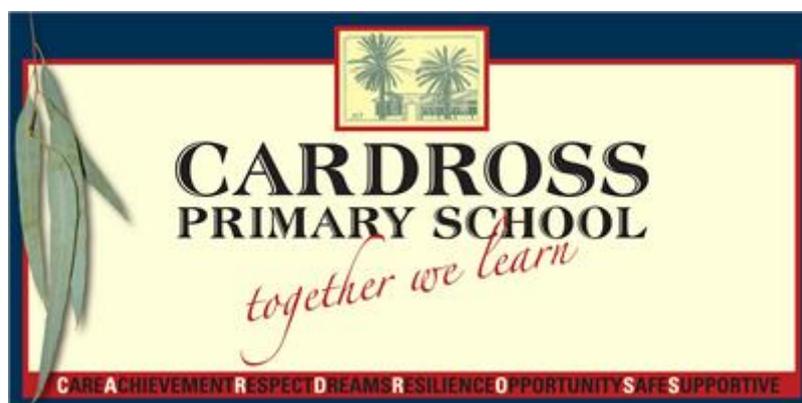


School Strategic Plan 2018-2022

Cardross Primary School (4263)



Submitted for review by Christopher Grimmer (School Principal) on 01 March, 2019 at 04:33 PM

Endorsed by Andrew Ough (Senior Education Improvement Leader) on 04 March, 2019 at 11:17 AM

Endorsed by Russell Scrooby (School Council President) on 12 March, 2019 at 01:44 PM

School Strategic Plan - 2018-2022

Cardross Primary School (4263)

School vision	To provide a friendly, caring and dynamic learning environment that engages students who work to achieve their personal best in an atmosphere of mutual respect and cooperation. Continuous improvement of teaching skills is underpinned by a strong performance and development culture.
School values	<p>The school's underlying values and philosophy are summed up within the name CARDROSS.</p> <p>Care – A caring environment for students, families and staff. Achievement – A school environment that ensures all children can achieve the best outcomes possible. Respect – Mutual respect from students, staff and parents underpins our educational program. Dreams – Anything is possible – follow your dreams. Resilience – Children are supported to develop strategies to cope with difficulties and an ability to bounce back. Opportunity – A broad challenging educational program provides children with the opportunity to shine. Safe – Children have the ability and right to learn in a safe and caring environment. Supportive – Children are supported by all members of our school community to undertake new learning.</p>
Context challenges	<ul style="list-style-type: none"> * Our challenge over the next 12 months is determining the level of support we can provide to our Grade 6 cohort. This particular cohort has a high percentage of students with additional learning needs, as well as social / emotional challenges. We have committed additional school funds over several years to provide extra ES and teacher support to this group to ensure learning growth continues and we are able to maintain a positive climate across the school. * We have a Prep intake of 10 this year that are all boys. Again we need to ensure we are catering for their specific needs and we believe the implementation of the Speech Sound Pics Program will be a valuable addition to their daily Prep routine. * Because we have two new staff members this year it is vital that our instructional model remains consistent across the school. Induction and staff mentoring will be a vital part of this process. * Continuing to build the levels of student agency and leadership across the school will remain a clear focus.
Intent, rationale and focus	<p>* Student agency (Key Focus area from year 1 of SSP) - Structures and processes to enable students to self-assess, track and record their own learning were not yet consistent and visible as a key feature of identifying the successes in their own learning. Students interviewed relied on their teacher to explain and confirm their level of success. Students identified formal testing undertaken in their school year as the driver for determining their success or where they may need to focus on additional learning. While teachers engaged in collaborative decision making around student achievement and progress and determining the next stages</p>

for learning, students identified formal testing undertaken as the key driver for determining their success or where they may need to focus on additional learning.

- Scheduled formal three-way conferences involving student, teacher and parents had been undertaken while communications via the Compass platform kept parents informed of the work being undertaken by their child(ren). This communication was regular and geared to inform parents of what the student was studying or focussing on at any given time. Parent forums identified this level of communication as valuable and ensured parents of what was being taught and how they might be engaged in supporting the teacher and their child with this work.

Student focus groups, particularly at Years 3 to 6, and parent focus groups expressed confidence in teachers to determine whether or not students had been successful with their learning. However, the panel identified empowering students to measure and track their own learning, in the context of learning areas and capabilities, and be able to articulate to their classmates, teachers and parents their successes, as an area the school had yet to develop as consistent and visible school practice.

