

School Strategic Plan 2019-2023

Carisbrook Primary School (1030)



Submitted for review by Barbara Wilson (School Principal) on 03 December, 2019 at 08:24 PM

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Endorsed by Simon Morrison (School Council President) on 04 December, 2019 at 08:32 AM

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School vision	Carisbrook Primary School's vision is to foster integrity, promote lifelong learning and the achievement of excellence. The fundamental purpose of the school is to provide an engaging and comprehensive education where students of all abilities will have access to high quality, explicit teaching and learning. Students are guided to reach their academic, social, emotional, technological, physical and creative potential in a safe, caring and stimulating environment. Carisbrook Primary School encourages and values strong community links through open and positive communication. The home-school relationship is of high importance.
School values	<p>Carisbrook Primary School's values are Respect, Integrity and Resilience</p> <p>Carisbrook Primary School students, staff and parents believe that respect is being considerate of oneself, others and the environment. Being respectful is reflected in how we speak, act and treat one another. It involves caring about cultural differences and everybody's rights.</p> <p>Carisbrook Primary School students, staff and parents believe that integrity is 'being your word', doing what you say you're going to do and doing the right thing even when it's difficult or when nobody is watching. The 'right thing' is what is best for everybody who is concerned. It means following through with your agreements and promises, and if you can't meet what you say, renegotiate. When you have integrity with someone, there is trust between you. It is essential to have integrity with both yourself and others.</p> <p>Carisbrook Primary School students, parents and staff believe that resilience is the ability to adapt to different situations. It is having the skills to bounce back from disappointments or setbacks. Resilience is being able to solve problems and cope with life's challenges whilst maintaining a positive attitude towards yourself and others. It is also keeping your emotions and stress in check and letting things go. Resilience is also about persevering and not giving up, even though situations seem impossible.</p>
Context challenges	<p>School Context</p> <p>Carisbrook Primary School has grown significantly over the past 10 years and now caters for 260 to 270 students. The family SFOE has stabilized and is currently at 0.5417.</p> <p>The school identified a number of key challenges from our own evaluation and fieldwork findings.</p> <p>These key challenges are:</p> <ol style="list-style-type: none">1. To decrease inconsistencies across classrooms and teams in practice, planning and assessment by:<ul style="list-style-type: none">• Embedding and enriching the Instructional Model consistently across the school

	<ul style="list-style-type: none"> • Building teacher capacity to differentiate teaching to challenge and ensure progress for every student. • Developing and implementing a three year plan to strengthen the leadership model that is shared and distributive to ensure progress for every student <p>2. To empower students to be independent, engaged and motivated learners by:</p> <ul style="list-style-type: none"> • Enhancing active student engagement in their learning within a differentiated curriculum to stimulate and challenge all students <ul style="list-style-type: none"> • Creating opportunities and embedding strategies to build the capacity of students, staff and leaders to ensure students have voice, agency and leadership in their learning • Embedding a culture of reflection and feedback to inform classroom practice <p>3. To strengthen the emotional and social well-being of each student by:</p> <ul style="list-style-type: none"> • Developing a whole school student well-being framework • Developing the engagement of all stakeholders in student well-being • Strengthening the capability of the school staff to support a consistent and collaborative approach to student well-being
<p>Intent, rationale and focus</p>	<p>Intent: Develop consistent practice to ensure the achievement of high quality educational outcomes for all students in Literacy and Numeracy Develop opportunities for students to influence decisions made across the school; to empower students to be independent, engaged and motivated learners</p> <p>Rationale: The 2019 review highlighted a lack of consistent practice and clarity of roles. Student feedback highlighted the need to develop student voice and agency.</p> <p>In year one of the plan our primary focus will be on developing our distributive leadership and clarifying roles and responsibilities across the school. We will also focus on developing an agreed approach to the planning, assessment and teaching of Literacy and Numeracy and to continue the work on embedding SWPBS.</p> <p>Key directions for the next School Strategic Plan:</p> <ul style="list-style-type: none"> • Literacy and Numeracy • Evaluating impact on learning • Student voice, agency and leadership.

