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| |  |  | | --- | --- | |  | **Campbellfield Heights PS**  **Strategic Plan 2017-2020** | | **Endorsement**  Principal: Jo Howard [name] [date]  School council: Faye Khalil name] [date  Delegate of the  Secretary: Vivienne Tellefson [name] [date] | **Re-Endorsement** (if a Goal, KIS or Target is changed)  **………………………………………**[name] [date]  **………………………………………**[name] [date]  **………………………………………**[name] [date] | **Re-endorsement** (if a Goal, KIS or Target is changed)  **………………………………………**[name] [date]  **………………………………………**[name] [date]  **………………………………………**[name] [date] |

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| **School vision** | **School values** | **Context and challenges** | **Intent, rationale and focus** |
| We are committed to giving each of our students the best possible education together with the skills and qualities they need to flourish at school and in life.  Our teachers work in collaborative teams to optimise the learning of all children.  Our students have a genuine voice and understanding of their role as learners and leaders.  Our School Wide Positive Behaviour Support framework equips all students’ with the behaviours and self-regulation skills they need for success.  Together with our students and parents, we are a proud multicultural community of learning who is committed to success for all. | Our school motto is “Success for All” and our current school values are Consideration, Honesty, Positivity and Success.  Our work in developing the SWPBS Behavioural Matrix which will involve revisiting our values in Semester 2 2017. | Campbellfield Heights Primary School enrolment sits between 200 – 215 students. All of the student population live in the immediate area. The small school size assists the school to develop relationships with families. The Community Hub supports newly arrived families and the wider community.  Our key goal is to improve literacy and numeracy through providing quality teaching in every classroom. We areproud to be in the pilot intake of the DET Professional Learning Community (PLC) Initiative. This way of working supports teachers to work in collaborative teams as researchers of their own impact. A Literacy Coach and Numeracy Coach help build teachers’ skills in explicitly teaching to students’ learning point.  **Challenges**   * Strengthening the monitoring and evaluation of progress at student, class and whole school level * Developing the precision teaching strategies needed to meet the individual needs of all students in a population that includes a large percentage of EAL and PSD students * Supporting student wellbeing in a context where large numbers of students are considered at risk of not achieving their full potential according to DET guidelines * Ensuring a safe, caring and engaging learning environment with a high level of learner agency and where students and parents see themselves as partners in learning * Providing the English language and other supports needed to involve parents as partners in their children’s learning | **Intent-** To improve literacy and numeracy outcomes through embedding a PLC culture.  **Rationale-** We know that when teachers work together in collaborative teams to gather evidence of student learning, analyse that evidence, and identify and implement precision teaching strategies to address gaps and progress student learning, student outcomes improve.  **Focus** *Building Teaching Excellence***,** DET PLC Initiative, Victorian Curriculum, Numeracy, Literacy, EAL, Instructional and Shared leadership.  **Intent-** To make the school a safe, positive and engaging place to learn through embedding the SWPBS framework and strengthening learner agency and parent engagement.  **Rationale-** We know that when schools have a documented framework of behaviour, attitudes and expectations that is based on the school’s vision and values and has been developed with students and parents as partners in learning, student achievement and wellbeing improve.  **Focus**- Setting Expectations and Promoting Inclusion, School Wide Positive Behaviour Support Framework, increased student voice and learner agency, positive education and parent engagement.  **Ongoing monitoring and evaluation-** Leadership and SIT team coaching to support use of the improvement cycle and ongoing monitoring and evaluation of the SSP and AIP. |
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| **Four-year goals  (for improving student achievement, engagement and wellbeing)** | **Improvement Priorities, Initiatives and/or Dimensions** | **Key improvement strategies** | **Targets  (for improving student achievement, engagement and wellbeing)** |
