

School Strategic Plan for Campbellfield Heights Primary School Northern Metropolitan Region 2013-2016

<p>Endorsement by School Principal</p>	<p>Signed..... (Principal's signature)</p> <p>Name.</p> <p>Date.....</p>
<p>Endorsement by School Council</p>	<p>Signed..... (School Council President's signature)</p> <p>Name.....</p> <p>Date.....</p>
<p>Endorsement by Regional Director or nominee</p>	<p>Signed..... (Regional Director or nominee's signature)</p> <p>Name.....</p> <p>Date.....</p>

School Profile

<p>Purpose</p>	<p>To provide a quality education that empowers children to participate in, and contribute to, a culturally diverse community through becoming tolerant, responsible and informed lifelong learners.</p>
<p>Values</p>	<p>At Campbellfield Heights Primary School the values of respect, tolerance, persistence, excellence, responsibility and trustworthiness underpin all interactions, relationships and professional behaviours of the school community – whilst at school and when representing our school.</p>
<p>Environmental Context</p>	<p>Campbellfield Heights Primary School is situated, within the City of Hume, 15 kilometres north of Melbourne. Merri Creek, the Hume Highway, Mahoney Road and the Western Ring Road form the 'natural enrolment' boundaries around the school which was opened in 1971. The student enrolment numbers fluctuate between 195 and 205 each year. In 2012 the school enrolment is 195. The prep intake of 35 students in 2012 and 2013 will ensure enrolments are likely to rise to be sustained above 200.</p> <p>An important contextual factor that influences school performance is the background of students. With an SFO density of 0.82 and a LBOTE proportion of 0.96, our school serves a diverse and multicultural community.</p> <p>Families are from various backgrounds with a high proportion, over 71%, of students having English as an Additional Language, and with 17% of families arriving as refugees. Approximately 57% of families are from Lebanon with the remaining coming from countries such as Iraq 22%, Syria and Turkey, as well as Australia. Children born in Australia to one or two parents from other countries make up 82% of the enrolment. AEDI data indicates that over 84% of 2012 Prep students were developmentally vulnerable in two or more domains. Of our current enrolment 6% of students are supported through the Program for Students with Disabilities (PSD) and over 85% of families receive the Educational Maintenance Allowance.</p> <p>Campbellfield Heights Primary School has a stimulating and quality educational environment consisting of a mix of older and contemporary permanent buildings. The recently constructed BER funded building, with four learning spaces and associated facilities, together with part of the school being converted into a Community Hub, has provided an outstanding open-plan and contemporary learning environment. This is enriched by the provision of a variety of information and communication technologies for use by all students. The school is working towards becoming a resource smart school and currently provides many sustainability focussed activities for students and families. Staff members are committed to providing explicit teaching, with high expectations, through a personalised curriculum that caters for the individual learning needs and styles of every student. This learning is enhanced with the assistance of Educational Support Staff who assist students in every learning community.</p>

Strategic Intent

	Goals	Targets	Key Improvement Strategies
Student Learning	To maximise student performance in all curriculum areas with a strong emphasis on literacy and numeracy.	<p>*By 2016 the proportion of students assessed as being at or above the expected level (AusVELS A B C) to be at least 85% across all English and Mathematics dimensions, with more than 25% of students accessing A or B grades for English and more than 20% for Mathematics, and no students receiving an E grade.</p> <p>*By 2016 NAPLAN for English and Mathematics studies for Year 3 to be: 95% at or above Band 2; 10% increase in the cohort currently greater than Band 4; and, cohort growth to be at or above expected levels.</p> <p>*By 2016 NAPLAN for English and Mathematics studies for Year 5 to be :00% at or above Band 4; 10% increase in the cohort currently greater than Band 6; and, cohort growth to be at or above expected levels.</p> <p>*Milestones: Parent Opinion survey items – school curriculum, stimulating learning, reporting, learning focus & general satisfaction to be above 5.8 and extra curricula and homework to be above 5.4 for each year 2013 – 2016. For each year 2013 – 2016 all variables of Staff Opinion survey to be above 80 on the 100-point scale, except for work demands which should be above 60.</p>	<p>*Develop common approaches to learning and teaching.</p> <p>*Development of professional learning community so that teachers can better support each other.</p> <p>*Further development of the use of learning technologies to support teaching and learning and student engagement.</p>

