

School Strategic Plan 2018-2022

Cambridge Primary School (5312)



Submitted for review by Honey Stirling (School Principal) on 31 January, 2019 at 12:00 PM
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Endorsed by Louie Stefanovski (School Council President) on 12 February, 2019 at 02:17 PM

School Strategic Plan - 2018-2022

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School vision	The vision for Cambridge Primary School is one in which all students are empowered and achieve personal and collective success. As an exemplary school, we will embody excellence and high expectations in all aspects of our learning community. We will ensure that the diversity of every child is nurtured and celebrated. At Cambridge Primary School, we foster a supportive and inclusive learning environment, building on the strengths within our unique community.
School values	We expect our school community to live by the following expectations and values: Honesty, Respect, Caring, Positivity, Love of Learning, Responsibility and Resilience. We believe students can learn given time and the right conditions. A caring and nurturing environment has been established based on our values. Lifelong learning is seen as an important part of our culture. All staff are committed to their own professional growth and the school places a huge emphasis on our performance and development culture through the setting of high expectations and goals, 1-1 coaching, whole school professional learning and building strong collaborative professional learning communities right across the school. We are committed to maintaining a high quality of education in partnership with students, parents, teachers and the wider community.
Context challenges	<p>Located in the midst of established housing developments in Hoppers Crossing, Cambridge Primary School opened in 1992 with an enrolment of 243 children. Within two years this number had more than doubled, reflecting the movement of many young families into the area. This growth has continued and Cambridge Primary School currently has a population of approximately 1033 students. The school is proud of its commitment to great educational outcomes and the welfare and safety of its students and community. With an ever growing population, the school is literally bursting at the seams. With expansion comes a reduction in play spaces for the students as portables begin to take over the school. As a school, we will need to monitor enrolments so that our current students and students within our DNA have access to the best educational facility.</p> <p>Cambridge Primary School acknowledges that students need a breadth of experiences to develop all aspects of their personality, talents and skills. The students are very lucky to have such amazing opportunities for academic and personal growth through the extensive extra-curricular programs which allow students to get involved in music, sport, chess, leadership, as well as participate in the camps and excursions program.</p> <p>Building teacher capacity so that teachers are able to meet the learning needs of each individual has been a challenge, particularly with so many new staff and young (inexperienced) staff. In some cohorts, student entry points can stretch from anything from prep through to year 10. For our teachers, developing their knowledge and skills so that they have the capability to extend and grow these students has proven to be challenging but will continue to be a focus moving forward.</p>

	<p>Experiencing a diverse range of relevant and meaningful programs aimed at catering for the needs of each individual the school has a high priority in 1:1 learning involving a BYOD (iPad) program. Students use this technology regularly within the classroom, and team planning by teachers is heavily reliant on these technologies. The school currently does not have the infrastructure to ensure students have ongoing and uninterrupted access to the global world. Budgets will need to be adjusted to ensure the school has the capabilities to cater for our continued growth.</p> <p>Over the past 4 years the school has seen 3 principals, a significant turnover of staff and new members of the leadership team. It has been difficult to build momentum when leaders who were leading much of the initial work have moved on. In 2018, 24 new staff were employed, 1 x assistant principal and 2 x leading teachers. Developing collective efficacy within the leadership team has been a priority and will continue to be a focus moving forward. Developing a robust staff induction program at the beginning of the year and creating a mid year staff induction program will ensure all new staff are clear about the school's expectations, processes and procedures.</p> <p>The students at Cambridge Primary School are pleasant, well mannered and break time incidents are very minimal. Classroom behaviour is also very positive. Overall, students are compliant and well behaved. Moving forward, understanding whether our positive NAPLAN results are in fact due to teacher impact or due to student compliance and external private tutoring will become clearer once we narrow our focus through peer observations and planning documents.</p>
<p>Intent, rationale and focus</p>	<p>At Cambridge Primary School, we will continue to have a relentless focus on improving student learning outcomes in Literacy and Numeracy. We will ensure that differentiation in Literacy and Numeracy is evident in teacher's planning documents and work programs. Leaders will continue to develop and embed a guaranteed and viable curriculum and collaborative curriculum planning. In 2019, Cambridge Primary School will be involved in DET PLC initiative, this will support our future direction in developing highly effective and research informed PLCs. Moving forward the school will focus much of its attention in understanding, developing and implementing a whole school pedagogical model based on high impact teaching strategies. Also highlighted from the review is the need to build leaders and teachers data literacy capabilities so that an effective and ongoing cycle of improvement is attained. A new focus for 2019 and beyond will be strengthening student voice and agency in their learning and developing a culture of high expectations. Lastly, we will develop a 3 year parent engagement strategy that will support in strengthening parent/carer participation in student learning. Outlined in the strategy will be a range of ongoing and progressive events that will encourage parents to engage more in their child's learning. Parent learning walks will be key in empowering parents to know more about what their child is learning and why.</p> <p>A professional learning calendar will support in building teacher capacity and will ensure professional learning is targeted and purposeful. A Literacy consultant will also support and drive our Literacy targets. An assistant principal of Literacy and Numeracy in 2019 and beyond will ensure key people are focused on the targeted work and leading teachers will drive much of this work across the school.</p> <p>Over the next 4 years, the school will develop a consistent approach to teaching and learning, including the development of scope and sequence documents, an evidence based coaching program, peer observations and whole school planning documents.</p>

