

School Strategic Plan
for
**Camberwell
Primary School**

0888
2016 - 2019

Endorsements

<p>Endorsement by School Principal</p>	<p>Signed.....<i>Janet Gale</i> Name.....<i>Janet Gale</i> Date.....<i>17.12.15</i></p>
<p>Endorsement by School Council</p>	<p>Signed.....<i>E. Molyneux</i> Name.....<i>E. Molyneux</i> Date.....<i>17/12/15</i></p> <p>School Council President's endorsement represents endorsement of School Strategic Plan by School Council</p>
<p>Endorsement by the delegate of the Secretary</p>	<p>Signed.....<i>R Stephens</i> Name.....<i>BOB STEPHENS</i> Date.....<i>21/12/2015</i></p>

School Profile

<p>Purpose</p>	<p>Mission Statement</p> <p>To provide each child with a love of learning and equip them with the skills and knowledge to enable them to flourish as healthy and engaged members of society.</p> <p>Vision Statement</p> <p>Our learning community is inclusive, collaborative and stimulating. We support and challenge our students to be the best they can be. Our students are excited, engaged learners who value the principles of active local and global citizenship. They are critical, creative thinkers who question and challenge the norms for the benefit of their own and others' learning. We support their intellectual risk-taking and empower them to face challenges with empathy and integrity.</p> <p>We embrace the latest research to provide a holistic approach to learning where student achievement continually improves with a focus on social, emotional and mental wellbeing.</p> <p>We provide an innovative, bilingual education which is internationally recognised as a model of language learning excellence.</p>
<p>Values</p> <p>The core values that underpin our actions and behaviours at CPS are:</p> <ul style="list-style-type: none"> • Respect – for ourselves, others and the environment • Empathy – use our personal experiences to feel for and relate to others • Collaboration – by working together we can achieve much more than we can on our own • Integrity – be reliable, honest, take pride in personal actions, act in accord with and model the school values • Perseverance – believe in what we do and overcome what lies before us • Confidence – the self-belief to face the new and the familiar with an open mind 	

Environmental Context

Camberwell Primary School (CPS) is a local Foundation to Year 6 primary school committed to educational excellence in a whole school French-English bilingual learning environment. The school has offered bilingual education since 1991 and in 2014 became one of only two schools in Australia to be awarded the "FrancEducation Label". This award, bestowed by the French Government, recognises the exceptional quality of the bilingual immersion teaching and learning at CPS.

CPS currently provides education for close to 600 students with 44.31 equivalent full time staff, comprising of 2 Principal class, 34.17 teachers and 7.41 Education Support staff. Eighty four percent of students belong to families with highly educated and successful parents falling into the highest quartile of socio-economic advantage. The community, therefore, places a high value on education and holds extremely high expectations of the school and the education which it provides. This translates into a high level of parental support and engagement.

Enrolment demand currently exceeds capacity and factors such as the small school site and the density of local development, have resulted in a small and tightly controlled enrolment area. Many families that move into the area are attracted by the bilingual education and vibrant local business environment at Camberwell.

Over the past few years the percentage of families from a language background other than English has grown to 15%. An increasing proportion of students are from Asian countries with varied language backgrounds. Unlike other community-based bilingual programs, less than five percent of students come from families with the target language (French) background.

As Camberwell welcomes a greater diversity of abilities and nationalities, the provision of English as an Additional Language (EAL) is now provided at every level across the school. With the growing population, more students are entering the school post-Foundation. This requires increased resources to assist students with the second language so they may function effectively in subject taught exclusively in French, such as Mathematics and Science. Further resources are directed towards staff and professional learning about learning difficulties for students funded through the DET Program for Studies with Disabilities.

As the school continues to face significant enrolment demands, priorities for leadership, teacher expertise and school administration are identified, crucial to meet the needs of a 600+ student dual campus in 2016. Considerations ensure that teaching and learning in addition to wellbeing remain the priority for the school leaders.

Wellbeing is a priority at CPS. This has seen CPS become a KidsMatter school which also provides an extension of wellbeing resources available to the community. Teachers receive professional development in Positive Psychology, Circle Time and Restorative Practice providing a coherent approach towards developing each individual student's character strengths as they become aware of their personal growth mindset. The school values of Respect, Empathy, Confidence, Integrity, Perseverance and Collaboration underpin the expectations and behaviours of all staff, students and parents at the school.

CPS leadership and School Council support significant resources to ensure a world class provision of technology at CPS to support student engagement and self-directed learning opportunities. Resources include a 1:1 iPad initiative from Years 2-6, and substantial class sets of iPads in Foundation and Year 1 classes. Class sets of MacBooks and Interactive Whiteboards in classrooms complement the provision of hardware for students. CPS is now an eSmart-accredited school.

