

Croydon Hills Primary School Strategic Plan 2017-2020

Endorsement		Re-Endorsement (if a Goal, KIS or Target is changed)		Re-endorsement (if a Goal, KIS or Target is changed)	
Principal:	Graeme Caudry 12/12/2016	.....[name].....[date]	.....[name].....[date]	.....[name].....[date]	.....[name].....[date]
School council:	Narelle Collins 12/12/2016	.....[name].....[date]	.....[name].....[date]	.....[name].....[date]	.....[name].....[date]
Delegate of the Secretary:	.....[name].....[date]	.....[name].....[date]	.....[name].....[date]	.....[name].....[date]	.....[name].....[date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p>To provide a child safe, inclusive, caring and dynamic environment that engages students to achieve their personal best in an atmosphere of mutual respect and cooperation. We aim to build social responsibility, resilience, perseverance and independence so students can best meet the challenges of our rapidly changing world and become ethical and responsible global and digital citizens. Croydon Hills has a commitment to zero tolerance of child abuse and is committed to child safety. We support and respect all children as well as our staff and volunteers. We want all children at this school to be safe, happy and empowered.</p>	<p>Our school motto is “Growing and Learning Together.”</p> <p>Responsibility</p> <ul style="list-style-type: none"> • we make good choices • we take ownership of our actions • we do our best and aim high • we have a positive mindset • we make sure we are safe online • we challenge ourselves <p>Respect</p> <ul style="list-style-type: none"> • for self and others • for the environment • we respect differences in others • we work and play cooperatively <p>Resilience</p> <ul style="list-style-type: none"> • we are positive • we show empathy • we are grateful • we persevere <p>Care and Compassion</p> <ul style="list-style-type: none"> • we act in a kind and compassionate manner • we consider the needs and feelings of others • we are inclusive and supportive • we do not accept bullying <p>Integrity</p> <ul style="list-style-type: none"> • we are honest with ourselves and others • we follow school rules and values 	<p>Context</p> <ul style="list-style-type: none"> • The school will celebrate its 30th Birthday in 2018. • It has grown from 470 to 680 students in the last 4 years. We expect that student numbers are likely to settle in the low 700's over the next few years. • A significant number of our students come from outside our natural catchment. • In the review period we have had 24 full time teachers new to the school. 20 of those are teaching in 2016 and 18 of them class teachers out of our total classes of 27. • We have 3 double classroom buildings provided over the last review period and expect we will get at least one more in the near future. • We have developed shared facilities to cater for the fact that our classes cannot fit into the original designated specialist spaces like Visual Art and Performing Arts. • Our original school buildings still look contemporary and are in good order due to being well built originally. • Grounds have been steadily developed with activity areas and equipment. • Our resource levels are good and we continue to invest in appropriate resources for specialist and classroom programs. • We have a strong and well regarded Internationalising Education Program operating in the school developing the students understanding of themselves as global citizens. . <p>Challenges</p> <ul style="list-style-type: none"> • Parent & Student Survey data does not match the anecdotal evidence and feel. • As a leader in ICT it is challenging keeping the resourcing up to date. Not just devices but the infrastructure it needs to operate effectively. • Continued induction of new staff enabling implementation of whole school approaches. • Continuing to match facilities and resources to student numbers. • Keeping a whole school connected feel in a large school. • To develop shared understandings of teaching and learning approaches across the school 	<p>Excellence in teaching and learning Developing the school's own guaranteed and viable curriculum in line with the new Victorian Curriculum. Building higher levels of data literacy Our school is evolving/embedding the process of building practice excellence. The PLT structure for teams is strong in the school however we need to improve our peer observations and develop coaching programs. We also need to ensure teaching teams review actual changes in practice, and how they are embedded and sustained. Our school is evolving/embedding curriculum planning and assessment. The school has identified priority areas aligned to the SSP and AIP with good processes for professional learning for staff including external support. The school needs to develop a consistent approach to curriculum planning and high impact evidence based teaching strategies need to be embedded into the teaching and learning program</p> <p>Positive climate for learning For students to have a strong voice in, and control over, their own learning. The school is evolving/embedding intellectual engagement and self-awareness. Teachers identify individual learning needs, monitor growth, adapt instruction and provide feedback to assist learning. Teachers need to build their capacity to get students to take responsibility for independent learning and create an environment where student feel safe taking risks.