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Goal 1	Improve student learning outcomes in Literacy and Numeracy.
Target 1.1	<p>Increase percentage of students showing high relative growth from Year 3 to 5.</p> <ul style="list-style-type: none">• Reading - Increase the percentage of students showing high relative growth from 24% in 2018 to more than 31% in 2022• Writing - Increase the percentage of students showing high relative growth from 30% in 2018 to more than 43% in 2022• Numeracy - Increase the percentage of students showing high relative growth from 19% in 2018 to more than 31% in 2022
Target 1.2	<p>To increase the number of students in the top two bands in Reading, Writing and Numeracy.</p> <p>Reading</p> <ul style="list-style-type: none">• Increase the number of students in the top two NAPLAN bands in Year 3 from 63% in 2018 to 78% in 2022. (This is equivalent to approximately 95 students in 2018 and 117 students in 2022.)• Increase the number of students in the top two NAPLAN bands in Year 5 from 39% in 2018 to 55% in 2022. (This is equivalent to approximately 51 students in 2018 and 63 students in 2022.) <p>Writing</p>

- Increase the number of students in the top two NAPLAN bands in Year 3 from 51% in 2018 to 63% in 2022.
- Increase the number of students in the top two NAPLAN bands in Year 5 from 18% in 2018 to 34% in 2022.

Numeracy

- Increase the number of students in the top two NAPLAN bands in Year 3 from 57% in 2018 to 69% in 2022.
- Increase the number of students in the top two NAPLAN bands in Year 5 from 34% in 2018 to 48% in 2022.
- (This is an increase of 4% per year, this is equivalent of approximately 5 students increase per year or one per grade.)

Target 1.3

By 2022, decrease the variability between NAPLAN Writing results in Years 3 and 5 and teacher judgement data by comparing;

- teacher judgment percentages of A-B with Writing NAPLAN results in the top two bands.
- teacher judgment percentages of D-E with NAPLAN results of the bottom two bands.

2017 Teacher Judgements and NAPLAN results (2018 data not available as yet)

Writing TJ	% A-B (2017)	%D-E (2017)
Year 3	20%	18%
Year 5	16%	6%
Writing NAPLAN	% Top 2 Bands	% Bottom Two Bands

	<table border="1"> <tr> <td>Year 3</td> <td>57%</td> <td>8%</td> </tr> <tr> <td>Year 5</td> <td>26%</td> <td>5%</td> </tr> </table>	Year 3	57%	8%	Year 5	26%	5%
Year 3	57%	8%					
Year 5	26%	5%					
Target 1.4	<p>By the end of 2022, increase the percentage of positive endorsement for school climate factor scores on the Staff opinion Survey by measuring;</p> <ul style="list-style-type: none"> • Collective efficacy from 69% in 2018 to 81% in 2022. • Academic emphasis from 65% in 2018 to 77% in 2022 • Teacher collaboration from 47% in 2018 to 59% in 2022. 						
Key Improvement Strategy 1.a Curriculum planning and assessment	Document and implement a guaranteed and viable curriculum to enhance student learning in Reading and Writing. (CPA)						
Key Improvement Strategy 1.b Evidence-based high-impact teaching strategies	Develop and consistently implement an agreed instructional model that is informed by evidence-based high impact teaching strategies. (EHITS)						
Key Improvement Strategy 1.c Evaluating impact on learning	Build leadership and teacher capacity to identify and plan for student learning needs and evaluate the impact of teaching practices through professional learning communities. (EIL)						
Goal 2	Improve students' engagement in their learning.						
Target 2.1	By the end of 2022, increase the percentage of positive endorsement for indicators on the student AToSS by measuring;						

	<ul style="list-style-type: none"> • student voice and agency from 76% in 2018 to 88% in 2022. • stimulated learning from 86% in 2018 to 98% in 2022. • learning confidence from 85% in 2018 to 97% in 2022
Target 2.2	<p>By the end of 2022, increase the percentage of positive endorsement on the SSS by measuring;</p> <ul style="list-style-type: none"> • Parent and community from 75% in 2018 to 87% in 2022
Target 2.3	<p>By the end of 2022, increase the percentage of positive endorsement in the POS by measuring;</p> <ul style="list-style-type: none"> • parent participation and involvement from 78% in 2018 to 90% in 2022 • teacher communication from 63% in 2018 to 75% in 2022 • stimulated learning environment from 73% in 2018 to 85% in 2022
Key Improvement Strategy 2.a Intellectual engagement and self-awareness	Develop student learning opportunities and goals that are challenging, engaging and promote curiosity. (IESA)
Key Improvement Strategy 2.b Intellectual engagement and self-awareness	Develop a culture of high expectation for all students. (IESA)
Key Improvement Strategy 2.c Parents and carers as partners	Strengthen partnerships with parents and the community that enhance students learning at school and at home. (PCP)

