

School Strategic Plan 2024-2028

Cranbourne East Primary School (5518)



Submitted for review by Stephen Bourbon (School Principal) on 21 November, 2024 at 04:35 PM

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School Strategic Plan - 2024-2028

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School vision	Our school vision is based on students being happy, safe and engaged in an information technology rich learning environment. We focus on explicit teaching across a wide range of learning programs, led by professional teaching and learning teams who make a real difference and meet the needs of every student at a local level in a global setting. The core purpose at Cranbourne East Primary School is to help children grow into lifelong learners and future citizens. The school is a place that encourages and enables professional learning and effective collaboration as well as developing a strong, welcoming and inclusive school community.
School values	The school values are taught to our students through our '5Rs' Values (Respect, Responsibility, Resilience, Rigour and Relationships), embedded into all aspects of daily school life along with the firm belief all students can achieve based on high expectations of students, each other and the school community. These values are at the centre of our School-Wide Positive Behaviour Support (SWPBS) approach.
Context challenges	There are key challenge for the school as we move into our next School Strategic Plan, including the renewing and reinvigorating of a professional culture of respect, collaboration and support, that prioritises high expectations for all. The school is challenged to embed an understanding of whole school priorities and alignment with the school's strategic focus for improvement, enhance how we implement initiatives, programs and strategies, and prioritise transparency in decision-making and the accessibility of leaders. The school is further challenged to enhance the clarity of instructional models, implement high impact teaching strategies, and build teacher capacity in curriculum planning and data use, through supportive and impactful professional learning opportunities. Effective and respectful engagement and communication with students, families and staff is also identified as an area of challenge for the school to address, through the building of active partnerships. Other challenges have included these following. Challenges of teacher staffing and turnover which has inhibited planning for and enacting of school improvement strategies, and impacted on the clarity and consistency of our teaching and learning practice. 64% of the school's student population speak a language other than English at home, and this can present challenges of communication and connection with families, with implications for communicating student learning outcomes and needs, support for student learning, and deeper engagement of families in school life. CEPS has a significant percentage of students with high absence, often related to families returning to countries-of-origin for extended periods. 26% of school enrolments are equity funded and 24% are funded under NCCD Students with

	Disability.
Intent, rationale and focus	Our school purpose is to grow the learning and wellbeing of our students. The focus of our work is always student-centred, and the best interests of student learning and growth are at the heart of all we do. We aim to successfully develop a learning environment where children and young people feel known and owned; where they belong and believe that they can become their best selves; where they enjoy their learning and are deeply engaged; and where they are strongly connected to the world beyond their school. We are motivated by the certainty that all students can achieve learning growth with the right time and supports, and all teachers can achieve high standards, with the right collegial relationships and collaborative environment. Our values are our signposts for improvement. Respect will be felt by how we listen to the children, staff and families of our school, seeking to understand their perspectives and how we can meet them at their point of need, hear their insights and perspectives, value their unique strengths and contributions. We will embrace our Responsibility to create a safe, orderly learning environment, and nurture a shared culture of high expectations. Through the positive Relationships we build, we will demonstrate our values, our culture, our learning behaviours, and our focus on what matters most: our students and their learning growth. We will achieve Rigour through an environment of high-quality teaching and learning, and a culture of high expectations. We will nurture Resilience in our learning community, energised by collaboration and enthused by a shared belief that building The CEPS Way together will enable us to meet all challenges, resolve issues, and bounce forward from problems. Over the four years of this School Strategic Plan, the school will achieve learning growth for all students by refining our instructional model and how we use high impact teaching strategies; renewing and embedding whole school approaches curriculum planning and assessment that differentiate learning for student need; building our capacity in effectively using data; and by growing leadership that drives high expectations and whole school improvement. The school will maximise the wellbeing of all students by empowering students to be active agents in their own learning; continuing to implement School Wide Positive Behaviour Supports (SWPBS) with fidelity; develop a school-wide approach to sustaining culturally respectful partnerships with students and families; build a professional culture of respect to maximise voice, engagement and the contribution of all community members; and build staff knowledge and capacity to provide Multi-Tiered System of Support (MTSS) adjustments.

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Goal 1	To achieve learning growth for all students in Literacy and Numeracy.
Target 1.1	NAPLAN Proficiency Levels - By 2028, increase the percentage of students achieving in the Exceeding or Strong proficiency levels in: Year 3: • Reading from 53% in 2023 to 65% (SS 64%) • Writing from 70% in 2023 to 80% (SS 75%) • Numeracy from 49% in 2023 to 60% (SS 60%). Year 5: • Reading from 66% in 2023 to 76% (SS 74%) • Writing from 63% in 2023 to 73% (SS 75%) • Numeracy from 56% in 2023 to 65% (SS 73%).
Target 1.2	Equity funded students' NAPLAN Proficiency Levels - By 2028, increase the percentage of equity funded students achieving in the Exceeding or Strong proficiency levels in: Year 3: • Reading from 34% in 2023 to 44% (SS – 46%, CEPS <u>non</u> equity funded 62%) • Writing from 50% in 2023 to 60% (SS – 61%, CEPS <u>non</u> equity funded 77%) • Numeracy from 33% in 2023 to 43% (SS – 42%, <u>non</u> equity funded 54%) Year 5: • Reading from 45% in 2023 to 55% (SS – 57%, <u>non</u> equity funded 73%)

