

**Caulfield Primary School Strategic Plan 2018-2021**

<b>Endorsement</b>	<b>Re-Endorsement</b> (if a Goal, KIS or Target is changed)	<b>Re-endorsement</b> (if a Goal, KIS or Target is changed)
Principal: Peter Gray 14/12/2017]	.....[name] ..... [date]	.....[name].....[date]
School council: Liza Hopkins 14/.12/2017	.....[name] ..... [date]	.....[name].....[date]
Delegate of the Secretary: Stuart Andrews 14/12/2017	.....[name] ..... [date]	.....[name].....[date]

<b>School vision</b>	<b>School values</b>	<b>Context and challenges</b>	<b>Intent, rationale and focus</b>
<p>Caulfield Primary School provides an excellent bilingual education in a safe, supportive and inclusive environment. We create exciting opportunities which foster a love of learning. Students are active and engaged learners who participate positively in school and community life.</p>	<p>Excellence – Always striving to do your best                      Respect – Think about how what you say and do affects other people                      Responsibility – Be in charge of your own thinking and actions                      Honesty – Be truthful to yourself and others                      Kindness – Be helpful and caring of others                      Diversity – Appreciate all people and their differences</p>	<p>Caulfield Primary School has gone through a period of growth in enrolments and, with it, a growth in the leadership capacity of the school. The expanded leadership team has focussed on the development of curriculum, within the context of being a Japanese Bilingual School, as well as the development of consistent teaching practices.</p> <p>The bilingual education and co-teaching model used to deliver it provide challenges in staffing and opportunities for teachers to collaboratively plan, assess and examine student learning data.</p> <p>Good student learning outcomes have been achieved in some curriculum areas, including positive growth, however a challenge is to make that more consistent.</p>	<p>Caulfield Primary School has identified the need to improve student learning outcomes, especially in Reading, Writing and Numeracy, through the improvement in instructional practice and the continued building of leadership capacity. This reflects the FISO Priority of Excellence in teaching and learning.</p> <p>This will be achieved through a Professional Learning Team approach and will include a greater focus on measuring teacher impact using consistent data sources and increasing student voice and agency in the learning process.</p> <p>This is important as educational research shows that student growth and learning outcomes rarely advance beyond the capability of the teachers. The PLT model has proven to achieve improved student learning.</p> <p>While much progress has been made in these areas in recent years, one aim is to obtain a closer mirroring of English Literacy within Japanese Literacy teaching. This will be achieved by using Inquiry as the common basis from which curriculum will be developed and implemented.</p> <p>This will require a re-focus on the work of Area PLTs to more effectively look at curriculum, pedagogy, assessment and its use.</p> <p>The school will also be looking to increase student voice and agency reflecting the FISO Priority of Positive climate for learning. This will include greater feedback from students as well feedback for students.</p> <p>The school has had some pleasing successes in recent years and looks forward to building on this during the period of this School Strategic Plan.</p>