All students participate in weekly in specialist classes that cover visual and performing arts, music, science and physical education. An extensive co-curricular program is available, including inter-school sport, camps, instrumental music, singing, orchestra, student leadership and community-based, before and after school activities which offer students a varied range of opportunities for participation.

The school has an active and involved community. Camberwell Primary School strives to develop a three-way partnership with student, parents and carers, working together as a community, to better prepare students for the pathways ahead, to harness the love of learning and assist students to develop a sense of purpose in

<p>their lives. School Council, Parents' Association and the parent community work with the school to build valued relationships that encourage student learning, enable effective home/school partnerships and provide opportunities for parents and carers to enjoy participation in classrooms and social activities.</p>	<p>Service Standards (to be completed next year with teachers)</p> <p>e.g.</p> <ul style="list-style-type: none"> • The school fosters close links with parents and the broader school community through its commitment to open and regular communications. • The school commits to the active sharing of its vision and goals to ensure school community engagement in the school's strategic plan. • The school guarantees all students access to a broad, balanced and flexible curriculum including skills for learning and life. • The school provides a safe and stimulating learning environment to ensure all students can achieve their full potential. • All students will receive instruction that is adapted to their individual needs. <p>Specific</p> <ul style="list-style-type: none"> • The school will respond to all communication by parents and caregivers within 2 working days. • Parents will be engaged regularly when their child does not behave in a socially acceptable manner. • Students will play an active part in the development and review of the school's behaviour policies. • All teachers will provide timely and targeted feedback to students on their work.
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Strategic Direction

Achievement		Key improvement strategies																														
Goals	For each student to demonstrate at least one year's growth each year with a particular focus on Writing and Numeracy and, in French, on Speaking and Reading.	Create an instructional model that includes shared planning, effective pedagogies and personalised instruction that is consistently implemented by all staff.																														
Targets	<p>NAPLAN</p> <p>Increase the proportion of students in the top two NAPLAN bands.</p> <table><tr><th>Year 3</th><th>2015</th><th>2019</th><th>Year 5</th><th>2015</th><th>2019</th></tr><tr><td>Bands</td><td>5-6</td><td>5-6</td><td>7-8</td><td>7-8</td><td>7-8</td></tr><tr><td>Reading</td><td>87%</td><td>88%</td><td>Reading</td><td>82%</td><td>83%</td></tr><tr><td>Writing</td><td>86%</td><td>87%</td><td>Writing</td><td>48%</td><td>60%</td></tr><tr><td>Numeracy</td><td>82%</td><td>83%</td><td>Numeracy</td><td>78%</td><td>80%</td></tr></table> <p>Students identified in the bottom two NAPLAN bands in Year 3 are to achieve medium or high student gain in Year 5.</p> <p>AusVELS (Victorian Curriculum)</p> <p>For each year, there will be an annual increase in the percentage of students achieving an A or B rating and a decrease in the percentage of students receiving a C rating for all English and mathematic domains.</p> <p>By 2019 teacher judgement will identify an average of 50% of students to receive As and Bs.</p>	Year 3	2015	2019	Year 5	2015	2019	Bands	5-6	5-6	7-8	7-8	7-8	Reading	87%	88%	Reading	82%	83%	Writing	86%	87%	Writing	48%	60%	Numeracy	82%	83%	Numeracy	78%	80%	Develop a feedback process that includes student self, peer and teacher feedback as well as a consistent staff peer feedback practice.
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Theory of action	If we build a shared understanding of effective teaching and learning and strengthen teacher collaboration by developing a common instructional model, facilitating data informed																															