</p> <p>Professional Leadership Building the school's instructional leadership capacity at all levels but in particular for leaders of PLTs. The school is evolving/embedding Instructional and shared leadership Our professional learning plan is supported by a budget. Leaders lead and participate in professional learning and demonstrate a commitment to continuous improvement. We need to encourage teachers to be instructional leaders and coach others.</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)																																																																																																																																																			
To optimise individual learning growth across all areas of the curriculum and for all levels of ability.	<p>Excellence in teaching and learning</p> <p>Building practice excellence</p> <p>Curriculum planning and assessment</p>	<p>Embed agreed and consistent whole-school approaches to curriculum and pedagogy will reduce between-class variability, smooth in-school transition and lead to improved learning outcomes.</p> <p>If teachers identify the point of need for each student’s learning and differentiate curriculum and pedagogical practices to meet that need, then learning growth for all students will improve.</p> <ul style="list-style-type: none"> ▪ Audit the school’s existing curriculum content to ensure that it: <ul style="list-style-type: none"> • is aligned with the Victorian Curriculum • is documented in sufficient detail to ensure it informs consistent and guaranteed teacher and team planning • can be covered in sufficient depth within available teaching and learning time. ▪ Establish agreed term and weekly planning expectations and templates and develop monitoring and accountability processes for these. ▪ Develop a whole school instructional model that includes agreed pedagogical approaches for Reading, Grammar and Punctuation, Spelling and Speaking and Listening and embeds agreed approaches to the teaching of Writing and Numeracy. ▪ Further build individual teacher and PLTs knowledge of what constitutes practice excellence, including their capacity to differentiate curriculum and teaching and learning practices based on analysis of data and evidence to ensure challenge and progress for every student. ▪ To strengthen peer observation process in the school and strengthen teachers’ abilities to coach others. 	<p>NAPLAN Relative Growth –Years 3-5 Increase med/high decrease low</p> <table border="1" data-bbox="1899 294 2694 546"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">2016</th> <th colspan="2">2020</th> </tr> <tr> <th>Low</th> <th>Med/High</th> 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To create a stimulating learning environment where there are increased opportunities to maximise the social, emotional and cognitive engagement of all students.	<p>Positive climate for learning</p> <p>Empowering Students and Building School Pride</p> <p>Setting expectations and promoting inclusion</p> <p>Health and wellbeing</p>	<p>Create a positive school climate which is safe and secure environment where risk-taking is part of the learning process, and students are academically engaged, so learning outcomes will improve.</p> <ul style="list-style-type: none"> ▪ Further create opportunities for students to develop a ‘growth’ mindset and be actively involved in their learning by ensuring that every teacher is equipped to support the Resilience Project and embeds the program in their classroom and the broader school environment. 	<p>Increase % in Attitudes to School Survey</p> <table border="1" data-bbox="1899 1617 2448 1837"> <thead> <tr> <th></th> <th>2016</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td>Student Safety</td> <td>48.1</td> <td>55</td> </tr> <tr> <td>Student Motivation</td> <td>46.2</td> <td>55</td> </tr> <tr> <td>Stimulating Learning</td> <td>61.1</td> <td>65</td> </tr> <tr> <td>Learning Confidence</td> <td>56.8</td> <td>65</td> </tr> <tr> <td>Teacher Effectiveness</td> <td>35.6</td> <td>50</td> </tr> </tbody> </table> <p>Increase % students in the top 2 bands in Science</p>		2016	2020	Student Safety	48.1	55	Student Motivation	46.2	55	Stimulating Learning	61.1	65	Learning Confidence	56.8	65	Teacher Effectiveness	35.6	50																																																																																																																																	
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