Four-year goals (for improving student achievement, engagement and wellbeing)	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets (for improving student achievement, engagement and wellbeing)
<b>Goal 1. To improve student learning outcomes</b>	<p><b>FISO Priority:</b> Excellence in teaching and learning</p> <p><b>FISO Initiatives:</b> Curriculum planning and assessment</p>	<p><b>1.1. Develop, document, monitor and evaluate a fully integrated, sequential whole school curriculum plan.</b></p> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>• Embed a consistent approach to teaching reading, writing and numeracy across English and Japanese classrooms.</li> <li>• Curriculum documents identify differentiated learning opportunities.</li> </ul> <p><b>1.2. Embed a consistent approach to student assessment which is used to inform targeted, rigorous learning opportunities for all students.</b></p> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>• Develop teacher capacity to implement and utilise student assessment data.</li> <li>• Whole school assessment schedules continually reviewed and monitored.</li> <li>• Data is a regular feature of curriculum planning discussions.</li> </ul>	<p><b>NAPLAN</b></p> <ul style="list-style-type: none"> <li>-Ensure NAPLAN high relative growth is at or above the similar schools' figure annually &amp; over the 4 years 2018 - 2021, in Reading, Writing and Numeracy</li> <li>-Achieve at or above similar schools' percentage of students in the top two bands of NAPLAN at Year 3 and Year 5 annually &amp; over the 4 years 2018 - 2021, in Reading, Writing and Numeracy</li> </ul> <p><b>Teacher Judgement</b></p> <ul style="list-style-type: none"> <li>-Achieve an average of more than a year of learning growth for all students deemed capable, every 12 months, for the strands of reading &amp; viewing, writing and number &amp; algebra.</li> </ul> <p><b>Teacher opinion</b></p> <ul style="list-style-type: none"> <li>-Improve Teacher opinion against the 2017 measures of Guaranteed and viable curriculum (74.3% factor score) and Academic emphasis (72.5% factor score)</li> </ul> <p><b>Student opinion</b></p> <ul style="list-style-type: none"> <li>-Improve Student opinion against the 2017 measure of Differentiated learning challenge (26.8 percentile, Years 4-6)</li> </ul> <p><b>Parent opinion</b></p> <ul style="list-style-type: none"> <li>-Improve Parent opinion of positive responses for Stimulating learning environment (75% factor score) based on the 2017 benchmarks</li> </ul>
<b>Goal 2. Improve instructional practice and build leadership capacity.</b>	<p><b>FISO Priority:</b> Excellence in teaching and learning</p> <p><b>FISO Initiatives:</b> Building leadership teams</p>	<p><b>2.1. Embed a culture of high expectations for all learners within whole school approaches to instructional practice, and the use of high-impact teaching strategies which are mirrored in both English and Japanese classrooms.</b></p> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>• Focus on instruction in whole school literacy approaches (e.g. CAFÉ, VCOP, Voices).</li> <li>• Establish a whole school professional learning plan.</li> </ul> <p><b>2.2 Build distributed leadership to enhance teachers' professional learning.</b></p> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>• Implement whole school coaching focussed on instructional practice.</li> </ul>	<p><b>Teacher judgement</b></p> <ul style="list-style-type: none"> <li>-Increase the differentiation within the teacher judgement data with less 'C's than the 2017 benchmarks and to more accurately reflect standardised testing for Reading, Writing &amp; Numeracy at Year 3 and Year 5.</li> </ul> <p><b>Staff opinion</b></p> <ul style="list-style-type: none"> <li>-Improve Staff opinion of Collective efficacy (83.6 factor score) and Teacher collaboration (73.4 factor score) based on the 2017 benchmarks.</li> </ul> <p><b>Student opinion</b></p> <ul style="list-style-type: none"> <li>-Improve Student opinion of Effective teaching time (25.2 percentile), Stimulating learning (26.1 percentile) and High expectations (18.0 percentile) based on the 2017 benchmarks.</li> </ul> <p><b>Parent opinion</b></p> <ul style="list-style-type: none"> <li>-Improve Parent opinion of General satisfaction (7.7 percentile) and Stimulating Learning (16.0 percentile) based on the 2017 benchmarks.</li> </ul>

<p><b>Goal 3. Improve student engagement and agency.</b></p>	<p><b>FISO Priority:</b> Positive climate for learning</p> <p><b>FISO Initiative:</b> Empowering students and building school pride</p>	<p><b>3.1. Activate student voice, leadership and agency to empower students and enhance school pride.</b></p> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>• Engaging student voice and improving feedback mechanisms from students</li> <li>• Have student voice data as part of staff P&amp;D</li> </ul> <p><b>3.2. Establish practices for students to track and celebrate their own learning growth.</b></p> <p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>• Implement approaches which promote goal setting and provide multiple sources of student feedback, related to their learning</li> </ul>	<p><b>Student opinion</b> -Improve Student opinion of Sense of confidence (24.1 percentile), Motivation and interest (42.8 percentile), Self-regulation and goal setting (19.5 percentile), Sense of connectedness (29.0), Student voice and agency (25.1 percentile) based on the 2017 benchmarks.</p> <p><b>Parent opinion</b> -Improve Student Motivation and support (9.9 percentile) and Student Connectedness (14.9 percentile) based on the 2017 benchmarks.</p> <p>-Improve Parent Opinion in Student agency and voice (5.4 percentile) and School pride and confidence (35.3 percentile) based on the 2017 benchmarks.</p>
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