

School Strategic Plan 2020-2024

School Strategic Plan - 2020-2024

<p>School vision</p>	<p>Campbellfield Heights Primary School’s vision is to provide a safe, supportive and inclusive environment that empowers all students to have agency and success in their learning and to contribute positively as active citizens within their community.</p>
<p>School values</p>	<p>Our school values of Successful Learners, Respect, Safety and Responsibility, have been developed via the implementation of School Wide Positive Behaviour Support Framework.</p> <p>At CHPS we are committed to developing safe, respectful, responsible and successful learners by promoting a stimulating, positive and inclusive climate/environment.</p>
<p>Context challenges</p>	<p>Founded in 1972, Campbellfield Heights Primary School is located in the City of Hume, approximately 15 kilometres from Melbourne’s CBD. The school grounds include two main buildings and a Community Hub. Situated on a large allotment, there is plenty of space for the students to play and learn including a large oval, purpose-built pavilion, turfed sport courts, new playground equipment, garden and natural outdoor spaces. Campbellfield Heights Primary School is divided into learning cohorts – Foundation, Years 1/2, 3/4 and 5/6s. The current enrolment is 152 students over 7 grades.</p> <p>The SFOE of the school is 0.6802. There are 14 students who are supported through PSDMS Funding, a high portion of EAL/D students and 10% of students are refugees. Three Indigenous students are supported through the implementation of the Marrung Aboriginal Education Plan. 60% of students receive equity funding.</p> <p>Campbellfield Heights Primary School proudly supports its diverse community. The community enriches all aspects of our school life. There is a strong social focus as evident through participation in Harmony Day, special themed weeks, character dress-up days, family sports, welcome to school BBQ and information evenings.</p> <p>At Campbellfield Heights PS the staff profile ranges from graduate to highly accomplished teachers, along with a Principal, Assistant Principal, Leading Teacher, Learning Specialist, Student Wellbeing and Engagement Leader, Speech Therapist, a Student Support Officer, HUB Coordinator and a wide range of Education Support Staff.</p> <p>Staff at Campbellfield Heights PS work collaboratively in teams, supported by Leadership, to improve their skills, knowledge and delivery of the Victorian Curriculum so as to improve student outcomes. Staff are supported to continually build their capacity as innovative educators through professional learning and reflection. Teachers work in teams using the PLC improvement cycle to become familiar and confident in using data and research to continually improve practice.</p>

	<p>English, Mathematics and Wellbeing are at the core of the school’s teaching and learning program. The school provides targeted support to students through Wellbeing, Literacy and Numeracy intervention programs. Teachers are committed to providing explicit teaching to cater for individual learning needs through a differentiated curriculum. They provide learning in a safe, caring and engaging environment. Campbellfield Heights Primary school offers the following specialist programs; Italian, Visual Arts, Performing Arts and Physical Education.</p> <p>With an emphasis placed on creating a Positive Climate for learning by embedding the School Wide Positive Behaviour approach, students at Campbellfield Heights PS focus on specific skills to strengthen their relationships, build positive emotions, enhance personal resilience, promote mindfulness and encourage a healthy lifestyle. The school fosters engagement among students, encouraging them to achieve and, ultimately, equip them with the qualities to enable them to flourish.</p>
<p>Intent, rationale and focus</p>	<p>Intent: Improve student outcomes and maximise learning growth and achievement of all students in literacy and numeracy. Rationale: An analysis of the school’s NAPLAN and school-based benchmarking data identifies a high proportion of students demonstrating low to medium growth and limited achievement in top two bands. Additionally, the school's Panorama Report indicates lower growth compared to like-schools.</p> <p>Focus:</p> <ul style="list-style-type: none"> - Embed an Instructional model consistently across the school. - Build teacher capability to utilise data and a range of assessment strategies to teach to a student’s point of learning. - Implement high-impact teaching strategies. - Build teacher capacity to differentiate the learning to meet individual need. <p>Intent: Improve student engagement, agency and voice in their learning. Rationale: There is significant opportunity to develop greater student agency in learning. Student engagement could be increased by increasing the range of rich tasks available to students. The school acknowledges that currently teachers seek minimal feedback from students about how teaching is supporting their learning.</p> <p>Focus:</p> <ul style="list-style-type: none"> - Develop and implement a school wide framework for student voice and agency. - Build teacher capacity to understand and apply metacognitive practices and evidence based high impact teaching strategies. - Develop and implement whole school approaches to inclusion focussing on student engagement in learning. <p>Intent: Improve student learning through enhanced parent engagement.</p>

	<p>Rationale: The community have a strong desire to be involved in supporting learning at the school. School staff acknowledged that there were limited opportunities for parent engagement within classrooms.</p>
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Focus:

- Enhance learning partnerships between the students, staff and families.
- Develop methods of communication and establish meaningful partnerships with parents/carers.