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| | <ul style="list-style-type: none">• Intellectual engagement and self-awareness• Attendance.• Health and Wellbeing |
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Goal 1	To ensure the achievement of high quality educational outcomes for all students in Literacy and Numeracy
Target 1.1	<p>NAPLAN</p> <p>By 2023 increase the percentage of students at Year 5 meeting above benchmark growth:</p> <ul style="list-style-type: none"> • Numeracy from 71% (2019) to 90% (2023) • Writing from 51% (2019) to 85% (2023) • Reading from 75% (2019) to 90% (2023)
Target 1.2	<p>Teacher Judgements:</p> <p>By 2023, the percentage of students achieving at or above Victorian Curriculum Standards at Years Prep – 6 to increase as detailed:</p> <ul style="list-style-type: none"> • Number and Algebra: from 85% (2018) to 90% (2023) • Reading: from 84% (2018) to 90% (2023) • Writing: from 81% (2018) to 88% (2023)
Key Improvement Strategy 1.a Curriculum planning and assessment	Develop and embed an agreed approach to the planning, assessment and teaching of Literacy and Numeracy
Key Improvement Strategy 1.b Building practice excellence	Embed and enrich the Instructional Model consistently across the school

Key Improvement Strategy 1.c Evaluating impact on learning	Build teacher capacity to differentiate teaching to challenge and ensure progress for every student
Key Improvement Strategy 1.d Building leadership teams	Develop and implement a three year plan to strengthen the leadership model that is shared and distributive to ensure progress for every student
Goal 2	To empower students to be independent, engaged and motivated learners
Target 2.1	By 2023, the following factor endorsement rates in the AToSS will be: <ul style="list-style-type: none"> • Self-regulation and goal setting from 89% positive responses (2018) to 92% • Differentiated learning challenge from 84% positive responses (2018) to 90% • Student voice and agency from 69% positive responses (2018) to 80% • Motivation and interest from 77% positive responses (2018) to 85%.
Target 2.2	By 2023, the following factor endorsement rates in the POS will be: <ul style="list-style-type: none"> • Student motivation and support from 71% positive responses (2018) to 80% • Student voice and agency from 68% positive responses (2018) to 80%
Target 2.3	The percentage of students with chronic absences (30+ days) to be <u>less than</u> 10% (Baseline 2018) by 2023.
Key Improvement Strategy 2.a Empowering students and building school pride	To enhance active student engagement in their learning within a differentiated curriculum to stimulate and challenge all students

Key Improvement Strategy 2.b Empowering students and building school pride	Create opportunities and embed strategies to build the capacity of students, staff and leaders to ensure students have voice, agency and leadership in their learning
Key Improvement Strategy 2.c Intellectual engagement and self-awareness	To embed a culture of reflection and feedback to inform classroom practice
Goal 3	Strengthen the emotional and social wellbeing of each student
Target 3.1	By 2023, the following factor endorsement rates in the Student Attitude to schools will be: <ul style="list-style-type: none"> • Sense of connectedness from 79% positive responses (2018) to 85% • Managing bullying from 76% positive responses (2018) to 82%
Target 3.2	By 2023, the following factor endorsement rates in the POS will be: <ul style="list-style-type: none"> • Managing Bullying from 74% positive responses (2018) to 80% • Promoting positive behaviour from 74% positive responses (2018) to 85%
Target 3.3	To reduce the number of parent choice - unauthorised and unexplained absences P – 6 from 2.45 average days (2018) to 2 (2023)
Key Improvement Strategy 3.a Health and wellbeing	To develop a whole school student wellbeing framework
Key Improvement Strategy 3.b	To develop the engagement of all stakeholders in student wellbeing

Health and wellbeing	
Key Improvement Strategy 3.c Health and wellbeing	To strengthen the capability of the school staff to support a consistent and collaborative approach to student wellbeing. (HW)