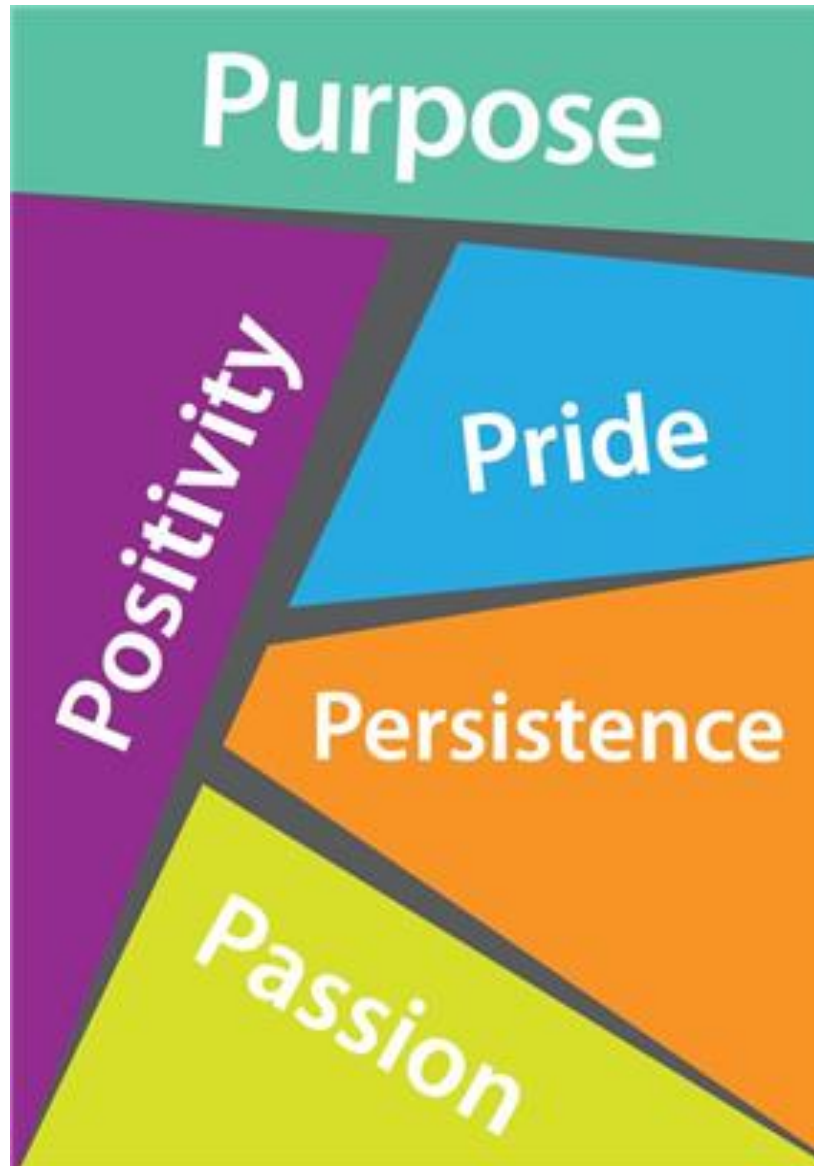# School Strategic Plan 2023-2027

Cranbourne South Primary School (4755)

Submitted for review by Karen Halket (School Principal) on 15 December, 2023 at 12:51 PM
Endorsed by Deborah Harry (Senior Education Improvement Leader) on 15 December, 2023 at 01:01 PM
Endorsed by John Barbaressos (School Council President) on 15 December, 2023 at 02:32 PM

