

School Strategic Plan 2021-2025

Caulfield Primary School (5489)



CAULFIELD PRIMARY

コーフィールド小学校

Submitted for review by Peter Gray (School Principal) on 24 November, 2021 at 12:12 PM

Endorsed by Stuart Andrews (Senior Education Improvement Leader) on 17 February, 2022 at 03:25 PM

Awaiting endorsement by School Council President

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<p>School vision</p>	<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>School values</p>	<p>Our School Values underpin all that we do at Caulfield Primary School. Our Values are:</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>They are evident in day to day school life and reflected in our Student Code of Conduct, Staff Agreement and Community Charter.</p>
<p>Context challenges</p>	<p>One of the main challenges for Caulfield Primary School is the organizational aspects of being an English-Japanese bilingual school, including staffing. While to the children and families in our community the education we provide appears effective and well organized, the bilingual education we provide, and the co-teaching model we use for its implementation, are both quite complex. Staffing an odd number of grades in Areas of the school, together with the challenge of sourcing half our generalist classroom teachers who require native level Japanese language skills, are unique challenges.</p> <p>The adaptation of significant parts of the Victorian Curriculum so that it can be taught in Japanese, together with the provision of suitable learning resources and related professional learning for staff, are also problematic.</p> <p>With the provision of 50% of the curriculum in Japanese, including the teaching of all Numeracy and one third of Literacy, the effectiveness of the education we provide is testament to the considerable effort, knowledge and commitment that are demonstrated by our staff, as well as the enthusiastic support received from the school community.</p>
<p>Intent, rationale and focus</p>	<p>To improve student learning outcomes in Literacy and Numeracy.</p> <p>Highly developed skills in Literacy and Numeracy are central to both maximizing educational opportunities and, also, for participation in life outside and beyond school.</p> <p>The analysis of student learning data indicated that while there were considerable successes evident, there was a degree of inconsistency in the use of that student learning data to identify the next stages of learning for all students, and to effectively address</p>

those.
Building the capacity of teachers to collect, analyse and use multiple sources of data in order to inform responsive teaching and learning, through the Professional Learning Communities model will be priorities moving forward.

To empower students to be engaged in their learning.
Students being active contributors to their own learning is central to the teaching program effectively addressing each child's learning needs, whilst improving their motivation to participate and learn.
Feedback as a means of improving teacher practice and student engagement, as well as the inclusion of student voice and agency in the teaching and learning improvement cycle will be areas of focus.

To improve student wellbeing.
An increasing incidence of children experiencing challenges in social, emotional and mental wellbeing, has been exacerbated by the pandemic and the associated extended periods of remote and flexible learning. Without children having sound mental health , including resilience, their capacity to effectively and happily participate in day to life, including education, is reduced.
The effective and consistent implementation of the school's Wellbeing Framework, including processes, practices and curriculum, will be addressed through the increasing of staff capability to identify and address the wellbeing needs of children.

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Goal 1	To improve student learning outcomes in Literacy and Numeracy.
Target 1.1	<p>NAPLAN above benchmark growth</p> <ul style="list-style-type: none">• Improve the percentage of students achieving above benchmark growth in writing from 18 per cent in 2021 to 28 per cent in 2024.• Improve the percentage of student achieving above benchmark growth in numeracy from 12 per cent in 2021 to 25 per cent in 2024.• Decrease the percentage of students achieving below benchmark growth in writing from 27 per cent in 2021 to 15 per cent in 2024.
Target 1.2	<p>Teacher Judgement Semester 2:</p> <ul style="list-style-type: none">• Improve the percentage of students from Foundation to Year 6 achieving above expected level for Writing from 23 per cent in 2020 to 50 per cent in 2024• Improve the percentage of students from Foundation to Year 6 achieving above expected level in Number and Algebra from 35 per cent in 2020 to 50 per cent in 2024
Target 1.3	<p>Staff Opinion Survey:</p> <ul style="list-style-type: none">• Increase the positive endorsement for Skills to measure impact in the Teaching and Learning – Evaluation module from 50 per cent in 2020 to 75 per cent in 2024

	<ul style="list-style-type: none"> • Increase the positive endorsement for Understand how to analyse data in the Teaching and Learning – Evaluation module from 50 per cent in 2020 to 75 per cent in 2024 • Increase the positive endorsement for Professional learning through peer observation in the Teaching and Learning – Practice Improvement module from 31 per cent in 2020 to 75 per cent in 2024.
Key Improvement Strategy 1.a Curriculum planning and assessment	Build teacher capability to effectively collect, analyse, and use multiply sources of data and assessment strategies.
Key Improvement Strategy 1.b Curriculum planning and assessment	Build teacher capability to effectively use multiple sources data to inform responsive teaching and learning.
Key Improvement Strategy 1.c Building practice excellence	Build teacher capability through the Professional Learning Community model.
Goal 2	To empower students to be engaged in their learning.
Target 2.1	<p>Attitude to School Survey:</p> <ul style="list-style-type: none"> • Improve the positive endorsement for student voice and agency from 52 per cent in 2021 to 70 per cent in 2024.
Target 2.2	<p>Staff Opinion Survey:</p> <ul style="list-style-type: none"> • Improve the positive endorsement for Use student feedback to improve practice from 69 per cent in 2020 to 80 per cent in 2024 • Improve the positive endorsement for Seek feedback to improve practice from 44 per cent in 2020 to 70 per cent in 2024

	<ul style="list-style-type: none"> • Improve the positive endorsement for Believe peer feedback improves practice from 69 per cent in 2020 to 80 per cent in 2024.
Key Improvement Strategy 2.a Empowering students and building school pride	Develop and embed a continuous teaching and learning improvement cycle that is inclusive of student voice and agency.
Key Improvement Strategy 2.b Empowering students and building school pride	Develop effective and consistent feedback processes and structures for teachers and students across the school.
Goal 3	To improve student wellbeing.
Target 3.1	Attitude to School Survey: <ul style="list-style-type: none"> • Improve Sense of connectedness from 76 per cent in 2021 to 80 per cent in 2024 • Improve Teacher concern from 67 per cent in 2021 to 80 per cent in 2024 • Improve Motivation and interest from 70 per cent in 2021 to 80 per cent in 2024 • Improve Emotional awareness and regulation from 69 per cent in 2021 to 80 per cent in 2024
Target 3.2	Parent Opinion Survey: <ul style="list-style-type: none"> • Improve Student motivation and support from 80 per cent in 2020 to 85 per cent in 2024 • Improve Positive transition from 83 per cent in 2020 to 87 per cent in 2024.
Key Improvement Strategy 3.a	Embed the Caulfield Primary School Wellbeing framework.

Health and wellbeing	
Key Improvement Strategy 3.b Health and wellbeing	Build staff capability to identify the wellbeing needs of students.