

School Strategic Plan 2018-2022

Camberwell Primary School (0888)



Submitted for review by Janet Gale (School Principal) on 05 June, 2019 at 11:47 AM

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School Strategic Plan - 2018-2022

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School vision	We flourish as engaged bilingual global citizens who can face changes as critical, creative thinkers. Our exemplary holistic education promotes a life long love of learning.
School values	As educators, our aim is 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. Our core values are Respect, Collaboration, Perseverance and Kindness.
Context challenges	<p>Teaching and Learning: With a high percentage of students in the top two NAPLAN bands, our focus on ensuring highly engaging differentiated learning for high achieving students is a priority. The school is welcoming an ever increasing population of EAL students as well as students with disabilities. Many students are arriving at the school post prep with no English and no French which requires increased resourcing to support the needs of these students.</p> <p>Student Engagement: Developing student voice and agency as an integral part of all learning areas is area for improvement.</p> <p>Student Wellbeing:</p> <p>Staffing: We face significant challenges recruiting French speaking generalist primary teachers.</p> <p>School facilities: Recent capital works of a library and four classrooms plus the leasing of Our Lady of Victories (OLV) school (2015 - 2020 with an option to renew for two more periods of five years) have provided adequate classroom space for current and future enrollment pressure until 2022. The original school is in need of significant renovations to upgrade the entrance and office space to improve the working conditions for the Office Staff, school leadership and staff room conditions to meet the needs of a growing staff. Significant challenges are faced due to having the smallest ratio of students to play space in Boroondara. This necessitates an innovative approach to providing adequate play space that ensures a safe environment for the students. Parent funding has</p>

	<p>supported the school to improve play space with a focus on vertical structures to maximise opportunities for a range of different styles of play.</p> <p>The establishment of a dual campus has provided significant challenges with a road intersecting the Junior School, housed on the OLV site and the Senior Campus on Camberwell Road.</p>
<p>Intent, rationale and focus</p>	<p>Teaching and Learning: Our overarching goal is to ensure the consistency of teacher practice to provide a learning environment for where every student can be supported at their point of need. In this way, each child will be able to achieve their potential in a stimulating learning environment. As a bilingual school, we also need to continually evaluate and refine delivery of mathematics in the target language as well as ensuring the most effective means of teaching French so that students can articulate their thinking.</p> <p>To achieve this, we are embedding our highly effective distributive leadership, the Professional Learning Communities, school wide professional learning to achieve the Strategic Plan and a focus on Student Voice and Student Agency in learning. We already have an established process whereby the leadership team works with the middle tier leaders to identify priorities, actions and activities for the Annual Implementation Plan. In this way, our road map for the year ahead is jointly owned by all educators. To support this process, in 2019 we are establishing School Improvement Teams to ensure that all teachers contribute to achieving our goals.</p> <p>Staffing; We are working with Region and our Bilingual Networks to establish a sustainable approach to recruiting and or training educators proficient in bilingual education. Our community are staunch supporters of the bilingual approach taken at CPS are therefore it is important to establish processes that will ensure that our bilingual program continues to thrive. To achieve our goal we are exploring opportunities with the VIT, local and international universities to attract high quality candidates. We are working to develop community partnerships with a range of educational organisations to further bilingual education in Australia.</p> <p>School facilities: To ensure a safe and engaging learning environment, we are in the process of developing a Five year Master Plan which will encompass the short term and long term needs of the school in light of significant enrollment pressure. This will enable strategic resource management working with DET and our community to enhance both accommodation and play spaces in an ever more populated inner city suburb. We have engaged a Project Manager to oversee current projects and to audit the schools needs to inform our School council working party to develop our Master Plan.</p>

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Goal 1	To improve achievement and optimise the learning growth of every student in English, Mathematics and French.
Target 1.1	Each student assessed against the Victorian Curriculum (VC) English and Mathematics Levels 1-10 to make at least one VC Level of learning progress in each school year during the SSP period (Year 1-6)
Target 1.2	<p>By 2022, the percentage of Year 3 and 5 students in the top two NAP Bands increase:</p> <p>Year 3</p> <p>Reading from 81% (2014-18 average) to 85% (2022)</p> <p>Writing 75% (2014-18 average) to 79% (2022)</p> <p>Numeracy 74% (2014-18 average) to 78% (2022)</p> <p>Year 5</p> <p>Reading from 75% (2014-18 average) to 79% (2022)</p> <p>Writing from 40% (2014-18 average) to 46% (2022)</p> <p>Numeracy from 66% (2014-18 average) to 70% (2022)</p>

Target 1.3	By 2022, the percentage of Year 5 students assessed as making high and medium relative learning gain in NAPLAN Reading, Writing and Numeracy will be equal to or greater than 85 per cent.
Key Improvement Strategy 1.a Curriculum planning and assessment	Build teacher capacity to develop and consistently implement formative assessments (including common assessment tasks) designed to inform differentiated point of need teaching and learning (CPA)
Key Improvement Strategy 1.b Instructional and shared leadership	Continue to provide and build instructional leadership capacity that guides, supports and sustains improvement in teaching practice and student learning.
Key Improvement Strategy 1.c Parents and carers as partners	Develop partnerships with parents and carers that promote and support student learning.
Goal 2	To enable students to be empowered learners who are actively engaged in their learning and impact the community.
Target 2.1	<p>By 2022, the percentage of Year 4-6 students responding positively to the following measures contained in the student Attitudes to School Survey to increase for the following survey factors:</p> <ul style="list-style-type: none"> ▪ Social engagement domain <ul style="list-style-type: none"> ▪ Student voice and agency from 57 per cent to ≥ 70 per cent ▪ Effective teaching practice for cognitive engagement domain <ul style="list-style-type: none"> ▪ Stimulated learning from 68 per cent to ≥ 75 per cent ▪ Teacher student relations domain <ul style="list-style-type: none"> ▪ Effort from 75 per cent to ≥ 75 per cent ▪ Learner characteristics and dispositions domain

	<ul style="list-style-type: none"> ▪ Self-regulation and goal setting from 80 per cent to \geq 85 per cent
Target 2.2	Consideration be given to including a SSP target such as – By 2022, the percentage of parents responding positively to the Student Development—Student Agency and Voice measure contained in the Parent Opinion Survey to be greater than 75 per cent.
Key Improvement Strategy 2.a Empowering students and building school pride	Whole-school approach to activating student agency in learning
Key Improvement Strategy 2.b Intellectual engagement and self-awareness	Whole school approach to developing learner dispositions
Goal 3	To continue to develop resilient learners who display growth mindsets and behaviours and attitudes that reflect the school values.
Target 3.1	<p>By 2022, the percentage of Year 4-6 students responding positively to the following measures contained in the student Attitudes to School Survey to increase for the following survey factors::</p> <ul style="list-style-type: none"> • Student safety domain <ul style="list-style-type: none"> ○ Advocate at school from 82 per cent to \geq 85 per cent • Learner characteristics and dispositions domain <ul style="list-style-type: none"> ○ Resilience from 75 per cent to \geq 80 per cent • Social engagement domain <ul style="list-style-type: none"> ○ School connectedness from 67 per cent to \geq 75 per cent

Key Improvement Strategy 3.a Health and wellbeing	Implement whole-school approach to health and wellbeing
Key Improvement Strategy 3.b Setting expectations and promoting inclusion	Implement whole-school approach to diversity and inclusion