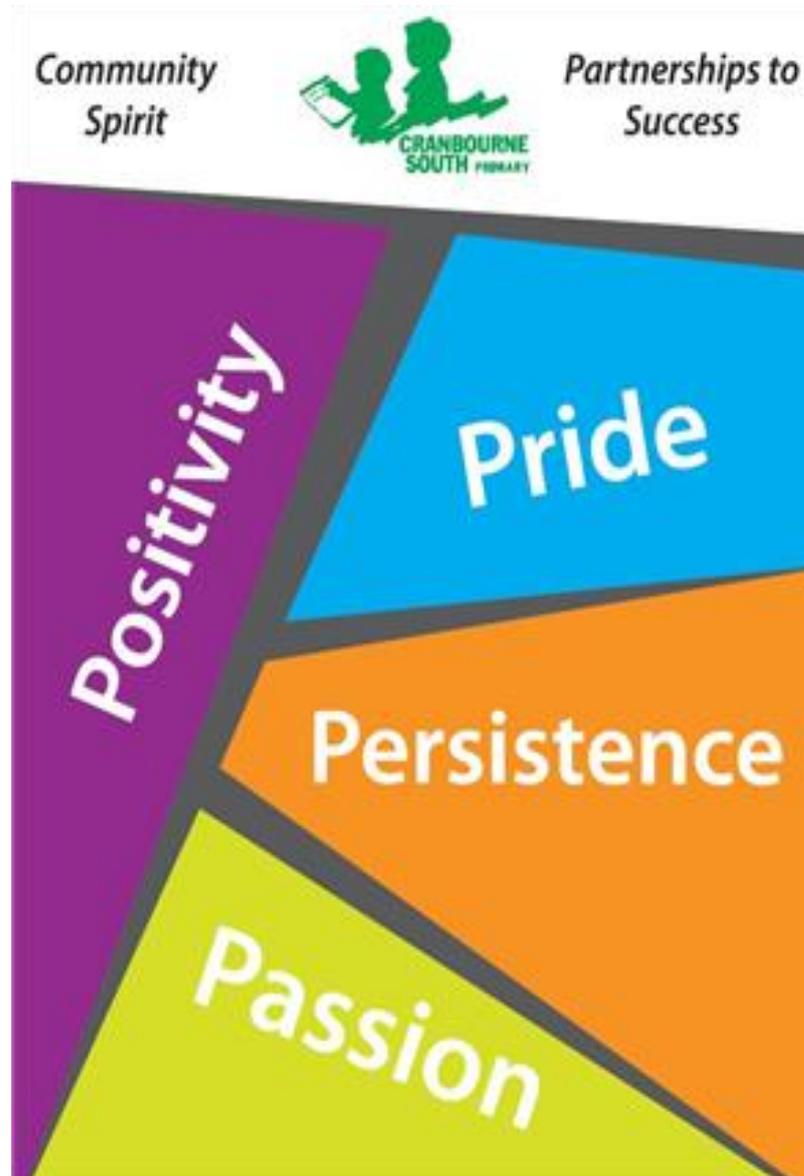# School Strategic Plan 2018-2022

Cranbourne South Primary School (4755)

Submitted for review by Monique Corcoran (School Principal) on 09 August, 2019 at 11:54 AM
Endorsed by Anne Martin (Senior Education Improvement Leader) on 09 September, 2019 at 09:39 AM
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Education
and Training

School Strategic Plan - 2018-2022

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School vision	The moral purpose of CSPS centralises around Community Spirit - Partnerships to Success CSPS mission endeavours to empower teachers, students and community members to embrace learning, achieve their personal best and strengthen emotional, social and physical wellbeing. The vision of CSPS is twofold, to: * provide all students with an education to be proud of by exhibiting confidence and creativity in this complex and ever changing world. * assist students in taking ownership of their learning; to grow into responsible, happy, resilient and socially fulfilled individuals.
School values	The values of CSPS provide a basis for decision making and action by all key stakeholders; students, staff, families and community. The premise of the four P's shapes the way people work together by creating and implementing shared expectations and norms. CSPS remains stoic and focused on what is of primary importance; student achievement and wellbeing. The values of CSPS are: • Positivity: I look on the bright side. • Persistence: I am determined. • Pride: I stand tall. • Passion: I strive to achieve.
Context challenges	Current Context Cranbourne South Primary School (CSPS) opened in 1956; located in a semi-rural environment approximately 5 kilometres south of Cranbourne. Enrolments continue to be steady and gradually rising with the influx of housing developments in the area from 355 (2017) to 375 (2018). Due to being on the outskirts of such estates, there is not a marked impact on enrolment. Cultural connections within the school include 2% Indigenous students and 6% Language background other than English. Our Student Family Occupation [SFO] Index was 0.4338 and our Student Family Occupation and Education [SFOE] Index was 0.4123. The Self-evaluation and School Review identified 10 key challenges: 1. consistency of planning, curriculum delivery and implementation of a whole school Teaching and Learning Instructional Model. 2. evidence based, whole school Literacy and Numeracy pedagogical approaches. 3. formal monitoring and evaluation of pedagogical practice and curriculum delivery. 4. collective efficacy, team cohesion within and between teams, using a Professional Learning Community Model.