Strategic Intent

	Goals	Targets	Key Improvement Strategies
Student Engagement and Wellbeing	To develop students who are curious and creative learners, active and engaged citizens and who are both community minded and globally focussed.	<p>*By 2016, student absences to be less than 14 days per student.</p> <p>*For each year 2013 – 2016, Student Attitude to School survey results to be above the 50th percentile.</p> <p>*Milestones: For each year 2013 – 2016 Parent Opinion results to be above those in 2011. For each year 2013 – 2016 all variables of the Staff Opinion survey to be above 80 on the 100 -point scale.</p>	<p>*Improve student motivation and confidence to learn at a high level.</p> <p>*Further develop student resilience and positive behaviours.</p>
Student Pathways and Transitions	To ensure effective transition and pathways into, within and exiting the school.	General Satisfaction and transition in the Parent Opinion Survey to be above 6.0 for each year, 2013 – 2016.	<p>*Enhance parent, school and community partnerships.</p> <p>*Continue to develop the school community by enhancing understanding by students and teachers of the whole school.</p>

School Strategic Planner 2013- 2016: Indicative Planner

Key Improvement Strategies (KIS across the three student outcomes areas)		Actions	Achievement Milestones (Changes in practice and behaviours)
<p>STUDENT LEARNING</p> <p>*Develop a consistent whole school approach to teaching of Literacy(reading) and Numeracy</p>	Year 1	<ul style="list-style-type: none"> ▪ Establish role description for learning leaders in literacy and numeracy ▪ Begin development of continuums, using AUSVels for number and literacy ▪ To continue the implementation of consistent teaching practices – HRLTPs and numeracy guiding principles ▪ Evaluate the list of guiding principles for numeracy and literacy implementation – lesson plans (including e5), work programs and planners ▪ Develop an understanding of guiding principles of differentiating the teaching and learning in literacy and numeracy 	<ul style="list-style-type: none"> ▪ Action teams seeking feedback on draft continuums and effectiveness or planning ▪ Planning documents including Biannual Reports, work programs to demonstrate us of HRLTPs strategies, Numeracy and Literacy guiding Principles and differentiation in teaching.
	Year 2	<ul style="list-style-type: none"> ▪ Completion of AUSVels continuums in literacy and numeracy. ▪ Embed a HRLTPs procedure from P – 6 indicating the strategies, activities and tools ▪ Implement consistency of teaching practices in numeracy across teams ▪ Staff to collectively develop their understandings on differentiated learning using student data to effectively target the needs of the students 	<ul style="list-style-type: none"> ▪ Use of continuums evident in planning documentation and PLC discussions ▪ CHPS HRLTPs procedure P-6 Document ▪ Evidence of differentiated teaching across cohort planning
	Year 3	<ul style="list-style-type: none"> ▪ To use and review the continuums in literacy and numeracy to monitor students learning and curriculum planning ▪ To continue to use the HRLTPs procedures from P-6 indicating the strategies, activities and tools ▪ To continue using the understandings that have been developed on differentiated learning along with student data to effectively target the needs of the students 	<ul style="list-style-type: none"> ▪ Evidence of continuums, CHPS HRLTPs procedure P – 6 Documents, differentiated learning in planning documents and in classroom practice
	year 4	<ul style="list-style-type: none"> ▪ Review the use of continuums for literacy and numeracy ▪ Embedding of all HRLTPs consistent teaching practices P – 6 (HRLTPs and Numeracy Strategies) ▪ Review the approach to differentiate learning in light of student data 	<ul style="list-style-type: none"> ▪ Achieved targets in numeracy and literacy