| To improve individual learning outcomes in literacy and numeracy | Excellence in teaching and learning   * Building practice excellence * Curriculum planning and Assessment   Professional Leadership   * Instructional and shared leadership * Building Leadership Teams | 1. Embed a PLC culture of team collaboration, inquiry, evidence based practice and feedback | **NAPLAN Relative Growth Yr.3- 5**   |  |  |  | | --- | --- | --- | | **Decrease low relative growth** | **Increase high relative growth** | **Top 2 Bands Year 3 Year 5** | | |  |  |  | | --- | --- | --- | |  | 2016 | 2020 | | Reading | 50% | ≤ 25% | | Writing | 12% | ≤ 10% | | G & P | 18% | ≤ 15% | | Spelling | 24% | ≤ 20% | | Numeracy | 45% | ≤ 25% | | |  |  |  | | --- | --- | --- | |  | 2016 | 2020 | | Reading | 11% | >20% | | Writing | 24% | >25% | | G & P | 18% | >20% | | Spelling | 12% | >20% | | Numeracy | 5% | >15% | | |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | 2016 | 2020 | 2016 | 2020 | | Reading | 11% | >15 | 20% | >20 | | Writing | 24% | >25 | 12% | >18 | | G & P | 15% | >20 | 16% | >20 | | Spelling | 24% | >25 | 19% | >25 | | Numeracy | 3% | >10 | 8% | >15 | |   **NAPLAN mean score Year 3 Year 5 NAPLAN 5-7 Transitional Growth Low Transitional Growth High**   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | State | 2016 | 2020 | State | 2016 | 2020 |  |  | 2016 | 2020 |  |  | 2016 | 2020 | | Reading | 435.4 | 352.9 | >400 | 508.1 | 450.5 | >480 |  | Reading | 35% | >25% |  | Reading | 25% | >30% | | Writing | 433.3 | 381.1 | >400 | 487.7 | 483.5 | >488 |  | Writing | 37% | >25% |  | Writing | 5% | >15% | | G & P | 444.3 | 368.7 | >400 | 505.6 | 462.4 | >506 |  | G & P | 30% | >25% |  | G & P | 25% | >25% | | Spelling | 425.1 | 352.8 | >400 | 495.7 | 470.4 | >475 |  | Spelling | 25% | >20% |  | Spelling | 15% | >25% | | Numeracy | 414.2 | 343 | >380 | 501.5 | 443.9 | >480 |  | Numeracy | 20% | >15% |  | Numeracy | 35% | >35% |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **School Staff Survey (% endorsement all staff)**   |  |  |  | | --- | --- | --- | |  | 2016 | 2020 | | Collective Efficacy | 58% | >80% | | Collective Responsibility | 74% | >80% | | Academic Emphasis | 44% | >70% | | Staff Trust Colleagues | 32% | >80% | | Teacher Collaboration | 68% | >80% | | **PLC Survey Teachers PLC Leaders**   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | 2017 | 2020 | 2017 | 2020 | | Openness Practice |  | > |  | > | | Collaboration |  | > |  | > | | Inquiry Cycle |  | > |  | > | | PLC Leader Support |  | > |  | > | | Develop PLC leaders |  | > |  | > | | Feedback |  | > |  | > | | **Pivot AITSL Standards**  **Student feedback to teachers**   |  |  |  | | --- | --- | --- | |  | T1  2017 | T 4  2020 | | Know  Students | 4.2 | > | | Effective  T &L | 4.3 | > | | Assess  Feedback | 4.1 | > | |   **Teacher Judgement,: Victorian Curriculum Progressions/TEAL**  A minimum of one year of growth for each student in Reading and Mathematics assessed in relation to the Victorian Curriculum  Validity Target: The school will develop an assessment schedule n Semeter2 2017. This will support triangulation of data to increase accuracy of assessment and reduce variation. NAPLAN Maths and Reading will be used at Year 3 and Year 5. The methods and other data sources will be determined through the development of the assessment schedule. |
| 1. Develop teacher knowledge and understanding of the Victorian Curriculum Develop teacher knowledge and understanding of the Victorian Curriculum and TEAL/RVEAL |
| 1. Build capacity to embed consistent high impact teaching strategies |
| 1. Build distributive leadership and staff voice to embed teaching excellence |
| To enhance the school’s learning climate and student and community engagement in learning | Positive Climate for Learning   * Setting expectations and promoting Inclusion * Empowering Students and building school pride | 1. Establish school wide positive behaviour as an evidence based framework for creating a positive school climate. | |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Attitudes to School Survey Year 4- 6 (Positive %) 2017-2020**   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Parent Opinion Survey**     |  |  |  | | --- | --- | --- | |  | 2017 | 2020 | | Cognitive Engagement |  | > | | Student Development |  | > | | Safety |  | > | | Parent Community Involvement |  | > | | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Excellence in teaching and learning | 2017 | 2020 | Positive climate for learning | 2017 | 2020 | | Effective Teaching | 90 | > | Differentiated Learning | 89 | > | | Stimulating Learning | 75 | > | Connectedness | 74 | > | | Effort | 81 | > | Advocate at school | 88 | > | | High Expectations | 95 | > | Managing Bullying | 81 | > | | Teacher Concern | 75 | > | Respect for Diversity | 81 | > | | Learner Confidence | 86 | > |  |  | > | | Stimulating Learning | 75 | > |  |  |  | | Student Voice | 78 | > |  |  |  | |  |  |  |  |  |  |   **Pivot AITSL Standard 100% or ILP Goals met by 2020**   |  |  |  | | --- | --- | --- | |  | **2017** | **2020** | | Maintain Safe and Supportive Learning Environments | 3.8 | > 4.4 | | |  | |  |  | |
| 1. Develop a culture of goal setting and reflection to enhance student learning |
| 1. Build capacity of students as proactive learners and leaders. |
| 1. Foster and enhance a sense of community for parents and students in learning |