

**Caulfield South Primary School – 4315**  
**Strategic Plan 2017-2020**

Endorsement		
Principal:	Gayle Yardley	17/3/17
School Council President:	Olivia Sack	22/3/17
Delegate of the Secretary:	Stuart Andrews	05/4/17

School vision	School values	Context and challenges	Intent, rationale and focus
<p>At Caulfield South Primary, our mission is to empower active global citizens who understand that they can make a positive difference in our world.</p> <p>We aim to develop critical and creative thinkers with a high degree of resilience and empathy.</p> <p>This will be achieved through a challenging, concept-driven inquiry learning that promotes collaboration and learner agency.</p>	<p>Students at Caulfield South Primary School aspire to be inquirers who yearn to gain knowledge of the world around them. Our students will be thinkers who communicate clearly and effectively, sharing their new knowledge with the community. Caulfield South Primary Students approach life with an open mind and will be principled in their actions. We will never be afraid to take risks in our learning and recognise that making mistakes and reflecting on our errors is how we grow. We will be caring in nature and lead a balanced life, recognising the importance of play.</p>	<p>The Pre-Review Self-Evaluation (PRSE) data showed that the percentage of high growth (above one year of growth) was evident in Literacy and Numeracy Victorian Essential Learning Standards outcomes, particularly for Foundation to Year 1 and for Year 2 to Year 3. The figures for medium growth in Literacy and Numeracy (at one year) reflected the highest per cent of students. There were student outcomes demonstrating low growth (below one year), particularly for Year 3 to Year 4 and for Year 4 to Year 5.</p> <p>In 2015 the school means in the designated Attitudes to School Survey (stimulating learning and teacher empathy, wellbeing and student safety) variables were lower than the State means.</p> <p>The Parent Opinion Survey showed an improving trend for Student Safety from 2014 to 2016 to be close to the mean factor score for similar schools.</p>	<p><b>Intent</b></p> <p>Improve student engagement in their learning through global citizenship and community engagement in learning.            Improve student learning growth specifically in the areas of reading and numeracy.            Improve student wellbeing.</p> <p><b>Rationale</b></p> <p>The Primary Years Programme of the International Baccalaureate 'incorporates local and global issues into the curriculum, asking students to look at six related, transdisciplinary themes and to consider the links between them.'</p> <p>Leaders in the school inspire staff to try innovative approaches and to share their passion for high expectations of positive impact on student progress. Leaders ensure staff regularly and collaboratively use evidence to review the impact of their teaching on student learning progress, adjusting teaching, planning and feedback to students.</p> <p>Effective schools are sensitive to the health and wellbeing needs of their students therefore they support students' physical, social and emotional needs as well as fostering a sense of belonging and community. Schools 'will give students the skills they need for work and life like resilience and the capacity for critical and creative thinking'.</p> <p><b>Focus</b></p> <p>The school will focus on improving their approach to learner focussed, concept based inquiry learning.</p>



Four-year goals (for improving student achievement, engagement and wellbeing)	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets (for improving student achievement, engagement and wellbeing)
To enhance student capacity as curious, motivated, learners, focused on family, community and global perspectives.	Community Engagement in Learning <b>Global Citizenship</b>	<p>Orient students towards their future through real life learning experiences in family, community and global contexts.</p> <p>Review PYP inquiry units to maximise inclusion of opportunities for family, community and international interconnectedness to build students' understanding of global perspectives.</p> <p>Improve strategies for collection of student data relating to student engagement and teacher effectiveness.</p>	<p>Student perception of stimulating learning, teacher effectiveness and teacher empathy will exceed 2017 benchmarks annually. (Indicator school-based surveys and student focus groups)</p> <p>Student attendance rates will reflect absences of not more than eleven days annually (excluding extended family holidays).</p> <p>Parent opinion of student engagement factors will exceed 2016 benchmarks annually.</p>
To improve every students' achievement in English, Numeracy and Science.	Excellence in teaching and learning <b>Evaluating Impact on Learning</b>	<p>Invest in teacher capacity by strengthening the link between Professional Learning and Development SMART goals to influence daily practice.</p> <p>Strengthen the use of student assessment data and feedback to evaluate students' progress, monitor the impact of teaching and adjust learning programs.</p> <p>Develop students as confident orators, respectful listeners, imaginative thinkers and versatile writers.</p> <p>Implement a coordinated approach to STEM (Science, Technology, Engineering and Mathematics), with explicit Victorian Curriculum links and assessment approaches.</p>	<p>The NAPLAN Relative Gain for Year 3 to Year 5 Reading outcomes to show: a maximum of 20 per cent of students making low relative gain and a minimum of 40 percent making high relative gain, by 2020.</p> <p>The NAPLAN (National Assessment Program – Literacy and Numeracy) Relative Gain for Year 3 to Year 5 Numeracy outcomes to show: a maximum of 15 per cent of students making low relative gain and a minimum of 40 percent making high relative gain, by 2020).</p> <p>The NAPLAN Relative Gain for Year 3 to Year 5 Writing outcomes to show: a maximum of 15 per cent of students making low relative gain and a minimum of 40 percent making high relative gain, by 2020.</p> <p>By 2020, all F-6 students to make at least one Victorian Curriculum level progress in English and Numeracy annually and 3-6 students in Science.</p>
To strengthen students' personal and social learning skills, including growth mindset and resilience.	Positive Climate for Learning <b>Empowering students and building school pride</b>	<p>Foster student and parent awareness of belonging to a respectful, inclusive and safe school community.</p> <p>Enrich current wellbeing approaches by incorporating 'The Building Resilience Social and Emotional Learning Materials'.</p>	<p>Parent opinion of Student Safety and School Connectedness will be above 2016 benchmarks annually.</p> <p>Student perception of Student Safety, Student Morale and Connectedness to School will be above 2017 benchmarks annually. (Indicators school based surveys, student focus groups)</p>

