

# School Strategic Plan for Cranbourne West Primary School

5189

2015 - 2018

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## Endorsements

<p>Endorsement by School Principal</p>	<p>Signed.....</p> <p>Name.....Andrew Bergmeier.....</p> <p>Date.....</p>
<p>Endorsement by School Council</p>	<p>Signed.....</p> <p>Name.....Julie Brooke.....</p> <p>Date.....</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.....</p> <p>Name.....</p> <p>Date.....</p>
<p><b>Legislative context for endorsement</b></p> <p>Section 2.3.24, subsection (2) of the act states that “A school plan prepared under subsection (1) must be signed by both the president of the school council and the principal and must be submitted to the Secretary for approval within the period specified in a Ministerial Order.”</p> <p>Ministerial Order 470 states that “the requirements for the school plan are set out in guidelines produced by the Department of Education and Training.” This template forms the guidelines.</p>	

## School Profile

<b>Purpose</b>	We believe successful students need to be active global learners that display effective executive functioning skills through their daily organisation, readiness to engage in their learning and ability to transition from one type of learning to another. They are able work individually and collaboratively to solve problems and can articulate their learning through various media. They are motivated to do their best and want to learn. They display positive behaviours towards others and live the school's values.
<b>Values</b>	<p>Respect</p> <p>Trust</p> <p>Learn</p> <p>Sense of Humour</p> <p>Each Value is supported by our School Values booklet distributed to all members of our school community and reinforced as part of our Local Citizens Big Idea. The Values booklet is introduced to all families at enrolment interview.</p>
<b>Environmental Context</b>	<p>Cranbourne West Primary School serves an established residential district in the South Eastern Growth Corridor. It is a medium sized, well- resourced school supported by a dedicated staff and a committed community.</p> <p>School enrolment at the 2015 February census date was 546. Our students' backgrounds reflect a wide range of cultural diversities including increasing numbers of students from Non-English Speaking Backgrounds. In 2015 our school had an SFO of .7204.</p> <p>As a result of high staff retention and a strong shared leadership vision, the school is able to provide a well-balanced educational program emphasising the development of Literacy, Numeracy and Social Competency skills. The school offers a challenging, comprehensive curriculum using our Big Ideas within a values rich culture. We encourage students to strive for excellence within their individual potential using project style learning and multiple intelligences with thinking as our central focus.</p> <p>Students are encouraged to be independent learners while continuing to 'live' the school values of Trust, Respect, Learning and Sense of Humour. In addition, small group intervention programs, including Literacy and life skills are provided. The curriculum</p>

continues to be enriched by whole school celebrations as well as annual concerts, excursions, in-visits, visiting performing artists, student choirs, camps and a variety of intra and inter school sporting events.

Our results from our last Priority Review indicate the necessity to develop a school wide approach to Literacy and Numeracy but still maintain our focus on social competencies skills and our quiet orderly learning environment. Monitoring of student performance has also been identified as a focus so that our student learning outcomes can improve.

The emphasis after our last Review was to develop a collaborative team environment and to provide students with learning experiences in their Zone of Proximal Development (ZPD). It was acknowledged that the school has made significant gains in these areas but the focus needs to be maintained.

Priority is given to the wellbeing of both our students and staff. A full time Student Welfare Co-ordinator oversees an organised and respected program that acknowledges the rights and responsibilities of all staff and students including those with disabilities and/or special needs. Our Chaplaincy Program, use of network personnel and outsourced agencies provides the school with additional support

Extensive staff professional development based on the school's Strategic Plan, our pedagogical focus, development of our Big Ideas and using data for improvement ensures that our staff are familiar with current educational trends and remain enthusiastic and committed to achieving the best possible outcomes for each student.

Our focus from 2015 onwards will be to acknowledge the results of our Priority Review and implement the following programs as school wide strategies to improve our student learning outcomes:

CAFÉ Reading  
George Booker Maths  
Writing Instructional Model 9 + 1 Traits  
Oral Language Program

These philosophies and programs will be supported by a school wide student data tracking system (SENTRAL)

Learn by Design is our inquiry based model structured around the eight knowledge processes of  
Experiencing the Known  
Experiencing the New  
Applying Appropriately  
Applying Creatively  
Conceptualising by Naming  
Conceptualising by Theorising