* Establishing more formal assessment structures relating to the 6 Deep Learning Competencies (Focus area for Years 2 & 3 SSP) - Teachers collaboratively considered student attainment and progress within the NPD L rubric and reported their assessment to parents in periodic written reports and within teacher/parent conferences. The panel concurred that structures, including student self-assessing and tracking structures, supporting monitoring of progress and growth in competencies and capabilities were yet to be clearly and consistently defined.

* Induction and Mentoring for new staff, specifically relating to the school Instructional Model (Key Focus area from year 1 of SSP) - The panel viewed the school's instructional model to be established practice and determined that established procedures and practices should be visible and accessible to new and transient staff in a manner that enables them to become familiar with, engaged with and supported in their application of the school's explicit teaching and learning approaches in the shortest time possible. All staff knowing what is required and how to productively apply the school's teaching and learning approach to all situations is a priority for the school to ensure its learning improvement continuum is maintained and strengthened over the course of the next strategic period.

*Community and Student Engagement in Learning - (Elements of this goal will be built into the plan in each year of the SSP) - The school has self-assessed, and the panel agrees, infusing engagement with all facets of 'learning' is a focus of the school's values, the curriculum's personal and social capabilities, and the school's instructional approach incorporating the NPD L 6 Cs key competencies. The panel viewed building on these elements to deepen the school community's understanding of the relationship between these approaches and enhancing the school's holistic approach to teaching and learning, as a key focus for the next strategic period.

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Goal 1	To improve literacy and numeracy outcomes for all students.
Target 1.1	By 2022, 85% of students to achieve medium or high NAPLAN relative growth across all domains of literacy and numeracy.
Target 1.2	By 2022, 60% of Year 3 and 50% of Year 5 students recording NAPLAN outcomes to achieve within the top two bands across all domains of literacy and numeracy.
Target 1.3	By 2022, 90% of students will achieve at and above the expected standards in English, and 94% in mathematics teacher judgement outcomes
Key Improvement Strategy 1.a Building practice excellence	Build a rich, relevant, challenging and stimulating learning environment that uses contemporary pedagogy and learning technologies for deep learning and thinking.
Key Improvement Strategy 1.b Curriculum planning and assessment	Build a whole school professional learning plan, inclusive of induction, mentoring, observation and coaching that supports the school's improvement strategies and is based on accumulated and point in time student learning data.
Goal 2	To empower students to be active agents in their own learning
Target 2.1	By 2022, there will be demonstrated growth on Practice Principal 3 Whole School Reflection Tool – School-Wide Proficiency Scale.

Target 2.2	By 2022, positive endorsement of the ATOSS factor of <i>Student Voice and Agency</i> factor will show a Year 5- 6 response of 80% or greater. (2018=70%)
Target 2.3	By 2022, positive overall endorsement of the ATOSS <i>Effective Teaching Practice for Cognitive Learning</i> domain will show an overall positive percentage response of 90% or greater (2018=87%)
Key Improvement Strategy 2.a Vision, values and culture	Exploit the NPDL deep thinking processes to nurture, develop and support student agency within teaching and learning across all levels of the school.
Key Improvement Strategy 2.b Evaluating impact on learning	Build assessment literacy and the capacity of students to define, assess and modify their own learning.
Key Improvement Strategy 2.c Empowering students and building school pride	Build a common school community understanding of ways to empower students in their learning.
Goal 3	To deepen student engagement, collaboration and motivation within the school's learning community
Target 3.1	By 2022, the ATOSS factor, <i>Learning Confidence</i> will show a positive percentage Year 5-6 response of 85% or greater.
Target 3.2	By 2022, the ATOSS factors, <i>Stimulating Learning</i> and <i>Resilience</i> , will show a positive percentage Year 6 aggregate response of 85% or greater.

Target 3.3	By 2022, the Staff Survey, School Climate factor, <i>Trust in Students and Parents</i> , will show a positive percentage response of 95 % or greater.
Key Improvement Strategy 3.a Building communities	Build capacity of students to be resilient, socially responsible and respectful in their relationships.
Key Improvement Strategy 3.b Intellectual engagement and self-awareness	Build the capabilities of student to exercise voice and choice in their school life experiences.
Key Improvement Strategy 3.c Intellectual engagement and self-awareness	Enhance active student engagement in their own learning within a differentiated curriculum.