	<ul style="list-style-type: none">Implement CPS agreed Language of Learning protocol <p>Student Voice Informing Personalised Instruction</p> <ul style="list-style-type: none">Conferencing around each student's SMART goalDocument CPS model for students to provide self, peer and teacher feedback <p>Staff Reflective Practice Professional learning about providing feedback in Triads</p> <p>Student Voice Informing Personalised Instruction</p> <ul style="list-style-type: none">Conferencing Implemented school wide Including self, peer and teacher feedback <p>Staff Reflective Practice Triads provide peer feedback for teachers</p>	<table><tr><td>Teacher survey</td><td>2015</td><td>2018</td></tr><tr><td>Setting Objectives and Providing Feedback</td><td>71.3%</td><td>75%</td></tr></table>	Teacher survey	2015	2018	Setting Objectives and Providing Feedback	71.3%	75%
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Engagement		Key improvement strategies												
Goals	To develop a culture where students are empowered to be active and inquisitive learners.	Increase opportunities for students to engage in meaningful, personalised learning which includes opportunities to connect with local and global learning communities.												
Targets	By 2019 survey data will demonstrate an improvement in the following areas: <i>metric out of:</i> <table><tr><td>Student Attitudes to School</td><td>2014</td><td>2015</td><td>2019</td></tr><tr><td>Stimulating Learning</td><td>12.2</td><td>9.8</td><td>15</td></tr><tr><td>Student Motivation</td><td>37.7</td><td>24.7</td><td>30.0</td></tr></table>		Student Attitudes to School	2014	2015	2019	Stimulating Learning	12.2	9.8	15	Student Motivation	37.7	24.7	30.0
Student Attitudes to School	2014		2015	2019										
Stimulating Learning	12.2	9.8	15											
Student Motivation	37.7	24.7	30.0											
Theory of action	If teachers increase the input that students have into the direction and content of their learning by making student learning purposeful, explicit, differentiated and challenging then students will take responsibility for their own learning and student achievement and engagement in their learning will improve.													