	<p>Analysing Functionally Analysing Critically</p> <p>Our four Big Ideas of Local Citizens, Learning Communities, Global Citizens (Sustainability) and Global Citizens (Our Place in the World) are driven by this approach that is supported by teaching clues, key words and inclusive tools.</p> <p>Our major capital works program has been largely completed and the teachers and students are learning to use the flexible learning spaces so that they promote our pedagogical approach with four main pillars of Target Teaching, Explicit Teaching, Independent Learning within a Collaborative Team environment.</p> <p>During the current Strategic Plan period we are planning to develop an Arts precinct which will complement our modern Gymnasium. The Gymnasium is hired out every day to community sporting and cultural groups. Currently we have one spare classroom that is timetabled for EAL classes, Playgroup, community support groups and Chaplaincy services. Our aging adventure playgrounds, shade areas and access to adjoining Camms Reserve provides opportunities for students' developmental growth.</p> <p>The school canteen, contained in the gymnasium complex is used by the school community for daily breakfast club, brunch club, emergency lunches and community events.</p> <p>Parents and the wider community are encouraged to be part of the learning process through involvement in all school activities. Cranbourne West is supported by a diligent School Council and small but committed Parents' and Friends' Club. The school also continues to foster a strong relationship with the City of Casey through working relationships with local councillors and program staff.</p> <p>One of our greatest accomplishments over the period of our last review has been the growth in our volunteers through our Parent Community Liaison officer. This support has now developed into a vibrant learning community through training of Literacy Advocates, daily support for reading, engagement of community volunteers/job seekers through the structured work experience programs and partnership with local job support agencies and working closely with TAFE and other tertiary education providers to provide placement opportunities for Education Support and Community Services students.</p>

<p><b>Service Standards</b></p>	<p>Cranbourne West PS will deliver the following Service Standards to our school community over the period of our Strategic Plan:</p> <p>Our school will ensure:</p> <ul style="list-style-type: none"> <li>• a welcoming environment for everyone</li> <li>• our school community is aware of our Vision, Mission and Values statements and they are embedded throughout the school</li> <li>• access to a broad based curriculum focussed on school wide Literacy, Numeracy, Social Competencies and Inquiry</li> <li>• a safe environment for all our students</li> <li>• a personalised learning philosophy</li> <li>• a responsive approach to students and parents when they have issues</li> <li>• a clear approach to student discipline and welfare that the school community understands and respects</li> </ul> <p>Our school will commit to</p> <ul style="list-style-type: none"> <li>• Answering the telephone within three rings and speak courteously to all parents and inquiries</li> <li>• Being responsive to parents who are waiting for attention</li> <li>• Positive phone calls to parents each term</li> <li>• Being able to find our students at all times during the day when our parents want to pick them up</li> <li>• Providing clear student behaviour guidelines and expectations to our school community and informing parents in a timely manner about their children's' behaviour</li> <li>• Implementing clear processes for tracking student growth through AUSVELS based PLTs</li> <li>• Insisting on high expectations through use of voice modulation, quiet and orderly movement around the school, use of appropriate recording methods to show goal based teaching and articulation of learning</li> <li>• Appropriate induction processes for all contractors</li> <li>• Sign in and sign out for all visitors</li> </ul>

## Strategic Direction

**Purpose:** A school's strategic direction is defined by goals and targets for improvement in the four outcome areas, and key improvement strategies to achieve the goals and targets.

Schools have significant flexibility in defining their goals, targets and key improvement strategies according to the needs and expectations of their community. Typically, the Strategic Plan will have one goal against each outcome area, though schools may choose to include more.

The goals, targets and key improvement strategies articulated in the School Strategic Plan will underpin individual performance and development planning for school staff.

### Regulatory context

Under the *Education Training and Reform Act 2006* Section 2.3.24, subsection (1) of the Act states that:

“A school council must, in accordance with any Ministerial Order, prepare a school plan that sets out the school's goals and targets for the next 4 years and the strategies for achieving those goals and targets.”

