

School Strategic Plan 2020-2024

Campbellfield Heights Primary School (5034)

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Submitted for review by Susie Bellizia (School Principal) on 15 December, 2021 at 03:13 PM

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School Strategic Plan - 2020-2024

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<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 our 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>Through the self-evaluation and review process, the school's key context challenges over the past 4-year period include:</p> <ul style="list-style-type: none"> *Declining enrolments due to location. Campbellfield Heights PS boundaries include the Merri Creek, Hume Highway and industrial areas, which limits housing availability and population growth. *Continuing to deliver the curriculum, experiences and programs for the diverse learning and wellbeing needs of the school community, including a high percentage of EAL/D students. The school also has a percentage of refugees, PSDMS funded students and Indigenous students, who require individual education plans. *Parent participation in learning due to language and cultural barriers. Campbellfield Heights PS has a high parent participation rate in events and would like to extend this to learning so that parents are equipped with ways to provide learning opportunities at home to create connections between learning at school and learning outside of school.
<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 agency builds the critical thinking</p>

and problem solving skills and a deeper understanding of content students need to thrive.

Focus:

- 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 focusing on student engagement in learning.

Intent: Improve student learning through enhanced parent engagement.

Rationale: The community have a strong desire to be involved in supporting learning at the school and to be provided with opportunities for parent engagement within classrooms.

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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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)

	<ul style="list-style-type: none"> • Sense of confidence from 84 per cent (2019) to 87 per cent (2024)
Target 2.2	<p>By 2024 positive responses in the School Staff Survey (Prim/Teach) will increase for:</p> <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	<p>By 2024 positive responses in the Parent Opinion Survey will increase for:</p> <ul style="list-style-type: none"> • Effective teaching from 91 per cent (2019) to 94 per cent (2024)
Target 2.4	<p>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.</p>
Key Improvement Strategy 2.a Empowering students and building school pride	<p>Develop and implement a school wide framework for student voice and agency.</p>

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 Setting expectations and promoting inclusion	Develop and implement whole school approaches to inclusion focussing on student engagement in learning.
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.