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Campbellfield Heights Primary School (5034)

Goal 1	Improve student outcomes and maximise learning growth and achievement of all students in literacy and numeracy.
Target 1.1	Increase NAPLAN reading Year 3 top 2 bands from 17 per cent in 2019 to 37 per cent or above by 2024.
Target 1.2	Increase NAPLAN reading Year 5 top 2 bands from 0 per cent in 2019 to 10 per cent or above by 2024.
Target 1.3	Increase NAPLAN numeracy Year 3 top 2 bands from 22 per cent in 2019 to 32 per cent or above by 2024.
Target 1.4	Increase NAPLAN numeracy Year 5 top 2 bands from 0 per cent in 2019 to 10 per cent or above by 2024.
Target 1.5	To increase Numeracy At and Above Benchmark Growth Year 3-5 from 70 per cent in 2019 to 73 per cent in 2024.
Target 1.6	To increase Reading Above Benchmark Growth Year 3-5 from 6 per cent in 2019 to 16 per cent in 2024.
Target 1.7	To increase the percentage of Equity Funded students achieving middle relative growth in reading at year 5 from 36 per cent in 2019 to 44 per cent in 2024. To increase the percentage of Equity Funded students achieving high relative growth in reading at year 5 from 0 per cent in 2019 to 10 per cent in 2024.
Key Improvement Strategy 1.a Building practice excellence	Embed an Instructional model consistently across the school.
Key Improvement Strategy 1.b Evaluating impact on learning	Build teacher capability to utilise data and a range of assessment strategies to teach to a student's point of learning.
Key Improvement Strategy 1.c Evidence-based high-impact teaching strategies	Implement high-impact teaching strategies.
Key Improvement Strategy 1.d Building practice excellence	Build teacher capacity to differentiate the learning to meet individual need.

Goal 2	Improve student engagement, agency and voice in their learning.
Target 2.1	By 2024 positive responses in the Attitudes to School survey Years 4 - 6 will increase for: <ul style="list-style-type: none"> • Motivation and interest from 84 per cent (2019) to 87 per cent (2024) • Student voice and agency from 81 per cent (2019) to 84 per cent (2024) • Respect for Diversity from 78 per cent (2019) to 81 per cent (2024) • Sense of confidence from 84 per cent (2019) to 87 per cent (2024)
Target 2.2	By 2024 positive responses in the School Staff Survey (Prim/Teach) will increase for: <ul style="list-style-type: none"> • Academic Emphasis from 37 per cent (2019) to 45 per cent (2024) • Collective Efficacy from 48 per cent (2019) to 56 per cent (2024) • Promote student ownership of learning from 79 per cent (2019) to 82 per cent (2024) • Understand formative assessment from 86 per cent (2019) to 89 per cent (2024) • Use high impact teaching strategies from 64 per cent (2019) to 69 per cent (2024) • Use student feedback ... from 64 per cent (2019) to 69 per cent (2024) • Understand how to analyse data from 64 per cent (2019) to 69 per cent (2024)
Target 2.3	By 2024 positive responses in the Parent Opinion Survey will increase for: <ul style="list-style-type: none"> • Effective teaching from 91 per cent (2019) to 94 per cent (2024)
Target 2.4	To decrease the number of 20 plus days from 30 per cent of students in 2019 to below 20 per cent of students in 2024.
Key Improvement Strategy 2.a Empowering students and building school pride	Develop and implement a school wide framework for student voice and agency.
Key Improvement Strategy 2.b Intellectual engagement and self-awareness	Build teacher capacity to understand and apply metacognitive practices and evidence based high impact teaching strategies.
Key Improvement Strategy 2.c	Develop and implement whole school approaches to inclusion focussing on student engagement in learning.

Setting expectations and promoting inclusion

Goal 3	Improve student learning through enhanced parent engagement.
Target 3.1	By 2024 positive responses in the School Staff Survey (Prin/Teach) will increase for: <ul style="list-style-type: none"> • Trust in students and parents from 35 per cent (2019) to 43 per cent (2024) • Parent and community involvement from 41 per cent in (2019) to 49 per cent (2024)
Target 3.2	By 2024, Positive responses in the Parent Opinion Survey will increase for: <ul style="list-style-type: none"> • Parent participation and involvement from 79 per cent (2019) to 82 per cent (2024)
Key Improvement Strategy 3.a Building communities	Enhance learning partnerships between the students, staff and families.
Key Improvement Strategy 3.b Parents and carers as partners	Develop methods of communication and establish meaningful partnerships with parents/carers.