	Goals	Targets	Key Improvement Strategies																		
<b>Achievement</b>	<p>Maximise the learning growth of all students in Numeracy and Literacy.</p> <p>To develop successful students through school wide approaches to Literacy, Numeracy, Social Competencies and relevant inquiry incorporating Big Ideas.</p>	<p>Students to improve at least 12 months in AUSVELS growth in their Literacy and Numeracy.</p> <table border="1"> <tbody> <tr> <td>READING</td> <td>Reduce Low Growth</td> <td>35% (2014) – 25% (2018)</td> </tr> <tr> <td></td> <td>Increase High Growth</td> <td>10% (2014) – 25% (2018)</td> </tr> <tr> <td>WRITING</td> <td>Reduce Low Growth</td> <td>50% (2014) – 25% (2018)</td> </tr> <tr> <td></td> <td>Increase High Growth</td> <td>09% (2014) – 25% (2018)</td> </tr> <tr> <td>NUMERACY</td> <td>Reduce Low Growth</td> <td>36% (2014) – 25% (2018)</td> </tr> <tr> <td></td> <td>Increase High Growth</td> <td>20% (2014) – 25% (2018)</td> </tr> </tbody> </table>	READING	Reduce Low Growth	35% (2014) – 25% (2018)		Increase High Growth	10% (2014) – 25% (2018)	WRITING	Reduce Low Growth	50% (2014) – 25% (2018)		Increase High Growth	09% (2014) – 25% (2018)	NUMERACY	Reduce Low Growth	36% (2014) – 25% (2018)		Increase High Growth	20% (2014) – 25% (2018)	<ol style="list-style-type: none"> <li>1. School to develop a school wide approach to Reading, Writing and Numeracy.</li> <li>2. Build teacher capacity to understand and use data to improve student outcomes.</li> <li>3. Building capacity of staff to collaborative plan, monitor and assess student learning through the use of highly effective professional learning teams.</li> <li>4. Implement a consistent approach to tracking and assessing student learning across the school.</li> <li>5. Develop teacher capacity to deliver appropriate and consistent curriculum across the</li> </ol>
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		<p>Increase the percentage of students in the top three NAPLAN bands and decrease the number of students below state level.</p> <p>In Year 3 increase the percentage of students in the top three bands and decrease the number of students below state level.</p> <p>To reduce the low growth from 35% to 25% in NAPLAN reading and to increase the high growth from 10% to 25%.</p>	<p>school.</p> <p>6. Performance plans of all staff to be linked closely to student learning outcomes and the School Improvement Plan.</p>
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<p><b>Engagement</b></p>	<p>Strengthen partnerships with the community to ensure that the school is centre of learning and the school of choice.</p> <p>Equip the students with the necessary skills and attitudes to become independent learners with global skills.</p>	<p>Percentage growth of volunteers as measured through school council reports</p> <p>Attitudes to School Learning confidence from 78.7 (2014) to 84% in 2018</p> <p>TTFM Drivers of student outcomes Students feel they have someone at school who consistently provides encouragement and can be turned to for advice from 6.7 out of 10 (2014) to 7.5 out of 10 in 2018</p> <p>Parent Opinion Survey - Parent Input variable from 4.74 (2014) to 4.9 (2018) School Connectedness variable from 5.32 (2014) to 5.6 (2018)</p> <p>Staff Opinion Survey Parent and Community Involvement variable from overall score of 362 (2014) to 505 (2018 33<sup>rd</sup> percentile)</p>	<ol style="list-style-type: none"> <li>1. Build teacher and leader capacity to implement personalised and differentiated teaching and learning approach.</li> <li>2. Increased numbers and retention of Literacy Advocates and Classroom Assistants providing support to identified students.</li> </ol>
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<p><b>Wellbeing</b></p>	<p>Improve the orderly and safe learning environment which promotes self-regulation and high expectations in students.</p>	<p>Student Attitude to School Survey - Wellbeing: Student Morale variable from 74.1 (2014) to 80 (2018)</p> <p>Parent Opinion Survey - Student Safety variable from 4.54 (2014) to 4.7 (2018) Classroom Behaviour 3.77 (2014) to 3.90 (2018)</p> <p>TTFM Social and emotional behaviours variable from 78% of boys having a positive sense of belonging (2014) to 85% (2018).</p> <p>Student Attendance Number of absence days c/f state average 16.2 (2014) to 15.0 (2018)</p> <p>Staff Opinion Survey Collective responsibility From 376 (2014) to 503 (2018) 33<sup>rd</sup> percentile</p>	<p>School wide commitment and implementation of agreed student management processes, education program implementation, opportunities for student voice and decision making that affects the whole school.</p>
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<p><b>Productivity</b></p>	<p>Utilise all available resources (human, financial, time, space and materials) to determine the best learning environment and maximise outcomes for all of our students.</p> <p>With the recognition that effective use of our people is our most valuable resource, we will continue to investigate different methods of bringing people into the school, train them and enhance our student learning outcomes.</p>	<p>Percentage of resources reflects emphasis on student learning outcomes</p> <p>Literacy advocates and ES staff time measured as value added in improvement of student learning outcomes – correlation</p> <p>Steady enrolment growth due to involvement of learning communities big ideas, marketing and improved prep transition program</p> <p>Recruitment of teachers to reflect appropriate mix of expert, accomplished and graduate.</p> <p>Parent Opinion Survey - School Improvement variable from 5.26 (2014) to 5.40 (2018)</p> <p>Staff Opinion Survey - Guaranteed and Viable Curriculum variable from overall score of 266 (2014) to 504 (2018) - 33<sup>rd</sup> percentile.</p>	<ol style="list-style-type: none"> <li>1. Different outsourced organisations will be approached and school premises opened up.</li> <li>2. Resources will be distributed to the best advantage and where most needed for rapid improvement in STO.</li> <li>3. Resource audit to be undertaken where a resource stocktake is undertaken.</li> <li>4. Utilise physical spaces to maximise student achievement and wellbeing.</li> </ol>
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## School Strategic Plan 2014- 2017: Indicative Planner

