

School Strategic Plan 2020-2024

Craigieburn South Primary School (5243)



Submitted for review by Donna Barrera (School Principal) on 20 July, 2021 at 12:58 PM

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School Strategic Plan - 2020-2024

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School vision	<p>Craigieburn South Primary School strives to inspire a learning community where students will enjoy a productive, rewarding and fulfilling life, whilst contributing to their local, national and global communities. Craigieburn South Primary School believes all children can learn given the right time, support and resources and will support all its students to reach their full potential.</p> <p>The school shares a commitment to, and a responsibility for, creating an inclusive and safe school environment for its students. It recognises the importance of the partnership between the school, parents and carers and the wider community to support student learning, engagement and wellbeing. The school's motto, 'It takes a village to raise a child', is important as it is believed that it takes the whole school community to support all children; socially, emotionally and academically.</p>
School values	<p>Craigieburn South Primary School's values of Respect, Personal Excellence, Inclusion and Cooperation, and Honesty and Trust underpins the behaviours expected by the whole school community and is part of the daily language within the school community. The school has high expectations of all its students and believes that all students can learn. The school wants their students to be intrinsic learners and develop attitudes and skills to be self-motivated, responsible, active and life-long learners. They instil in their students the belief that they can make a difference and encourage them to have an active role in their learning and the decision making processes within the school community.</p> <p>Craigieburn South Primary School's teaching teams are thoughtfully and carefully constructed to combine experience, teaching styles, strengths and passion to ensure the delivery of a rich curriculum that effectively meets student needs. They embrace contemporary educational practices and ensure the staff are provided with a variety of professional learning opportunities, with a special emphasis on continuous educational journeys, which lead to student improvement.</p> <p>The staff work collaboratively to deliver a program based on explicit instruction, which scaffolds learning for students. Lessons will have a specific class focus leading to whole class, mixed ability or like group tasks, followed by a reflection discussion. Teams plan together lessons that cater for children at, above and below the expected level, including well above and well below if required. Each lesson has a learning intention, success criteria and reflective questions. The school has a strong culture of delivering consistent practices through collaborative planning.</p> <p>Craigieburn South Primary School has structures in place where all students' learning is monitored through the assessment schedule to direct and inform the teaching. Teachers are expected to be reflective of whole school and class data and plan lessons accordingly.</p> <p>Craigieburn South Primary School values the partnership they have with their parents and the wider community. Establishing networks and collaborating with the parents and the wider community has a positive impact on the students and their families.</p>

Context challenges	<p>Craigieburn South Primary School is situated in the northern suburbs of Melbourne. The school is on a site shared with Craigieburn Secondary College. While the two schools share some aspects of their infrastructure and is governed by one School Council, each school retains its own principal, leadership and staff.</p> <p>The school grounds includes an indoor multi-purpose room with two adjoining classrooms and a staff centre, a middle years building, which is shared with Craigieburn Secondary College, one main primary building and several classroom portables. It has a separate STEM (Science, Technology, Engineering and Mathematics) room, a Computer room, Art room and Italian room. The school also has a well-resourced library, which is also shared with Craigieburn Secondary College.</p> <p>The school's enrolment is currently at 680, with a range of multicultural backgrounds represented. The staffing profile of the school includes a principal, assistant principal, four leading teachers, two learning specialists, 35 class teachers, nine specialist teachers and 26.24 full-time equivalent Education Support Staff.</p> <p>Craigieburn South Primary School has a diverse community, with many students from non-English speaking backgrounds. Although the school has a high SFOE (School Family Occupation Education), it develops a culture where students have high expectations of themselves and others as learners. The school uses its equity money to employ additional Education Support staff and to implement programs within the school to support student learning and wellbeing.</p> <p>The school's recent school review and self-evaluation identified the following as areas of success in relation to the implementation of the Framework for Improving Student Outcomes.</p> <p>Craigieburn South Primary School has:</p> <ul style="list-style-type: none"> - implemented a school wide instructional model for reading, numeracy and an overarching model for all other subject areas. - participated in Professional Learning Community (PLC) training and has commenced work to enable staff to work collaboratively to analyse student data. - developed a culture around the school values and has used this at the core of creating a school climate where all members of the school community feel valued and students are supported to achieve their personal best. - created a consistent approach to manage student behavior, which is based on aspects of the School Wide Positive Behaviour Support framework and restorative practices.
Intent, rationale and focus	<p>The school review and self-evaluation has highlighted the strengths and areas of improvement for Craigieburn South Primary School, which will lead the focus for the next four years of the School strategic Plan. The unrelenting intent for the school is to lift the outcomes for students in literacy and numeracy as well as provide them with greater opportunities to be leaders of their own learning, and to have a greater voice and agency within the school. To support this the School Strategic Plan for 2020-2024 will include the following key directions.</p> <p>FISO Focus: Excellence in teaching and learning</p> <p>Goal 1: To improve student outcomes in literacy and numeracy</p> <p>The Key Improvement Strategies for this goal will include increasing teacher capacity to employ literacy and numeracy strategies, to strengthen the Professional Learning Community process and to improve teacher data and assessment literacy. Extending teacher capabilities in these areas will ensure students will be supported to achieve their personal best. Teachers will have a greater understanding of knowing where students are at in their learning and where to next in their learning to then plan accordingly.</p>

FISO Focus: Positive Climate for Learning

Goal 2: To improve student voice and agency.

