

School Strategic Plan 2020-2024

Clifton Springs Primary School (5280)



Submitted for review by Megan Parker (School Principal) on 17 June, 2020 at 01:31 PM

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School Strategic Plan - 2020-2024

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School vision	We are a safe and inclusive school where all students are curious, engaged and challenged to always do their best. Together we nurture positive relationships, student voice and a life-long love of learning.
School values	<p>Values are shared beliefs about how we work together. They influence our choices and provide a framework to guide our intentions, actions and decisions in the workplace and in the communities in which we operate. The following three core values we believe will lay the foundation for our future success.</p> <ul style="list-style-type: none">• Respect - Treat everyone with equal consideration. Be accepting of others and their differences.• Responsibility - Be accountable for your actions. Contribute positively to the school and wider community.• Kindness - The quality of being friendly, generous, and considerate. Being kind often requires courage and strength.
Context challenges	<p>Clifton Springs Primary School (CSPS) is situated on the Bellarine Peninsula positioned between the township of Clifton Springs / Drysdale and the expanding Curlewis growth area, putting us at the centre of this developing community. It overlooks Corio Bay and is situated beside Griggs Creek. This zone is projected to ultimately house 10,000 residents, with CSPS being the only school within this zone. The City of Greater Geelong Population Predictions for 2016-2036 proposes 204% growth in this zone. Another new housing development is currently being built in the vicinity of the school which will likely result in another increase in student enrolments.</p> <p>Our school has a Medium Overall Socio Economic Profile SFOE being .4712. The SFO has been fairly static but slightly lower than the last few years. A total of 464 students were enrolled at this school at the beginning of 2020. 2 percent are EAL (English as an Additional Language) students and 5 percent ATSI (Aboriginal and Torres Strait Islander) students.</p> <p>There are 21 generalist classes and we offer 4 specialist subjects including Visual Art, Performing Arts, Science and Physical Education. We had an overall of 50 staff which consists of 21 classroom teachers, 7 specialist teachers, 10 part-time education support staff, 4 part-time staff working in student wellbeing and 6 staff working in administration. There are also 2 part-time staff who support maintenance and information technology. As a rapidly growing school each year now a number of new teachers are inducted. Consistency in teacher practice, maintaining our strong focus on relationships, student connectedness to peers and school and improving academic outcomes Years Prep - 6 are the key challenges as we continue to grow.</p> <p>We challenge ourselves to be a genuinely student centred inclusive school with an ongoing focus on further developing student voice, expanding student leadership, enhancing wellbeing, inclusion and engagement programs has been at the centre of this work.</p>

	<p>Student absenteeism has slightly improved but generally sits around 17.3 average days absent which includes a lot of family holidays.</p> <p>We have 14 students receiving PSD Funding. We do have large wellbeing needs with a high proportion of students being exposed to traumatic events in their family lives and a large number with learning difficulty and special needs. We therefore have a major need to have a strong focus on student wellbeing.</p>
<p>Intent, rationale and focus</p>	<p>Student Achievement: If teachers and students have high expectations and practice excellence is built through feedback, coaching and learning in collaborative teams, student learning growth and outcomes will improve.</p> <p>Student Engagement: If students have an authentic voice in their own learning, and school processes and practices encourage them to plan their own pathways, then learning confidence and high aspirations for their futures will be built.</p> <p>Student wellbeing: If preventative programs and social and emotional learning is integrated in learning, together with wellbeing support for students and families, health and wellbeing will be fostered.</p> <p>Our key focus areas will continue to revolve around excellence in teaching and learning and the implementation of curiosity and powerful learning through a strong authentic student voice, agency and leadership.</p>

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Goal 1	Improve learning growth in reading for all students
Target 1.1	By 2024, the percentage of P-6 students assessed against the Victorian Curriculum levels F-10 as being at or above age expected level will increase: <ul style="list-style-type: none">• In Reading and Viewing from 87 per cent in 2019 to 90 per cent.
Target 1.2	By 2024, the percentage of Year 5 students assessed as making above NAPLAN benchmark growth will increase: <ul style="list-style-type: none">• In Reading from 12 per cent in 2019 to 25 per cent.
Target 1.3	By 2024, the percentage of Year 5 students assessed as below NAPLAN benchmark growth will decrease from: <ul style="list-style-type: none">• In Reading from 35 per cent in 2019 to 20 per cent.
Target 1.4	By 2024, the percentage of students assessed in the top two NAPLAN bands will increase: <ul style="list-style-type: none">• In Year 3 Reading from 35 per cent in 2019 to 50 per cent.• In Year 5 Reading from 28 per cent in 2019 to 36 per cent.