	• Writing from 43% in 2023 to 53% (SS – 61%, <u>non</u> equity funded – 70%) • Numeracy from 34% in 2023 to 44% (SS – 39%, <u>non</u> equity funded – 64%).
Target 1.3	Victorian Curriculum - By 2028, increase the percentage of students making at or above expected growth over one year, as assessed by teachers in Semester 2 for Years 1 to 6 for: • Reading and Viewing from 81% in Semester 2, 2023 to 87% (SS 83%) • Writing from 73% in Semester 2, 2023 to 80% (SS 78%) • Mathematics (new curriculum) from av. 78.5% 2023 (current curriculum) to 82%.
Target 1.4	School Staff Survey - By 2028, increased the positive endorsement by staff for the factors of: • Feedback from 53% in 2023 (SS 60%) to 65% • Academic emphasis from 59% in 2023 (SS 66%) to 66% • Collective efficacy from 70% in 2023 (SS 77%) to 77% • Staff trust in colleagues from 60% in 2023 (SS 80%) to 80% • Teacher collaboration from 60% in 2023 (SS 63%) to 63% • Instructional leadership from 70% in 2023 (SS 78%) to 82% • Leaders support for change from 68% in 2023 (SS 75%) to 75% • Leading change from 64% in 2023 (SS 76%) to 80% • Staff professional safety from 54% in 2023 (SS 68%) to 70%.
Target 1.5	Student opinion – By 2028, increase the percentage of positive endorsement in the student Attitudes to School Survey (AToSS) for the factors of:

	• Differentiated learning challenge from 74% in 2023 (SS 84%) to 90% • Effective teaching time from 73% in 2023 (SS 84%) to 90% • Stimulating learning from 57% in 2023 (SS 76%) to 80% • Motivation and interest from 65% in 2023 (SS 78%) to 78%.
Target 1.6	Parent opinion - By 2028, increase the percentage of positive endorsement in the Parent Opinion Survey for the factors of: • Student Motivation and support from 65% in 2023 to 75% (SS 74%) • Stimulating learning environment from 68% in 2023 to 78% (SS 74%).
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Renew and embed whole school approaches to curriculum, planning and assessment to differentiate learning according to student need.
Key Improvement Strategy 1.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	
Key Improvement Strategy 1.a Responsive, tiered and contextualised approaches and strong relationships to	

support student learning, wellbeing and inclusion	
Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Refine the instructional model and the use of high impact teaching strategies.
Key Improvement Strategy 1.b The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	
Key Improvement Strategy 1.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build capacity through highly effective PLCs which are focused on data and high impact teaching strategies.
Key Improvement Strategy 1.c The strategic direction and deployment of resources to create and reflect	

shared goals and values; high expectations; and a positive, safe and orderly learning environment	
Key Improvement Strategy 1.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
Key Improvement Strategy 1.d Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Review and implement an effective leadership organisational structure which drives high expectations and whole school improvement.
Key Improvement Strategy 1.d The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	
Key Improvement Strategy 1.d Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
Goal 2	Maximise the wellbeing of all students.
Target 2.1	Student Attendance - By 2028, decrease the percentage of students with:

	• 20 or more absent days for ○ all Prep to Year 6 students from 49% in 2023 to 40% (SS 44%) ○ Equity funded students from 58 per cent in 2023 to 50% (SS 49% - schools non equity funded students 46%) • 30 or more absent days for all Prep to Year 6 students from 30% in 2023 to 25%.
Target 2.2	Student opinion – By 2028, increase the percentage of positive endorsement in the student Attitudes to School Survey (AToSS) for the factors of: • Sense of confidence from 61% in 2023 (SS 75%) to 75% • Respect for diversity from 65% in 2023 (SS 74%) to 75% • Sense of connectedness from 68% in 2023 (SS 75%) to 75% • Student voice and agency from 47% (SS 64%) to 67% • Teacher concern from 60% (SS 73%) to 75%.
Target 2.3	School Staff Survey - By 2028, increased the positive endorsement by staff for the factors of: • Trust in students and parents from 56% in 2023 (SS 68%) to 66%.
Target 2.4	Parent opinion - By 2028, increase the percentage of positive endorsement in the Parent Opinion Survey for the factors of: • Student connectedness from 78% in 2023 to 86% (SS 86%) • Parent participation and involvement from 65% in 2023 to 75% (SS 71%) • Promoting positive behaviour from 76% in 2023 to 83% (SS 83%)

	• Student connectedness from 78% in 2023 to 86% (SS 86%) • Respect for diversity from 80% in 2023 to 85% (SS 85%) • School pride and confidence from 68% in 2023 to 77% (SS 77%) • Student motivation and support from 68% in 2023 to 74% (SS 74%) • Student agency and voice from 75% in 2023 to 80% (SS 75%).
Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Empower students to be active agents in their own learning.
Key Improvement Strategy 2.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
Key Improvement Strategy 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Implement School Wide Positive Behaviour Supports (SWPBS) with fidelity.
Key Improvement Strategy 2.b The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	

Key Improvement Strategy 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
Key Improvement Strategy 2.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Develop a school-wide approach to sustaining culturally respectful partnerships with students and families.
Key Improvement Strategy 2.c The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	
Key Improvement Strategy 2.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
Key Improvement Strategy 2.d Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Build a professional culture of respect to maximise voice, engagement and the impact of supports.
Key Improvement Strategy 2.d	

The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	
Key Improvement Strategy 2.d Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
Key Improvement Strategy 2.e Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Build staff knowledge and capacity to provide Multi-Tiered System of Support (MTSS) adjustments.
Key Improvement Strategy 2.e The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	
Key Improvement Strategy 2.e Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	