	Actions	Success criteria																								
Year 1	<p>Student voice in challenge-based learning</p> <p>Stage 1: Introduce challenge based learning and provide professional learning for teachers</p> <p>Investigate a student leadership model for CPS.</p> <p>Opportunities for meaningful local and global connections</p> <p>Stage 1: Audit current practice of engaging local and global connections</p> <p>Adopt a coordinated approach to identifying, monitoring and planning for students with specific learning needs</p> <ul style="list-style-type: none">• Audit current practices• Define CPS EAL protocols and processes• Staff agreement on CPS EAL protocols and processes.• Full implementation Term 4.	<table><tr><td>Student Attitudes to School</td><td>2014</td><td>2015</td><td>2016</td></tr><tr><td>Stimulating Learning</td><td>12.2</td><td>9.8</td><td>11</td></tr></table> <p>Teacher PRP documents evidence students with specific learning needs and teaching strategies and student outcomes.</p>	Student Attitudes to School	2014	2015	2016	Stimulating Learning	12.2	9.8	11																
Student Attitudes to School	2014	2015	2016																							
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Year 2	<p>Student voice in challenge-based learning</p> <p>Stage 2: Trial challenge based learning with a level team</p> <p>Implement the CPS student leadership model.</p> <p>Opportunities for meaningful local and global connections</p> <p>Stage 2: Identify future opportunities for engaging local and global connections</p> <p>Student Management Practices</p> <p>Stage 1:</p> <ul style="list-style-type: none">• Audit current behaviour management practices• Audit how ICT is used to attend flexible to students with specific learning needs <p>Student voice in challenge-based learning</p> <p>Stage 3: Whole school trial of challenge based learning</p>	<table><tr><td>Student Attitudes to School</td><td>2014</td><td>2015</td><td>2017</td></tr><tr><td>Stimulating Learning</td><td>12.2</td><td>9.8</td><td>13</td></tr><tr><td>Student Motivation</td><td>37.7</td><td>24.7</td><td>26.0</td></tr></table> <table><tr><td>Student Attitudes to School</td><td>2014</td><td>2015</td><td>2017</td></tr><tr><td>Classroom behaviour</td><td>46.2</td><td>26.1</td><td>28</td></tr><tr><td>Student safety</td><td>12.9</td><td>19.3</td><td>22</td></tr></table>	Student Attitudes to School	2014	2015	2017	Stimulating Learning	12.2	9.8	13	Student Motivation	37.7	24.7	26.0	Student Attitudes to School	2014	2015	2017	Classroom behaviour	46.2	26.1	28	Student safety	12.9	19.3	22
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	Continue to implement the CPS student leadership model.	Student Attitudes to School	2014	2015	2018
		Stimulating Learning	12.2	9.8	14
		Student Motivation	37.7	24.7	28.0
	<p>Opportunities for meaningful local and global connections Stage 3: Develop CPS local and global connections framework</p> <p>Adopt a coordinated approach to identifying, monitoring and planning for G&T students</p> <ul style="list-style-type: none"> • Audit current practices • Define CPS G&T protocols and processes • Staff agreement on CPS G&T protocols and processes. • Full implementation Term 4 <p>Student Management Practices Stage 2, create school-wide protocols for behaviour management practices</p> <p>create protocols for teachers to use ICT to enhance learning in the classroom for students with specific learning needs</p>	Student Attitudes to School	2014	2015	2018
		Classroom behaviour	46.2	26.1	30
		Student safety	12.9	19.3	24
Year 4	<p>Student voice in challenge-based learning Stage 4: Full implementation of challenge based learning</p> <p>Review the CPS student leadership model.</p> <p>CPS local and global connections framework Stage 4: Full implementation of the framework</p> <p>ILP processes</p> <ul style="list-style-type: none"> • Document achieved agreement around documentation practices, protocols and policy <p>Student Management Practices Stage 3:</p> <ul style="list-style-type: none"> • Create school-wide protocols for behaviour management practices for students with specific learning needs • Create protocols for teachers to cater to students with specific 	Student Attitudes to School	2014	2015	2019
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Learning needs	
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Wellbeing		Key improvement strategies													
Goals	To develop a culture where wellbeing is at the forefront of a positive climate for learning.		Embed practices that encourage students to develop friendships, social competence, resilience and self-esteem.												
Targets	<table><tr><td>Parent Opinion Survey</td><td>2015</td><td>2019</td></tr><tr><td>Transitions percentile</td><td>2.6</td><td>25</td></tr></table>			Parent Opinion Survey	2015	2019	Transitions percentile	2.6	25						
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Theory of action	If the school supports students to hold high expectations and build strong relationships with all members of the school community by encouraging students to develop positive friendships, resilience, social competencies and personal and interpersonal skills then students will develop greater connectedness to their peers and their community.														
	Actions	Success criteria													
Year 1	<p>Positive Psychology – character strengths</p> <ul style="list-style-type: none">stage 1, audit current practice including a student survey <p>Transition</p> <ul style="list-style-type: none">Audit current transition practicesStaff and community consultation (KidsMatter)Develop and implement a transitions protocol that includes:<ul style="list-style-type: none">Clear process and expectations for entering school K-FClear processes for students transferring into, out of and through the schoolSuccessful transition from Year 6 – Year 7 and for those transferring to other schools	<p>Documentation in place for Year 2 actions.</p> <p>Survey results from Kids Matter student surveys</p> <table><tr><td>Parent Opinion Survey</td><td>2015</td><td>2016</td></tr><tr><td>Transitions percentile</td><td>2.6</td><td>3.5</td></tr></table> <table><tr><td>ASS</td><td>2015</td><td>2016</td></tr><tr><td>School Connectedness</td><td>15.8</td><td>18.0</td></tr></table>	Parent Opinion Survey	2015	2016	Transitions percentile	2.6	3.5	ASS	2015	2016	School Connectedness	15.8	18.0	
