

School Strategic Plan 2022-2026

Cambridge Primary School (5312)



Submitted for review by Jane Budd (School Principal) on 09 December, 2022 at 02:25 PM
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

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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	Our school community strives to demonstrate and embed the expectations and values of: Respect, Integrity, Self-resilience, and Excellence within all environments and classroom practice. All students achieve growth through learning, given time, within a caring and nurturing environment that has been established based on our values and incorporates student voice and agency. Lifelong learning is seen as an important part of our culture. Staff are committed and given the opportunity to develop their own professional learning with an emphasis on development and culture. This is achieved through the setting of high expectations, SMART goals, 1-1 coaching and building strong collaborative professional learning communities. 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 824 students. The school is proud of its commitment to great educational outcomes and the welfare and safety of its students and community. As a school, we will need to monitor enrolments of new students to ensure that they are within our DNA, ensuring that our current students and future students within our catchment have access to high quality educational facilities'</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 excursions program.</p> <p>Building teacher capacity so that teachers are able to meet the learning needs of each individual has been a challenge. 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</p>

	<p>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 a new principal, and new members of the leadership team. 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. we wish to further explore our positive NAPLAN results focusing on the impact student compliance, external private tutoring and teacher practice has. This research will be conducted through peer observations and exemplary planning documentation.</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,</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 through a collaborative curriculum planning approach. In 2023, Cambridge Primary School will be involved in the DET PLC coaching program, this will develop our knowledge and skills to strengthen the PLC implementation. Moving forward the school will focus much of its attention in reviewing, 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 2023 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 mathematics consultant will also support and drive our numeracy targets. All assistant principals will have a portfolio of whole school curriculum and wellbeing in 2023 and beyond. This will ensure key people are focused on the targeted work and learning specialists 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 reviewing of scope and sequence documents, and our pedagogical & Instructional model. Our evidence based coaching program, peer observations and whole school planning documents will be tightened and strengthened.</p>

Draft

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Goal 1	To improve the learning outcomes of all students.
Target 1.1	By 2026, increase the percentage of Year 5 students achieving above benchmark growth in NAPLAN: <ul style="list-style-type: none">• Reading from 29% (2021) to 35%• Writing from 32% (2021) to 36%• Numeracy from 22% (2021) to 28%
Target 1.2	By 2026, increase the percentage of students in the top two NAPLAN bands: Year 3 <ul style="list-style-type: none">• Reading from 74% (2021) to 80%• Writing from 60% (2021) to 68%• Numeracy from 48% (2021) to 56% Year 5 <ul style="list-style-type: none">• Reading from 50% (2021) to 56%• Writing from 36% (2021) to 40%• Numeracy from 36% (2021) to 45%
Target 1.3	By 2026, increase the percentage of students working above level against the Victorian Curriculum in:

	<p>Year 2</p> <ul style="list-style-type: none"> • Reading and Viewing from 22% (2021) to 78% • Number and Algebra from 22% (2021) to 56% <p>Year 4</p> <ul style="list-style-type: none"> • Reading and Viewing from 37% (2021) to 56% • Number and Algebra from 40% (2021) to 45%
<p>Target 1.4</p>	<p>By 2026, increase the percentage positive endorsement in the School Staff Survey for the following measures:</p> <ul style="list-style-type: none"> • Academic emphasis 69% (2021) to 79% • Collective efficacy 73% (2021) to 83% • Teacher collaboration 40% (2021) to 50% • Seek feedback to improve 55% (2021) to 65% • Professional learning through peer observation 36% (2021) to 46%
<p>Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Embed the school's PLC approach for collaborative inquiry in utilising data to plan for teaching, the modelling of effective practice and the use of peer observation and feedback.</p>
<p>Key Improvement Strategy 1.b The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a</p>	<p>Build the instructional and shared leadership of all staff with a specific focus on developing middle level leadership.</p>

positive, safe and orderly learning environment	
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	Embed a culture of learning and collaboration.
Goal 2	To improve student engagement in learning.
Target 2.1	By 2026, increase the percent positive responses score on AtoSS for the following factors: <ul style="list-style-type: none"> • Student voice and agency from 73% (2021) to 83% • Sense of confidence from 83% (2021) to 92% • Self-regulation and goal setting from 85% (2021) to 90% • Differentiated learning challenge from 85% (2021) to 90% • School connectedness from 87% (2021) to 91%
Target 2.2	By 2026, improve the percentage positive endorsement in the School Staff Survey for the following measures: <ul style="list-style-type: none"> • Promote student ownership of learning goals from 86% (2021) to 90% • Trust in parents and students from 71% (2021) to 82% • Parent and community involvement from 65% (2021) to 85%
Target 2.3	By 2026, decrease the percentage of students with 20 or more days of absence from 24% (2021) to 19%.

<p>Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Develop and embed a whole school strategy for students to develop and monitor their own learning goals and track their progress.</p>
<p>Key Improvement Strategy 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Build the capacity of teachers to develop and embed a whole school approach that empowers students to have voice, agency and ownership.</p>
<p>Key Improvement Strategy 2.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Embed a consistent and effective approach to supporting prosocial behaviour.</p>
<p>Goal 3</p>	<p>To strengthen the wellbeing of all students.</p>
<p>Target 3.1</p>	<p>By 2026, increase the percent positive responses score on AtoSS for the following factors:</p> <ul style="list-style-type: none"> • Perseverance from 84% (2021) to 88% • Emotional awareness and regulation from 80% (2021) to 85% • Teacher concern from 82% (2021) to 88% • Managing bullying from 79% (2021) to 87% • Respect for diversity from 83% (2021) to 88%
<p>Target 3.2</p>	<p>By 2026, increase the percentage positive endorsement in the Parent Opinion Survey for the following measures:</p>

	<ul style="list-style-type: none"> • Teacher communication from 54% (2021) to 75% • Managing bullying from 80% (2021) to 85% • Confidence and resiliency skills from 75% (2021) to 84% • Student motivation and support from 59% (2021) to 75%
<p>Key Improvement Strategy 3.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	<p>Further develop the school's culture of partnership with parents/carers to enhance student learning and wellbeing outcomes.</p>
<p>Key Improvement Strategy 3.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Strengthen staff capacity to understand and support student health and wellbeing needs.</p>
<p>Key Improvement Strategy 3.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	<p>Further develop and embed the school wide approach to sustaining culturally respectful relationships with students and families.</p>