in a genuine partnership to improve student learning.
Key Improvement Strategy 2.c Building practice excellence	Build staff efficacy and capacity through active participation in a collaborative professional learning community focused on improved pedagogy and student learning outcomes.
Goal 3	To develop critical and creative thinkers who will thrive in all environments and respond effectively to challenges.

Target 3.1	Increase the percentage positive response on the Student Attitudes to School Survey for the domain <i>Learning confidence</i> from 80% to 90%, <i>Student voice and agency</i> from 68% to 78%.
Target 3.2	Increase the percentage positive response on the Parent Opinion Survey for the domain <i>Stimulating Learning Environment</i> from 79% to 85%.
Target 3.3	Increase the average percentage of positive responses in the Staff survey for the domain <i>Teaching & Learning implementation</i> from 79% to 85% and the <i>Professional learning</i> percentage positive endorsement from 80% to 90%.
Key Improvement Strategy 3.a Evidence-based high-impact teaching strategies	Build staff capacity in digital technology and design technology through active participation in professional learning, coaching and modelling.
Key Improvement Strategy 3.b Evidence-based high-impact teaching strategies	Build staff capacity to embed the critical and creative thinking elements of questions and possibilities, reasoning and meta-cognition in their classrooms.
Key Improvement Strategy 3.c Evidence-based high-impact teaching strategies	Refine and implement a consistent approach to inquiry learning that encompasses a focus on rich, open and engaging questions.