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Year 2	<p>Positive Psychology – character strengths</p> <ul style="list-style-type: none">Stage 2, develop positive psychology language of learning protocols <p>Parent Partnerships</p> <ul style="list-style-type: none">Identify practices that engage parents/carers in the learning progress of their child and show how they can effectively support their child to learnMap current practices that engage parents/carers in their	<p>Survey results from Kids Matter student surveys</p> <p>Positive Psychology language of learning protocols established</p> <table><tr><td>Parent Opinion Survey</td><td>2015</td><td>2017</td></tr><tr><td>Transitions percentile</td><td>2.6</td><td>5.0</td></tr><tr><td>Parent Input</td><td>54.8</td><td>60.0</td></tr></table>	Parent Opinion Survey	2015	2017	Transitions percentile	2.6	5.0	Parent Input	54.8	60.0				
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Year 3	<p>Positive Psychology – character strengths</p> <ul style="list-style-type: none"> Stage 3, Implement positive psychology language of learning <p>Parent Partnerships</p> <ul style="list-style-type: none"> Embed practices that engage parents and carers in the learning progress of their child and show how they can effectively support their child to learn Investigate practices that engage parents/carers in their child's learning Develop CPS Parent Partnerships Protocol 	<p>Kids Matter student surveys indicate an improvement in all areas (being a new tool this requires analysis of areas for improvement)</p> <table> <tr> <td>Parent Opinion Survey</td><td>2015</td><td>2018</td></tr> <tr> <td>Transitions percentile</td><td>2.6</td><td>7.0</td></tr> <tr> <td>Parent Input</td><td>54.8</td><td>65.0</td></tr> </table> <table> <tr> <td>ASS</td><td>2015</td><td>2018</td></tr> <tr> <td>School Connectedness</td><td>15.8</td><td>24.0</td></tr> <tr> <td>Student Morale</td><td>13.0</td><td>15.0</td></tr> <tr> <td>Student Distress</td><td>14.2</td><td>17.0</td></tr> </table>	Parent Opinion Survey	2015	2018	Transitions percentile	2.6	7.0	Parent Input	54.8	65.0	ASS	2015	2018	School Connectedness	15.8	24.0	Student Morale	13.0	15.0	Student Distress	14.2	17.0
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Year 4	<p>Positive Psychology – character strengths</p> <ul style="list-style-type: none"> Stage 4, use Kids Matter surveys (staff, student and community) to conduct a thorough review of the Positive Education strategies implemented so far and establish future directions for the next Strategic Plan. Areas for review include: <ul style="list-style-type: none"> Character strengths Social/ Emotional learning curriculum CLANS Community partnerships Transition <p>Parent Partnerships</p> <ul style="list-style-type: none"> Trial and review parent partnerships protocol 	<p>Kids Matter student surveys indicate an improvement in all areas (being a new tool this requires analysis of areas for improvement)</p> <table> <tr> <td>Parent Opinion Survey</td><td>2015</td><td>2019</td></tr> <tr> <td>Transitions percentile</td><td>2.6</td><td>10.0</td></tr> <tr> <td>Parent Input</td><td>54.8</td><td>70.0</td></tr> </table> <table> <tr> <td>ASS</td><td>2015</td><td>2019</td></tr> <tr> <td>School Connectedness</td><td>15.8</td><td>28.0</td></tr> <tr> <td>Student Morale</td><td>13.0</td><td>18.0</td></tr> <tr> <td>Student Distress</td><td>14.2</td><td>20.0</td></tr> </table>	Parent Opinion Survey	2015	2019	Transitions percentile	2.6	10.0	Parent Input	54.8	70.0	ASS	2015	2019	School Connectedness	15.8	28.0	Student Morale	13.0	18.0	Student Distress	14.2	20.0
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Productivity		Key improvement strategies		
Goals	To ensure consistency and alignment of school operations and resource allocation to sustain continued improvement in student learning and wellbeing.	Optimise allocation of resources to improve student learning outcomes for students in a bilingual learning context.		
Targets	Improve Staff, Parent and Student Survey data by five percentile points in each area.	Establish a distributed leadership model that ensures accountability and shared responsibility for achieving the goals of the Strategic Plan.		
Theory of action	If quality teaching and learning is resourced effectively by prudent financial and resource management and strategic workforce management then school improvement priorities will be fully implemented and student learning outcomes achieved.			
	Actions	Success criteria		
Year 1 people, time, space, funding, facilities, community expertise, professional learning, class structures, timetables, individual learning plans and facilities	<ul style="list-style-type: none">Develop a master plan for capital improvements to the school: map current facilities.Develop a 3 year plan to maintain Bilingual funding.Develop a protocol for operations and resourcing for the dual campus modelProfessional learning on CPS model French Continuum and Assessment Tools	Documentation in place for Year 2 actions.		
		Shared use of EXCEL spreadsheets to track budgets stored on USERS.		
		Teacher Survey percent endorsement	2015	2016
		School Level Support	55.7%	58%
		Applicability of professional learning	64.8%	67%
		Coherence of professional learning	54.5%	57%
Year 2	<ul style="list-style-type: none">Align current structure and resourcing to policy.Implement Year 1 of 3 year of Bilingual funding plan.Develop CPS model French Continuum and Assessment Tools			
		Teacher Survey percent endorsement	2015	2017
		School Level Support	55.7%	58%
		Guaranteed and Viable curriculum	49.1%	52%
		Collective Efficacy	86.0%	87%
Year 3	<ul style="list-style-type: none">Audit the asset register to ensure accurate monitoring and registration of school equipment and resourcesImplement year 2 of the 3 year of Bilingual funding plan.	Asset register complete.		

	<ul style="list-style-type: none">Review current locally raised funding income and expenditure practices to ensure they are aligned to the strategic plan.Develop a school facilities management plan to cater for the ongoing upgrade of furniture and equipment.Implement CPS model French Continuum and Assessment Tools.	<table><tr><td>Teacher Survey percent endorsement</td><td>2015</td><td>2018</td></tr><tr><td>School Level Support</td><td>55.7%</td><td>59%</td></tr><tr><td>Guaranteed and Viable curriculum</td><td>49.1%</td><td>53%</td></tr><tr><td>Collective Efficacy</td><td>86.0%</td><td>88%</td></tr></table>	Teacher Survey percent endorsement	2015	2018	School Level Support	55.7%	59%	Guaranteed and Viable curriculum	49.1%	53%	Collective Efficacy	86.0%	88%
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Year 4	<ul style="list-style-type: none">Implement year 3 of the 3 year of Bilingual funding plan. Review 3 year of Bilingual funding plan.Investigate opportunities for increasing locally raised funding income to the school.Benchmark CPS model French Continuum.	<p>Staff, Parent and Student Survey data demonstrates a five percentile growth in each area from 2015.</p>												