The Key Improvement Strategies for this goal will include developing a consistent teacher understanding of student voice and agency, increasing teacher capabilities in setting student goals and providing effective feedback and to develop student capabilities to set and monitor their own learning goals. This is important as the school works towards supporting students to be leaders of their learning and to empower them with voice and agency.

FISO Focus: Community Engagement in Learning

Goal 3: To improve student engagement in learning.

The Key Improvement Strategies for this goal will include opportunities to increase parent involvement in their children's learning and increase the communication between parents and teachers. This is an important goal for the school as it values the partnership between the school and home and believes working together will help develop the whole child; socially, emotionally and academically. This goal also supports the school's motto, 'It takes a village to raise a child'.

The actions the school sets for each of the key improvement strategies will allow them to work towards achieving the set goals and targets.

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Goal 1	To improve student outcomes in literacy and numeracy
Target 1.1	<p>To increase the percentage of students in the top 2 NAPLAN bands:</p> <ul style="list-style-type: none">• Numeracy Year 5 from 26% (2019) to 32% (2024)• Reading at Year 5 from 23% (2019) to 30% (2024)• Writing at Year 5 from 10% (2019) to 20% (2024)
Target 1.2	<p>To increase the percentage of Year 5 students at or above NAPLAN Benchmark growth in:</p> <ul style="list-style-type: none">• Numeracy from 72% (2019) to 77% (2024)• Reading from 68% (2019) to 75% (2024)• Writing from 73% (2019) to 78% (2024)
Target 1.3	<p>To increase the percentage of students in Years P – 6 assessed at or above level through teacher judgement in:</p> <ul style="list-style-type: none">• Number & algebra from 87% (2019) to 90% (2024)• Reading and viewing from 90% (2019) to 93% (2024)• Writing from 78% (2019) to 83% (2024)

Key Improvement Strategy 1.a Building practice excellence	Increase teacher capacity to employ literacy and numeracy strategies.
Key Improvement Strategy 1.b Curriculum planning and assessment	Strengthen the PLC process to improve student learning
Key Improvement Strategy 1.c Evaluating impact on learning	Improve teacher data and assessment literacy
Goal 2	To improve student voice and agency.
Target 2.1	<p>To increase positive response on the Staff Opinion Survey factors:</p> <ul style="list-style-type: none"> • Use student feedback to improve practice from 67% (2019) to 75% (2024). • Promote student ownership of learning goals from 80% (2019) to 85% (2024).
Target 2.2	To increase positive responses AtoSS factors Student voice and agency from 86% (2019) to 92% (2024)
Key Improvement Strategy 2.a Empowering students and building school pride	Develop consistency of teacher understanding of student voice and agency.
Key Improvement Strategy 2.b Evaluating impact on learning	Increase teacher capacity in goal setting and feedback and feedforward.
Key Improvement Strategy 2.c	Develop student capacity to set and monitor learning goals.

Empowering students and building school pride	
Goal 3	To improve student engagement in learning
Target 3.1	To increase the participation rate in the Parent Opinion Survey from 16% (of the 300 recipients) (2019) to 30% of recipients (2024)
Target 3.2	To increase positive responses to the Staff Opinion Survey factor <i>Trust in students and parents</i> from 69% (2019) to 75% (2024)
Target 3.3	<p>To increase positive responses in the school's own parent feedback survey factors:</p> <ul style="list-style-type: none"> • Opportunity to participate in my child's education from 88% (2021) to 93% (2024) • I feel CSPA values parent contributions from 92% (2021) to 95% (2024) • I am able to get the information I need through the school's regular communication channels from 88% (2021) to 93% (2024)
Target 3.4	<p>To reduce student absence:</p> <ul style="list-style-type: none"> • Average days absent from 20.5 days (2019) to 18 days (2024) • Percentage of students with >20 days absence from 38% (2019) to 33% (2024)
Key Improvement Strategy 3.a	Increase awareness of the importance of parent feedback

Parents and carers as partners	
Key Improvement Strategy 3.b Building communities	Further strengthen home/school communication
Key Improvement Strategy 3.c Parents and carers as partners	Increase capacity of parents to engage in their child's learning
Key Improvement Strategy 3.d Building communities	Increase teacher capacity to communicate effectively with parents