	5. data literacy to differentiate classroom instruction, personalise student learning to ensure growth for all students. 6. staff capacity, skills and knowledge. 7. clarity and consistency in disciplinary and student management procedures. 8. complex and increasing student wellbeing needs eg. intergenerational trauma, generational poverty, emotional and mental health and special needs/disabilities. 9. retention and transiency of staff, including leadership opportunities for senior members. 10. student voice and agency to ensure authentic opportunities for students to be partners in decision making.
Intent, rationale and focus	Intent - CSPS is endeavoring to achieve improvement in: • the learning outcomes for all students in literacy (Goal 1). • the learning outcomes for all students in numeracy (Goal 2). • student engagement in their learning (Goal 3). Rationale - The goals set are important because: (Goal 1) If we... • develop an agreed whole school instructional model of teaching practice. • embed a whole school approach in the effective teaching of reading and writing, with a specific focus on spelling. • extend teacher data literacy practices in the analysis of student data to inform teaching and learning. ... then we will see improved NAPLAN results; medium to high relative growth in reading and spelling and top two bands in writing. (Goal 2) If we... • develop an agreed whole school instructional model of teaching practice. • build teacher capacity in the implementation of a scope and sequence in the teaching of Mathematics, with a focus on differentiation. • extend teacher data literacy practices in the analysis of student data to inform teaching and learning. ...then we will see improved NAPLAN results; medium to high relative growth in numeracy, decrease of the number of F- 6 students assessed at below the expected level in the three mathematics strands and 12 months of learning growth in number and algebra as measured by teacher judgements for all students, regardless of their starting point. (Goal 3) If we... • embed an explicit whole school positive behaviour model. • build teacher knowledge and practice excellence in promoting a cooperative learning approach. • develop and implement a whole school learner voice and agency strategy. ... then we will increase the percentage of students responding positively to the Attitudes to School Survey in the areas of Managing bullying, Sense of connectedness, Student voice and agency, Self-regulation and goal setting. Focus – In relation to the Frameworks for Improving Students (FISO), CSPS prioritises:

	Goal 1 and 2, Excellence in teaching and learning, focusing on the Dimensions of: • Curriculum planning and assessment (CPA) • Building practice excellence (BPE) • Evidence-based high impact teaching strategies (EBHITS) Goal 3, Positive Climate for Learning, focusing on the Dimensions of: • Empowering students and building school pride (ESBSP) • Setting expectations and promoting inclusion (SEPI) • Health and wellbeing (HW)

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Goal 1	To improve learning outcomes for all students in literacy.
Target 1.1	By 2022, the percentage of Year 5 students assessed as making medium to high relative growth in NAPLAN reading will have increased from 64 per cent to 75 percent
Target 1.2	By 2022, the percentage of Year 5 students assessed as making medium to high relative growth in NAPLAN spelling will have increased from 51 per cent to 65 percent
Target 1.3	By 2022, the percentage of Year 5 students assessed in the top two bands in NAPLAN writing will have increased from 11 per cent to 15 per cent
Key Improvement Strategy 1.a Evidence-based high-impact teaching strategies	Develop an agreed understanding and consistent instructional model of teaching practice.
Key Improvement Strategy 1.b Curriculum planning and assessment	Embed a whole school approach in the effective teaching of reading.
Key Improvement Strategy 1.c Curriculum planning and assessment	Strengthen a whole school approach to the effective teaching of writing, with a specific focus on spelling.
Key Improvement Strategy 1.d	Extend teacher data literacy practices in the analysis of student data to inform teaching and learning.

Evidence-based high-impact teaching strategies	
Goal 2	To improve learning outcomes for all students in numeracy
Target 2.1	By 2022, the percentage of Year 5 students assessed as making medium to high relative growth in NAPLAN numeracy with have increased from 66% to 75%.
Target 2.2	By 2022, the percentage of F- 6 students assessed at below the expected level in the three mathematics strands will be as follows (benchmark 2018 scores): • Measurement & Geometry from xx% to 10% or less • Number and Algebra from xx% to 8% or less • Statistics and probability from xx% to 10% or less
Target 2.3	By 2022, all students, regardless of their starting point, will demonstrate 12 months of learning growth in number and algebra as measured by teacher judgements.
Key Improvement Strategy 2.a Evidence-based high-impact teaching strategies	Develop an agreed understanding and consistent instructional model of teaching practice.
Key Improvement Strategy 2.b Curriculum planning and assessment	Build teacher capacity in the implementation of a scope and sequence in the teaching of Mathematics, with a focus on differentiating the curriculum.
Key Improvement Strategy 2.c	Extend teacher data literacy practices in the analysis of student data to inform teaching and learning.

Evaluating impact on learning	
Goal 3	To improve student engagement in their learning
Target 3.1	By 2022, the percentage of students responding positively to the AtoSS factor 'Managing bullying' will have increased from 74 per cent to 79 per cent.
Target 3.2	By 2022, the percentage of students responding positively to the AtoSS factor 'Sense of connectedness' will have increased from 77 per cent to 82 per cent.
Target 3.3	By 2022, the percentage of students responding positively to the AtoSS factor 'Student voice and agency' will have increased from 63 per cent to 73 per cent.
Target 3.4	By 2022, the percentage of students responding positively to the AtoSS factor 'Self-regulation and goal setting' will have increased from 78 per cent to 83 per cent.
Key Improvement Strategy 3.a Setting expectations and promoting inclusion	Embed an explicit whole school positive behaviour model
Key Improvement Strategy 3.b Empowering students and building school pride	Build teacher knowledge and practice excellence in promoting a cooperative learning approach
Key Improvement Strategy 3.c	Develop and implement a whole school learner voice and agency strategy

Empowering students and building school pride	