Target 1.5	<p>By 2024, the percentage of students assessed in the bottom two NAPLAN bands will decrease:</p> <ul style="list-style-type: none"> • In Year 3 Reading from 18 per cent in 2019 to 10 per cent. • In Year 5 Reading from 29 per cent in 2019 to 15 per cent.
Key Improvement Strategy 1.a Evidence-based high-impact teaching strategies	Embed the instructional model (reading) to ensure consistency of teaching practice in reading
Key Improvement Strategy 1.b Building practice excellence	Target the PLC to build teacher capacity and ensure the strong focus on improving student learning growth.
Key Improvement Strategy 1.c Evaluating impact on learning	Develop a whole school approach to data literacy to deliver 'point of need' teaching.
Key Improvement Strategy 1.d Instructional and shared leadership	Panel recommendation: Develop a distributed leadership model and build capacity of the leadership team to support/deliver distributed responsibility and accountability.
Goal 2	Improve learning growth in numeracy for all students
Target 2.1	<p>By 2024, the percentage of P-6 students assessed against the Victorian Curriculum levels F-10 as being at or above age expected level will increase:</p> <ul style="list-style-type: none"> • In Numeracy and Algebra from 90 per cent in 2019 to 92 per cent.

Target 2.2	<p>By 2024, the percentage of Year 5 students assessed as making above NAPLAN benchmark growth will increase:</p> <ul style="list-style-type: none"> • In Numeracy and Algebra from 7 per cent in 2019 to 18 per cent
Target 2.3	<p>By 2024, the percentage of Year 5 students assessed as below NAPLAN benchmark growth will decrease from:</p> <ul style="list-style-type: none"> • In Numeracy from 40 per cent in 2019 to 25 per cent.
Target 2.4	<p>By 2024, the percentage of students assessed in the top two NAPLAN bands will increase:</p> <ul style="list-style-type: none"> • In Year 3 Numeracy from 25 per cent in 2019 to 30 per cent. • In Year 5 Numeracy from 23 per cent in 2019 to 27 per cent.
Target 2.5	<p>By 2024, the percentage of students assessed in the bottom two NAPLAN bands will decrease:</p> <ul style="list-style-type: none"> • In Year 3 Numeracy from 17 per cent in 2019 to 12 per cent. • In Year 5 Numeracy from 23 per cent in 2019 to 15 per cent.
Key Improvement Strategy 2.a Evidence-based high-impact teaching strategies	Implement, evaluate and embed the numeracy instructional model to ensure consistency of teaching practice.
Key Improvement Strategy 2.b	Develop a whole school approach to data literacy in numeracy.

Building practice excellence	
Key Improvement Strategy 2.c Empowering students and building school pride	Develop a whole school framework for student agency in their learning.
Goal 3	Optimise student engagement and connectedness to improve learning outcomes
Target 3.1	<p>By 2024, the percentage of Year 4-6 students reporting positive endorsement to the student Attitudes to School Survey (AtoSS) measures will increase:</p> <ul style="list-style-type: none"> • In the Effective Teaching Practice for Cognitive Engagement domain <ul style="list-style-type: none"> ○ Stimulated learning from 68 per cent in 2019 to 80 per cent • In the Learner Characteristics and Disposition domain <ul style="list-style-type: none"> ○ Learner confidence from 74 per cent in 2019 to 80 per cent ○ Motivation and interest from 73 per cent in 2019 to 80 per cent • In the Student Safety domain <ul style="list-style-type: none"> ○ Managing bullying from 62 per cent in 2019 to 70 per cent
Target 3.2	By 2024, the percentage of F-6 students with 20 plus days of absence will decrease 27% in 2019 to 20% 2024
Target 3.3	<p>By 2024, the percentage of parents reporting positive endorsement to the Parent Opinion Survey (POS) measures will increase:</p> <ul style="list-style-type: none"> • In the Parent Community Engagement domain <ul style="list-style-type: none"> ○ Teacher communication from 77 per cent in 2019 to 85 per cent. • In the Connection and Progression domain: <ul style="list-style-type: none"> ○ School connectedness from 88 per cent in 2019 to 90 per cent.

	<ul style="list-style-type: none"> ○ Positive transitions from 86 per cent in 2019 to 90 per cent.
Key Improvement Strategy 3.a Setting expectations and promoting inclusion	Monitor and further embed the student wellbeing model.
Key Improvement Strategy 3.b Setting expectations and promoting inclusion	Strengthen the whole school approach to attendance.
Key Improvement Strategy 3.c Parents and carers as partners	Optimise the partnership between home and school to develop shared responsibility for improving student learning outcomes.