

School Strategic Plan 2020-2024

Caulfield South Primary School (4315)



Submitted for review by Gayle Yardley (School Principal) on 18 September, 2021 at 04:43 PM

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School vision	<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 challenging, concept-driven inquiry learning that promotes collaboration and learner agency.</p> <p>As a community of learners, we value the collaborative partnership between our students, staff, families and the wider community and the crucial role that this plays in achieving the best outcomes for our school.</p>
School values	<p>As an International Baccalaureate World School, Caulfield South Primary values the development of the attributes of the IB Learner Profile. We strive to be reflective, balanced, knowledgeable, caring, open-minded, courageous, principled, communicators, thinkers and inquirers.</p> <p>Reflective- We give thoughtful consideration to our learning and experience. We are able to assess and understand our strengths and limitations in order to support our learning and personal development.</p> <p>Balanced- We understand the importance of intellectual, physical and emotional balance.</p> <p>Knowledgeable- We explore concepts, ideas and issues that have local and global significance. In so doing, we acquire in-depth knowledge and develop understanding across a broad range of disciplines.</p> <p>Caring- We show empathy, compassion and respect towards the needs and feelings of others. We have a personal commitment to service and act to make a positive difference to the lives of others and to the environment.</p> <p>Open-Minded- We understand and appreciate our own culture and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. We seek to evaluate a range of points of view and you are willing to grow from the experience.</p> <p>Courageous- We approach unfamiliar situations and uncertainty with courage and forethought and have the independence of spirit to explore new roles, ideas and strategies. We are brave and articulate in defending our beliefs.</p> <p>Principled- We act with integrity and honesty, with a strong sense of fairness, justice, and respect for the dignity of individual groups and communities. We take responsibility for our actions and the consequences that accompany them.</p> <p>Communicators- We understand and express ideas and information confidently and creatively in different languages and modes of communication. We are able to work effectively in collaboration with others.</p> <p>Thinkers- We exercise initiative in applying thinking skills critically and creatively, to recognise and approach complex problems and make reasoned ethical decisions.</p>

	<p>Inquirers- We have a natural curiosity and learn to acquire the skills necessary to conduct inquiry and research and show independence in learning. We actively enjoy learning, and this love of learning will be sustained throughout our lives.</p>
<p>Context challenges</p>	<p>Caulfield South Primary School achieved much during the period of our previous strategic plan. A strong focus on the development of Learner Agency, supporting students to become active contributors in the design, implementation and assessment of their learning, has helped us to embed consistent, school wide practices that have an observable impact on student outcomes. In addition, sustained attention on improving our use of the Department of Education's High Impact Teaching Strategies, has led to widespread improvements in teacher practice in areas such as student goal setting, feedback on learning, collaborative learning and teacher questioning. Areas of school focus such as these have assisted the school to achieve strong academic growth in areas of Literacy and Mathematics, and there is still work to be done as we continue to address areas requiring improvement.</p> <p>To maintain and build upon these academic achievements, and to ensure that academic growth is more consistently observed across all cohorts, Caulfield South PS needs to continue to grow and develop as a community of learners, ensuring that we consistently deliver high quality, inquiry-based teaching. Schoolwide teaching initiatives that have been introduced over the last strategic plan, require ongoing support to soundly embed these practices across the school.</p> <p>In community engagement, the school has embraced the use of digital platforms to enhance its communications with the community. Student portfolios, the school newsletter, student absences and parent notifications were all moved to digital formats over the last strategic plan, with a parent portal for a school management system currently in a trial phase. Digital communication is a rapidly evolving space however, and the school has further work to undertake in this area. Our focus is on improving the consistency, clarity and accessibility of our communications, inclusive of the school's current strengths and areas for improvement. Moreover, disruptions to the school and its community as a result of Covid-19 will mean that building community and engagement will be an essential and ongoing focus as we move forward.</p>
<p>Intent, rationale and focus</p>	<p>Caulfield South Primary School aims to continue to improve academic outcomes for students, prioritising the key curriculum areas of literacy and mathematics. We also aim to continue to build student voice and agency across the school. To this end, we are focusing on building collective teacher efficacy to support student learning through robust, school-wide pedagogical initiatives, and empowering students to take more ownership of their learning through supported opportunities for choice and reflection.</p> <p>A sustained focus in these areas is important for our school so that we can continue to build upon the strong progress that has been made in recent years.</p> <p>Priorities for the school include further developing the school's inquiry-based instructional model, ensuring more consistent practice between classrooms. We will further develop our data-driven approach to the teaching of writing and explore additional opportunities for the school-wide moderation of literacy. We will continue to embed concept-based, deep level numeracy engagement, supported by high impact mathematics teaching strategies, and expand opportunities for the targeted support of priority cohorts. Additional priorities will also include embedding opportunities for student agency across the school and building the school community through engagement in learning, collaboration and effective communication.</p>

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Goal 1	To maximise student learning outcomes in literacy.
Target 1.1	Reduce low benchmark growth in reading from 32 per cent in 2019 to 20 per cent in 2024.
Target 1.2	Increase high benchmark growth in writing from 34 per cent in 2019 to 40 per cent in 2024.
Target 1.3	Increase Teacher Judgement above level in writing from 31 per cent (P-6) in 2020 to 45 per cent in 2024.
Key Improvement Strategy 1.a Building practice excellence	Develop and embed an agreed Instructional Model for literacy.
Key Improvement Strategy 1.b Curriculum planning and assessment	Develop and embed a consistent data-driven approach to the teaching of writing.
Key Improvement Strategy 1.c Curriculum planning and assessment	Develop and embed a whole school moderation plan for literacy.
Goal 2	To maximise student learning outcomes in numeracy.
Target 2.1	Increase top two bands Year 5 NAPLAN for girls from 29 per cent to 50 per cent in 2024.

Target 2.2	Increase top two bands Year 3 NAPLAN for girls from 45 per cent to 50 per cent in 2024.
Target 2.3	Reduce low benchmark growth NAPLAN from 25 per cent in 2019 to 15 per cent in 2024.
Key Improvement Strategy 2.a Evidence-based high-impact teaching strategies	Build teacher capacity to deliver deep levels of numeracy engagement for all students.
Key Improvement Strategy 2.b Evidence-based high-impact teaching strategies	Develop document and embed high impact numeracy teaching strategies.
Key Improvement Strategy 2.c Evaluating impact on learning	Develop and embed practices processes and programs which target girls in STEAM.
Goal 3	To enhance student voice and agency.
Target 3.1	To increase AtoSS factor student voice and agency from 60 per cent positive in 2020 to 70 per cent in 2024.
Target 3.2	To increase AtoSS factor Teacher concern from 59 per cent positive in 2020 to 70 per cent in 2024.
Target 3.3	Staff response to Trust in Parents will be at 85 per cent positive for each of the four years of the strategic plan.

Target 3.4	To increase Parent Opinion Survey measure of ‘Teacher's communicate with me often enough about my child's progress’ from 54 per cent positive in 2020 to 75 per cent positive in 2024.
Key Improvement Strategy 3.a Empowering students and building school pride	Design and embed a whole school approach to student agency.
Key Improvement Strategy 3.b Empowering students and building school pride	Build staff capacity in practices and processes which support student agency.
Key Improvement Strategy 3.c Parents and carers as partners	Develop and embed a whole school approach to communicating student learning with parents.