<b>Purpose:</b> the purpose of the indicative planner is to assist the school to prioritise key improvement strategies to support resource allocation and to describe the changes in practice and behavior that might be observable at the school if the key improvement strategies are being implemented as intended.			
Key Improvement Strategies		Actions	Achievement Milestone
		<p>Actions are the specific activities to be undertaken in each year to progress the key improvement strategies. There may be more than one action for each strategy. Schools will choose to describe actions with different levels of detail.</p>	<p>Achievement milestones are markers of success. They are useful in demonstrating whether the strategies and actions have been successful. Achievement milestones often reflect observable changes in practice or behaviour. To simplify and focus the school's monitoring of progress, only a limited number of achievement milestones should be set.</p>
<b>Achievement</b> <ol style="list-style-type: none"> <li>School to develop a school wide approach to Reading, Writing and Numeracy.</li> <li>Build teacher capacity to understand and use data to improve student outcomes.</li> <li>Building capacity of staff to collaborative plan, monitor and assess student learning through the use of highly effective professional learning teams.</li> <li>Implement a consistent approach to tracking and assessing student learning across the school.</li> <li>Develop teacher capacity to deliver appropriate and consistent curriculum across the school.</li> </ol>	Year 1	<p>Term 1 – CAFÉ Reading            Term 2 – Writing 9 + !            Term 3 – George Booker Maths            Term 4 – Oral Reading Program            SENTRAL student tracking program introduced</p> <p>Learn by Design – Big Ideas units of Work            Term 1 – Local Citizens            Term 2 – Learning Communities            Term 3 – Global Citizens Sustainability (Bio Diversity)            Term 4 Global Citizens – My Place in the World            At the completion of each Unit of Work a school wide celebration of learning will take place to illustrate and articulate the learning around each Big Idea</p>	<p>90% of Foundation students achieve 12 months growth as determined by EYE assessment.</p> <p>Performance plans of all teaching staff to be linked closely to student learning outcomes and the School Improvement Plan.</p> <p>Introduction of tracking and reporting of student outcomes through the use of Sentral.</p>
	Year 2	<p>School wide consistent implementation of            CAFE Reading            Writing 9 + !            George Booker Maths            Oral Language            SENTRAL            Learn by Design – Big Ideas units of work.</p>	<p>80% of the Year 1 students (who began Foundation in 2015) achieve 12 months growth in On-Line English</p> <p>80% of students to improve 12 months in their writing as measured by AusVELs</p> <p>Performance plans of all teaching staff to be</p>

6. Performance plans of all staff to be linked closely to student learning outcomes and the School Improvement Plan.			linked closely to student learning outcomes and the School Improvement Plan.  Consistent tracking and reporting of student outcomes through the use of Sentral.
	Year 3	All Literacy and Numeracy Programs and philosophies embedded into the school  Learn by Design – Big Ideas units of work.	Greater percentage of all students achieving expected standards in Literacy and Numeracy.  Performance plans of all teaching staff to be linked closely to student learning outcomes and the School Improvement Plan.  Consistent tracking and reporting of student outcomes through the use of Sentral. Effective use of data to inform teaching.
	Year 4	All programs embedded and effectiveness reviewed ready for next Strategic Plan.  SENTRAL whole school student tracking system provides personalised learning.  Learn by Design – Big Ideas units of work.	Greater percentage of all students achieving expected standards in Literacy and Numeracy.  Performance plans of all teaching staff to be linked closely to student learning outcomes and the School Improvement Plan.  Consistent tracking of student outcomes through the use of Sentral. Effective use of data to inform teaching.

