

School Strategic Plan 2020-2024

Cranbourne East Primary School (5518)



Submitted for review by Garry Rolfe (School Principal) on 16 June, 2020 at 07:32 PM

Endorsed by Anne Martin (Senior Education Improvement Leader) on 30 June, 2020 at 11:29 AM

Endorsed by Roz Coles (School Council President) on 14 September, 2020 at 04:38 PM

School Strategic Plan - 2020-2024

Cranbourne East Primary School (5518)

<p>School vision</p>	<p>At Cranbourne East Primary School we strive for excellence in all areas of teaching and learning. Our school vision is to foster happy, safe and engaged students in an information technology-rich and student-centred global learning environment.</p>
<p>School values</p>	<p>At Cranbourne East Primary School we strive for excellence in all areas of teaching and learning. To support this our school community values:</p> <p>Respect – All people are treated with dignity and tolerance. We value diversity, critical thinking, talent and being well mannered. We are proud of who we are, we care for our school and the world we live in.</p> <p>Responsibility – As a learning community we accept ownership of our actions.</p> <p>Relationships – Learning is a collaborative, co-operative activity between staff, students and school community.</p> <p>Rigour – We never give up and maintain a positive attitude towards achieving our goals.</p> <p>Resilience – We show the ability to deal effectively with situations, having the ability to bounce back from challenges.</p>
<p>Context challenges</p>	<p>While enrolment growth has stabilised the school maintains a high student enrolment (in 2020, 1245 students) which impacts workforce planning, competing use of facilities, resources, staffing and daily operations. Ongoing recruitment of quality teachers to meet the needs of the workforce plan in covering staff leave or long term absence, places additional pressure on consistency of teacher practice.</p>
<p>Intent, rationale and focus</p>	<p>It is anticipated that the school will continue to experience high student enrolment numbers across all year levels of the school. The school will foster a comprehensive model of inclusive practices to support all students including those on the Program for Students with a Disability, English as Additional Language students, Koorie and refugee students. Enrichment and learning support programs will be a key feature of the strategic plan. A clear documented instructional model will support the consistency of practice throughout the school. The processes to ensure the building of teacher capacity and consistency of practice will continue to be emphasised commencing with the</p>

	<p>induction of new staff. We will continue with the structured Peer Observation Program supported by Learning Specialists, targeted Professional Learning for whole staff and individuals. The building of capacity in middle leaders and implementation of effective practice at classroom level will continue to be a focus for improving student learning outcomes.</p>
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Goal 1	To improve student Literacy outcomes
Target 1.1	By 2024, the percentage of Year 5 students assessed as meeting or above benchmark learning gain in NAPLAN: <ul style="list-style-type: none"> • Reading will increase from 70 per cent to 80 per cent • Writing will increase from 72 per cent to 80 per cent
Target 1.2	By 2024 increase the percentage of Year 5 students in the top two NAPLAN Bands Reading, from a 2017-19 average of 18 per cent to 35 per cent.
Target 1.3	By 2024 increase the percentage of Year 5 students in the top two NAPLAN Bands Writing, from a 2017-19 average of 14 per cent to 25 per cent.
Target 1.4	By 2024, semester 2 teacher judgments in Reading and Viewing will be comparative to Network schools.
Key Improvement Strategy 1.a Building practice excellence	Build capacity for data analysis and an understanding of data by teachers and students
Key Improvement Strategy 1.b Building practice excellence	Build the capacity of all staff to embed the school instructional model (Gradual Release of Responsibility - GRoR) consistently in all learning spaces (I do, we do, you do)
Key Improvement Strategy 1.c Building practice excellence	Build teacher capacity to provide challenging learning opportunities for all students

Goal 2	To improve student Numeracy outcomes
Target 2.1	By 2024, the percentage of Year 5 students assessed as meeting or above benchmark learning gain in NAPLAN <ul style="list-style-type: none"> Numeracy will increase from 72 per cent to 80 per cent.
Target 2.2	By 2024, decrease the percentage of Year 5 students in the bottom two NAPLAN Bands Numeracy, from a 2017-19 average of 26 per cent to 15 per cent.
Target 2.3	By 2024, increase the percentage of Year 5 students in the top two NAPLAN Bands Numeracy, from a 2017-19 average of 18 per cent to 35 per cent
Target 2.4	By 2024, semester 2 teacher judgments in Number and Algebra will be comparative to Network schools.
Key Improvement Strategy 2.a Building practice excellence	Consistently embed the Cranbourne East Primary School Instructional Model for Numeracy across the school
Key Improvement Strategy 2.b Building practice excellence	Build the knowledge and skills of teachers to effectively teach Mathematics aligned with the Victorian Curriculum
Key Improvement Strategy 2.c Building practice excellence	Enhance teachers capacity to effectively implement High Impact Teaching Strategies (HITS)

Goal 3	To create empowered learners who are actively engaged in and connected to their learning
Target 3.1	<p>By 2024, increase the percentage of Year 4-6 students responding positively to measures contained in the Student Attitudes to School Survey:</p> <ul style="list-style-type: none"> • Learner characteristics and disposition domain, stimulated learning from 81 per cent in 2019 to 85 per cent • Learner characteristics and disposition domain, learning confidence from 78 per cent in 2019 to 83 per cent • Social engagement domain, student voice and agency factor, from 69 per cent in 2019 to 80 per cent
Target 3.2	<p>By 2024, increase the percentage of positive endorsement on measures contained in the School Staff Survey to the following:</p> <ul style="list-style-type: none"> • Academic Emphasis from 53.00 per cent in 2019 to 72 per cent • Collective Efficacy from 69.80 per cent in 2019 to 75 per cent
Target 3.3	By 2024, the percentage of students with 20 or more absence days will be at or below State data.
Key Improvement Strategy 3.a Empowering students and building school pride	Embed the school-based model for feedback (three tiers of feedback) across the school
Key Improvement Strategy 3.b Empowering students and building school pride	Build capacity of Student Voice and Agency within the school environment
Key Improvement Strategy 3.c Setting expectations and promoting inclusion	Build staff capacity to implement school behaviour management expectations and whole school approach to school attendance.