School Strategic Plan - 2023-2027

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School vision	The moral purpose of CSPS centralises around Community Spirit - Partnerships to Success CSPS mission endeavours to empower teachers, students and community members to embrace learning, achieve their personal best and strengthen emotional, social and physical wellbeing. The vision of CSPS is twofold, to: * provide all students with an education to be proud of by exhibiting confidence and creativity in this complex and ever changing world. * assist students in taking ownership of their learning; to grow into responsible, happy, resilient and socially fulfilled individuals.
School values	The values of CSPS provide a basis for decision making and action by all key stakeholders; students, staff, families and community. The premise of the five P's shapes the way people work together by creating and implementing shared expectations and norms. CSPS remains stoic and focused on what is of primary importance; student achievement and wellbeing. The values of CSPS are: • Purpose: I am here. • Positivity: I look on the bright side. • Persistence: I am determined. • Pride: I stand tall. • Passion: I strive to achieve.
Context challenges	Cranbourne South Primary School (CSPS) opened in 1956; located in a semi-rural environment approximately 5 kilometres south of Cranbourne. Enrolments continue to be steady and gradually rising with the influx of housing developments in the area from 355 (2017) to 375 (2018). Due to being on the outskirts of such estates, there is not a marked impact on enrolment. Cultural connections within the school include 3% Indigenous students and 7% Language background other than English. Our Student Family Occupation [SFO] Index was 0.3717 and our Student Family Occupation and Education [SFOE] Index was 0.3595. The Self-evaluation and School Review identified the following key challenges: * Attendance, in particular reducing absence * English and mathematics with a focus on differentiation particularly for children below and above level * Embedding High Impact Teaching Strategies * Assessment and data analysis to drive explicit teaching and differentiation * Student agency in classrooms

	* Data knowledge for students to self - regulate challenge and learning * Levels of challenge for students * Teacher knowledge of curriculum content and learning continuums F-10 * Differentiation to cater for individual student needs
Intent, rationale and focus	What is your school trying to achieve? (intent) * Leadership - move from Evolving to Embedding * Teaching and Learning - move from Evolving to Embedding * Assessment - move from Evolving to Embedding * Engagement - move from Embedding to Excelling * Resources - move from Embedding to Excelling Why is this important? (rationale) * building the capabilities of teachers and PLCs to analyse data in terms of the implementation of interventions into classroom practice will (1) improve student learning outcomes (2) strengthen teacher practice * developing and implementing a range of adjustments to the curriculum and wellbeing approaches will further enhance the (1) opportunities for success in a socially and culturally diverse demographic (2) inclusiveness across the school * strengthening student agency in learning and wellbeing will further (1) student and school connectedness (2) student motivation to be a lifelong learner What are you prioritising? Leadership 1. Identification of opportunities for leadership including (1) development of middle tier leaders (2) building the skills of PLC leaders 2. Development of the PLCs to impact classroom practice through (1) coaching and mentoring (2) observations of teaching practice 3. Strengthening the PLC Principles of (1) Privileged time (2) Collective responsibility (3) Student learning focus Teaching and Learning 1. Improvement in the reading and speaking & listening domains and across the numeracy domain 2. Reducing mathematics anxiety among staff in terms of content knowledge and learning continuums specifically regarding children excelling above level. 3. Further the need for intervention and greater tracking and differentiation in terms of below and above expected level students Assessment 1 Investigating more fine-grained methods of adaptive assessment including (1) assessment 'as' and 'for' learning (2) building staff capabilities in formative assessment 2. Using a range of strategies to encourage students to enhance knowledge of their own assessment data and providing feedback as to 'where to next' in their learning

3. Developing stronger through lines from PLCs into classroom planning

Engagement
1. Strengthening goal setting and self-regulation including (1) providing student to teacher feedback and teacher to student feedback (2) increasing student knowledge and focus of their own data and identifying "where to next"
2. Co constructing learning intentions and success criteria
3. Enhancing a school focus on the Personal and Social capabilities frameworks, including resilience strategies, particularly by specialist teachers

Resources
1. Documenting stronger processes to enable line of sight from SSP to AIP to PLC to planning and classroom practice
2. Reviewing the Instructional Model and the effectiveness of adjustments and intervention strategies
3. Providing feedback to teachers to improve classroom practice through coaching and mentoring