<p><b>Engagement</b></p> <ol style="list-style-type: none"> <li>1. Build teacher and leader capacity to implement personalised and differentiated teaching and learning approach.</li> <li>2. Increased numbers and retention of Literacy Advocates and Classroom Assistants providing support to identified students.</li> </ol>	Year 1	<p>Training of Literacy Advocate volunteers.</p> <p>Provision of appropriate roles, supports and feedback for community volunteers.</p> <p>Accessing possible resource options setting up appropriate spaces in our flexible learning areas.</p> <p>Providing appropriate protocols around our volunteers including relationship support and upskilling.</p>	<p>Increased numbers and retention of Literacy Advocates and Classroom Assistants providing support to identified students.</p> <p>Consistent agreement on starting points for students using a variety of assessment tools.</p> <p>Using inquiry model as the vehicle for our Big Ideas to improve student engagement.</p>
	Year 2	<p>All of the above.</p> <p>Utilising more outside support and sponsorship to drive the Literacy model.</p>	<p>Increased numbers and retention of Literacy Advocates and Classroom Assistants providing support to identified students.</p> <p>Consistent agreement on starting points for students using a variety of assessment tools.</p> <p>Using inquiry model as the vehicle for our Big Ideas to improve student engagement.</p>
	Year 3	<p>Literacy Advocate program established and embedded into the school with all members of staff and students understanding and responding to the service in a positive and pro-active manner</p>	<p>Increased numbers and retention of Literacy Advocates and Classroom Assistants providing support to identified students.</p> <p>Consistent agreement on starting points for students using a variety of assessment tools.</p> <p>Using inquiry model as the vehicle for our Big Ideas to improve student engagement.</p>
	Year 4	<p>Revisit and critically assess success of all programs and implement strategies to ensure they are audited by all stakeholders.</p>	<p>Year of Review – conduct Self Evaluation and commence planning new Strategic Plan.</p>

<p><b>Wellbeing</b></p> <p>1. School wide commitment and implementation of agreed student management processes, education program implementation, opportunities for student voice and decision making that affects the whole school.</p>	Year 1	<p>The established student welfare policy and programs are examined and evaluated. Clear expectations around the use of voice, movement and learning are established .</p>	<p>Student well-being and behaviour management incidents recorded on Sentral.</p> <p>Recommendations from Review are recorded and goals for improvement are developed for implementation in 2016.</p>
	Year 2	<p>Student management and welfare to be more pro-active. Establish several alternative and sequential student management processes to address different levels of non-compliant behaviour.</p> <p>Identify those students in need to extra assistance because of trauma, anger, social disconnection or medical reasons.</p> <p>Student voice to provide students with opportunities for whole school projects and leadership opportunities and professional development .</p>	<p>Fewer incidents of misbehaviour both in the yard and in the classrooms.</p> <p>Identified students have been referred to appropriate SSSO or external support services for intervention.</p> <p>House system becomes a real force for well thought out programs and change.</p>
	Year 3	<p>Emphasis on student self-management through team work, student voice, peer involvement in welfare and management issues.</p> <p>Students to take control of their own spaces and areas with their input and ideas.</p>	<p>Students accept more responsibility for their Houses with whole school events.</p> <p>Student voice to impact on whole school decision making as well as regular appearances to School Council when they are involved in projects.</p>
	Year 4	<p>Revisit and critically assess success of all programs and implement strategies to ensure they are audited by all stakeholders.</p>	<p>Student voice well established.</p> <p>Student behaviour generally self-managing as shown through steady decline in suspension and time out records.</p> <p>Student attendance improved.</p> <p>Increased student involvement and ownership of decision making.</p> <p>House system programs embedded and Evaluated.</p>

<b>Productivity</b>  1. Different outsourced organisations will be approached and school premises opened up.  2. Resources will be distributed to the best advantage and where most needed for rapid improvement in STO.  3. Resource audit to be undertaken where a resource stocktake is undertaken.  4. Utilise physical spaces to maximise student achievement and wellbeing.	Year 1	Introduction of Literacy Advocates to assist us to improve Student Learning Outcomes throughout the school in reading.	The volunteer base will be expanded and more specific roles assigned.
	Year 2	Possibilities explored around Out of Hours Use of the school premises.  All major building projects completed & layout of flexible learning spaces reviewed.  Resource audit to be undertaken where a resource stocktake is undertaken.	Different outsourced organisations approached and school premises opened up.  Storage spaces to be more user friendly & flexible learning spaces to reflect the needs of the students.  Resources will be distributed to the best advantage and where most needed for rapid improvement in STO.
	Year 3	Evaluations of resource use closely monitored.	Resource allocation delivered where the most need is shown.  Shared learning spaces used effectively daily.
	Year 4	Review and evaluation of all aspects of productivity program.	Year of Review – conduct Self Evaluation and commence planning new Strategic Plan.