Key Improvement Strategies (KIS across the three student outcomes areas)		Actions	Achievement Milestones (Changes in practice and behaviours)
<p>STUDENT LEARNING</p> <p>Development of a Professional Learning Community (PLC) so that teachers can better support each other.</p>	Year 1	<ul style="list-style-type: none"> ▪ Develop a digital resource – school wide assessment maps that allow for moderation of data in numeracy and literacy and allows for consistency of assessments across the school. ▪ Establish a School Improvement Team (SIT) to lead school improvement and to monitor the impact of actions and interventions introduced to improve student ▪ SIT Members to develop a two year action plan and protocols for implementation of Professional Learning ▪ Establish a PLC as part of the meeting schedule to focus on an evidence – based approach to enhance purposeful teaching in Literacy and numeracy. 	<ul style="list-style-type: none"> ▪ P – 6 school wide assessment maps digital resource established ▪ CHPS PLC action plan with protocols and guidelines document produced ▪ PLC meetings regularly using student achievement data to guide professional learning direction ▪ SIT team established and two year action plan for professional learning created
	Year 2	<ul style="list-style-type: none"> ▪ Collectively, use the assessment maps digital resource to moderate student work and plan for future teaching and learning ▪ Implement PLC action plan ▪ Continue to meet as a SIT Team to ensure consistency of practice 	<ul style="list-style-type: none"> ▪ Assessment Maps digital resource shows evidence of moderated work samples ▪ Direct reference to data made in grouping students as shown in planners ▪ Regular PLC meetings demonstrate the use of achievement data to guide teaching and learning ▪ Regular SIT team meetings on meeting schedule
	Year 3	<ul style="list-style-type: none"> ▪ Refine and continue to use the assessment maps digital resource. ▪ Review implementation of PLCs ▪ Continue to meet as a SIT Team to ensure consistency of practice and develop the next two year Professional Learning Plan 	<ul style="list-style-type: none"> ▪ Quality of annotated work samples completed during moderation. ▪ Checklist of effective PLCs completed and analysed ▪ SIT team meeting on meeting schedule ▪ A two year Professional Learning Plan developed
	Year 4	<ul style="list-style-type: none"> ▪ Review the assessment maps digital resource ▪ Review the implementation of the PLC's ▪ Review the implementation of the SIT Team 	<ul style="list-style-type: none"> ▪ Feedback from SIT during review cycle regarding assessment maps digital resource, PLC's and SIT Team following consultation with staff

Key Improvement Strategies (KIS across the three student outcomes areas)		Actions	Achievement Milestones (Changes in practice and behaviours)
STUDENT LEARNING Further development of the use of Learning Technologies to support teaching and learning	Year 1	<ul style="list-style-type: none"> ▪ Establish a Learning Technology Team ▪ Familiarise CHPS Staff with the Learning Technologies (iPads, Notebooks and Web 2.0 technologies) to improve teaching and learning ▪ Familiarise the school community with the ULTRANET as a step towards sharing knowledge and resources beyond the classroom, providing for participation between students, teachers and parents to connect to diverse educational social contexts. 	<ul style="list-style-type: none"> ▪ LT Team established and meetings included in meeting schedule ▪ Learning Technology Guidelines developed ▪ CHPS Staff begin to use Learning Technologies regularly ▪ ULTRANET lead Users Pilot use of ULTRANET spaces and applications in their classrooms and model for staff.
	Year 2	<ul style="list-style-type: none"> ▪ Provide professional learning opportunities in learning technologies ▪ CHPS Staff implement Learning Technologies (iPads, Notebooks and Web 2.0 technologies) ▪ Implement components of the ULTRANET with the school community 	<ul style="list-style-type: none"> ▪ Professional development plan reflects opportunities regarding learning technologies ▪ Evidence of learning technologies is included in planners ▪ Increase use of the ULTRANET in teaching teams
	Year 3	<ul style="list-style-type: none"> ▪ Build on the use of learning technologies to improve teaching and learning ▪ Build on our use of the ULTRANET in the school community which includes students Learning Profiles being accessed by parents. All teachers are expected to demonstrate their use of the ULTRANET in a professional capacity. 	<ul style="list-style-type: none"> ▪ Increased use of learning technologies – as evident in planners ▪ Increased use of the ULTRANET spaces and applications across the school community including parents
	Year 4	<ul style="list-style-type: none"> ▪ Evaluate the use of learning technologies to improve teaching and learning ▪ Evaluate the use of the ULTRANET in the school community 	<ul style="list-style-type: none"> ▪ Learning technology Team feedback during review cycle ▪ Evidence of use of learning technologies- as evident in planners and observations ▪ Evidence of effective use of ULTRANET in the school community