* Relative to confidential cohorts
1. Conduct an evaluation and review of strategies currently implemented to improve outcomes for equity funded students, particularly for those achieving below expected levels for literacy and numeracy
2. Strength use and monitoring of IEPS and its broader three levels of intervention to cater for student need
3. Ensure continued reasonable adjustments to program planning and delivery to ensure positive outcomes for PSD students

How will the Strategic Plan unfold over 4 years? (focus)
The Strategic Plan will be:
* the primary source of strategic intent over the course of 4 years
* segmented into Annual Implementation Plans (AIP)
* referred to at the Finance Sub Committee, relative to budget allocations

The AIP will be:
* segmented into Semester blocks and will be officially monitored biannually
* divided into two Action Plans (1) Learning (2) Wellbeing, which will be monitored on an ongoing basis
Note: each Action Plan will compose of co-constructed 'Plans on a Page' for leaders/teams to monitor explicit sub components
* cross referenced with the Professional Learning Plan
* the primary source of strategic intent during Professional Learning Team meetings
* referred to at the Finance Sub Committee, relative to budget allocations
* presented and analysed termly at School Council

School Strategic Plan - 2023-2027

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Goal 1	To improve literacy outcomes and learning growth for all students
Target 1.1	By 2027, increase the percentage of Year 3 students in NAPLAN reading in exceeding and strong proficiencies from 57% (2023) to 61%.
	By 2027, reduce the percentage of Year 3 students in NAPLAN Reading needs support and developing proficiencies from 43% (2023) to 39%.
Target 1.2	By 2027, increase the percentage of Year 5 students in NAPLAN Reading in the exceeding proficiency from 16% (2023) to 20%.
Target 1.3	By 2027 (4-year rolling average 2023-2026), increase the percentage of Years F –6 students achieving at or above level in teacher judgements for Writing from 76% (2022) to 80%.
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embed the instructional model for literacy through observation, coaching and mentoring
Key Improvement Strategy 1.b 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	Enhance and build effective PLCs
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	Build capability of middle leadership to support high quality instructional practices

Goal 2	To Improve numeracy outcomes and learning growth for all students.
Target 2.1	By 2027, decrease the percentage of Year 3 students in NAPLAN Numeracy in developing and needs support proficiencies from 45% (2023) to 41%. By 2027, increase the percentage of Year 3 students in NAPLAN Numeracy in exceeding proficiency from 0% (2023) to 5%.
Target 2.2	By 2027, increase the percentage of Year 5 students in NAPLAN Numeracy in exceeding proficiency from 5% (2023) to 10%.
Target 2.3	By 2027 (4-year rolling average 2023-2026), increase the percentage of Years F –6 students achieving at or above level in teacher judgements for Number and Algebra from 78% (2022) to 82%.
Key Improvement Strategy 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embed the instructional model for numeracy through observation, coaching and mentoring
Key Improvement Strategy 2.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Strengthen PLC capabilities in tracking data to differentiate learning in numeracy
Key Improvement Strategy 2.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build staff understanding of continuums of learning F-10 and confidence in curriculum delivery

Goal 3	To empower students to actively engage with their learning and wellbeing.
Target 3.1	By 2027, decrease the average number of absence days from 23.6 in 2022 to 17.
Target 3.2	By 2027, increase the percentage of positive endorsement in the Attitudes to School Survey factors: • Student voice and agency from 62% in 2023 to 66% • Goal setting and self–regulation from 80% in 2023 to 84% • Emotional awareness and self-regulation from 68% in 2023 to 72%
Target 3.3	By 2027, increase the percentage of Years F –6 students achieving at or above level on the Victorian Curriculum for Personal and Social Capability from 78% (semester 1, 2023) to 82%.
Key Improvement Strategy 3.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Investigate and implement student goal setting and feedback mechanisms enabling student voice and agency in learning and wellbeing
Key Improvement Strategy 3.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Build school capabilities to implement High Impact Welfare Strategies (HIWS)
Key Improvement Strategy 3.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Strengthen staff knowledge in the effectiveness of tracking the reasonable adjustments made for individual students