School Strategic Planner 2013- 2016: Indicative Planner

Key Improvement Strategies (KIS across the three student outcomes areas)		Actions	Achievement Milestones (Changes in practice and behaviours)
<p>STUDENT ENGAGEMENT & WELLBEING</p> <p>*Improve student motivation and confidence to learn at a high level.</p>	Year 1	<ul style="list-style-type: none"> ▪ Revisit student engagement policy ▪ Audit teacher expectations, student and staff code of conduct and goal setting practices ▪ Develop a professional development plan to include “challenging tasks and differentiation of lessons” ▪ Create, administer and analyse a student survey from P – 6 covering motivation and confidence to learn 	<ul style="list-style-type: none"> ▪ Policy reviewed and modified accordingly ▪ Audit completed and professional learning plan altered to accommodate feedback ▪ Survey created, administered and analysed, recommendations for improvement are documented
	Year 2	<ul style="list-style-type: none"> ▪ Continue to implement the student engagement policy ▪ Implement the professional development plan to include “challenging tasks and differentiation of lessons” ▪ Make changes using the recommendations made through the surveys 	<ul style="list-style-type: none"> ▪ Student Engagement Policy is being followed ▪ The professional development plan includes “challenging tasks and differentiation of lessons” ▪ Changes made from survey feedback
	Year 3	<ul style="list-style-type: none"> ▪ Continue to promote the student engagement policy ▪ Continue to implement the professional development plan to include “challenging tasks and differentiation of lessons” ▪ Continue to make changes using the recommendations made through the surveys 	<ul style="list-style-type: none"> ▪ Student Engagement Policy is being followed ▪ The professional development plan includes “challenging tasks and differentiation of lessons” ▪ Changes made from survey feedback
	Year 4	<ul style="list-style-type: none"> ▪ Evaluate the student engagement policy ▪ Evaluate the implementation of the professional development plan to include “challenging tasks and differentiation of lessons” ▪ Evaluate the P-6 survey and look for trends that may assist in developing future goals 	<ul style="list-style-type: none"> ▪ Student Engagement Policy is evaluated ▪ The professional development plan is evaluated ▪ Evaluation of survey is completed

Key Improvement Strategies (KIS across the three student outcomes areas)		Actions	Achievement Milestones (Changes in practice and behaviours)
STUDENT ENGAGEMENT & WELLBEING *Further develop student resilience and positive behaviours.	Year 1	<ul style="list-style-type: none"> ▪ Investigating resilience programs ▪ Develop and action plan for embedding positive behaviours into the school 	<ul style="list-style-type: none"> ▪ Resourcing various resilience programs ▪ Action plan developed
	Year 2	<ul style="list-style-type: none"> ▪ Decide and implement an effective resilience programs ▪ Implement an action plan for embedding positive behaviours into the school 	<ul style="list-style-type: none"> ▪ Resilience program decided and implementation begins as evident in planners ▪ Action plan followed and some positive behaviours observed
	Year 3	<ul style="list-style-type: none"> ▪ Continue to implement and refine the resilience programs ▪ Continue to implement and refine the action plan for embedding positive behaviours into the school 	<ul style="list-style-type: none"> ▪ Resilience program continues as evident in planners ▪ Action plan followed and many positive behaviours observed
	Year 4	<ul style="list-style-type: none"> ▪ Evaluate the resilience programs ▪ Evaluate the action plan for embedding positive behaviours into the school 	<ul style="list-style-type: none"> ▪ Evaluation of resilience program occurs ▪ Evaluation of positive behaviours occurs

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Key Improvement Strategies (KIS across the three student outcomes areas)		Actions	Achievement Milestones (Changes in practice and behaviours)
STUDENT PATHWAYS & TRANSITIONS ▪ Enhance parent and school community partnerships	Year 1	<ul style="list-style-type: none"> Investigate ways in which to enhance parent and school community partnerships (HUB, CASEA, Welfare) 	<ul style="list-style-type: none"> List of recommendations established
	Year 2	<ul style="list-style-type: none"> Implement recommendations made and engage parents and the school community in these activities 	<ul style="list-style-type: none"> Recommendations implemented
	Year 3	<ul style="list-style-type: none"> Continue to implement recommendations made and engage parents and the school community in these activities 	<ul style="list-style-type: none"> Recommendations continue to get implemented
	Year 4	<ul style="list-style-type: none"> Evaluate the changes made to engage parents and the school community in these activities 	<ul style="list-style-type: none"> Evaluation occurs

Key Improvement Strategies (KIS across the three student outcomes areas)		Actions	Achievement Milestones (Changes in practice and behaviours)
STUDENT PATHWAYS & TRANSITIONS Continue to develop the sense of community by enhancing understandings of all students throughout the school.	Year 1	<ul style="list-style-type: none"> Investigate ways in which to enhance a sense of community e.g. Buddies, cross age tutoring, whole school events 	<ul style="list-style-type: none"> List of recommendations established
	Year 2	<ul style="list-style-type: none"> Implement recommendations made to engage in activities to enhance a sense of community e.g. Buddies, cross age tutoring, whole school events 	<ul style="list-style-type: none"> Recommendations implemented
	Year 3	<ul style="list-style-type: none"> Continue to implement recommendations made to engage in activities to enhance a sense of community e.g. Buddies, cross age tutoring, whole school events 	<ul style="list-style-type: none"> Recommendations continue to get implemented
	Year 4	<ul style="list-style-type: none"> Evaluate the changes made to engage in activities to enhance a sense of community e.g. Buddies, cross age tutoring, whole school events 	<ul style="list-style-type: none"> Evaluation occurs