

School Strategic Plan 2018-2022

Camelot Rise Primary School (5111)



Submitted for review by Matthew Coney (School Principal) on 13 March, 2019 at 09:33 AM
Endorsed by Ian Watkins (Senior Education Improvement Leader) on 13 March, 2019 at 11:47 AM
Awaiting endorsement by School Council President

School Strategic Plan - 2018-2022

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School vision	Our vision is to be a connected community, learning, growing and achieving together. We are here to maximize student potential by building a desire for personal excellence, a high sense of self worth and a love of learning.
School values	Respect Resilience Optimism Responsibility
Context challenges	Camelot Rise Primary School is a school based in Glen Waverley with a high EAL student population. Our key challenges are: To develop teacher capacity To fully embed an instructional model To develop consistent curriculum planning and assessments To develop greater consistency in relation to teacher practice in particular to English, Maths & Inquiry Learning To develop teacher capacity in relation to data literacy To teach to the 'Point of Need' To provide avenues for Student Voice & Student Agency Our current Year 3 & 6 students are the cohorts that require the most attention in relation to student behaviour and student achievement data To improve learner contentedness to the school within a supportive school environment
Intent, rationale and focus	At Camelot Rise PS we are working to <ul style="list-style-type: none"> • Improve student achievement and learning growth for every student across the whole curriculum with an emphasis on literacy and numeracy • Improve student engagement and motivation and their attitudes to learning and school • Continue to foster a positive climate for learning which supports the continued development of students' social and emotional wellbeing <p>These are important as we want all of our students to be literate , numerate inquisitive and to develop a love of learning to ensure they become effective members of society.</p>

Priorities:

To develop a consistent belief of what is best practice

To develop a whole school instructional model \

To use data to drive 'Point of Need' Teaching

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Goal 1	To improve student achievement and learning growth for every student across the whole curriculum with an emphasis on literacy and numeracy.
Target 1.1	By 2022, increase the percentage of students making high relative growth in NAPLAN <ul style="list-style-type: none">• Reading to 35 or above (from 28.1 in 2018)• Writing to 38 or above (from 34.9 in 2018)• Spelling to 35 or above (from 25.0 in 2018)• Numeracy to 35 or above (from 26.2 in 2018).
Target 1.2	By 2022, increase the percentage of Year 5 students in the top 2 NAPLAN bands for <ul style="list-style-type: none">• Reading to 75 or above (from 64.3 in 2018)• Writing to 50 or above (from 26.0 in 2018)• Numeracy to 75 or above (from 64.3 in 2018)
Target 1.3	By 2022 the gap between the factor percentiles by gender at any year level of the AToSS is no more than 10 per cent By 2022, the percentile score on the AtoSS for Years 4-6 will be: <ul style="list-style-type: none">• Stimulated learning—75 or above (from 54 per cent in 2018)• Differentiated learning challenge—75 or above (from 59.2 in 2018)

	<ul style="list-style-type: none"> • Effective teaching time—75 or above (from 59.2 in 2018)
Target 1.4	<p>By 2022, the component mean score on the SSS for these factors will be:</p> <ul style="list-style-type: none"> • Understand how to analyse data—85 or above (from 72.94 in 2018). • Skills to measure impact—85 or above (from 81.76 in 2018). • Understand formative assessment—85 or above (from 71.76 in 2018). • Collaborate to scaffold student learning—85 or above (from 77.65 in 2018). • Use High Impact Teaching Strategies (HITS)—90 or above (from 84.71 in 2018).
Key Improvement Strategy 1.a Building practice excellence	Build the instructional practice of every teacher through professional learning, coaching, peer observation and feedback and embed the school's instructional model, integrating the High Impact Teaching Strategies, to enable consistent, high quality instruction in every classroom (BPE).
Key Improvement Strategy 1.b Curriculum planning and assessment	Strengthen the capacity of individual teachers and teams to analyse and use assessment data to plan a differentiated teaching and learning program that targets each student's point of learning need (CPA).
Key Improvement Strategy 1.c Instructional and shared leadership	Build the instructional leadership capacity of all in leadership roles, including middle level leaders to enable them to establish higher levels of consistency and shared accountability for improving student outcomes (ISL).
Goal 2	To improve student engagement and motivation and their attitudes to learning and school.
Target 2.1	<p>Student opinion</p> <p>By 2022, the percentile score on the AtoSS for Years 4–6 will be:</p> <ul style="list-style-type: none"> • Motivation and interest—70 or above (from 39.0 in 2018) • High expectations for success—70 or above (from 28.5 in 2018)

	<ul style="list-style-type: none"> • Student voice and agency—70 or above (from 47.8 in 2018) • Sense of confidence—70 or above (from 43.4 in 2018)
Target 2.2	<p>Parent opinion</p> <p>By 2022, the percent positive results by factor on the POS for:</p> <ul style="list-style-type: none"> • Stimulating learning environment will move from 70 in 2018 to 80 or above • Student motivation and support will move from 69 in 2018 to 80 or above • Student agency and voice will move from 71 in 2018 to 80 or above • Positive transitions will move from 71 in 2018 to 80 or above
Key Improvement Strategy 2.a Empowering students and building school pride	Develop and implement a student voice and learner agency strategy to empower students to be more motivated and engaged in learning and school (ESBSP).
Key Improvement Strategy 2.b Intellectual engagement and self-awareness	Create a learning culture that enables students to understand their learning data (visible learning) so they are better able to monitor their own learning and self-regulate; systematically provide feedback to teachers about what they are learning and how they are learning; set meaningful goals; and act as more intellectually engaged partners in improving their learning outcomes. (ESBSP and IESA).
Key Improvement Strategy 2.c Building practice excellence	Build teacher knowledge and practice excellence in the use of learner centered teaching that enables the consistent use of student voice, learner agency and metacognitive strategies in all classrooms. (BPE).
Goal 3	To continue to foster a positive climate for learning which supports the continued development of students' social and emotional wellbeing.
Target 3.1	Parent opinion

	<p>By 2022, the percent positive results by factor on the POS for:</p> <ul style="list-style-type: none"> • Parent participation and involvement will move from 72 in 2018 to 80 or above • Teacher communication will move from 57 in 2018 to 80 or above • Student motivation and support will move from 69 in 2018 to 80 or above • School improvement will move from 64 in 2018 to 80 or above
Target 3.2	<p>Student opinion</p> <p>By 2022, the percentile score on the AtoSS for Years 4–6 will be:</p> <ul style="list-style-type: none"> • Sense of connectedness—70 or above (from 35.4 in 2018) • Effective classroom behaviour—70 or above (from 37.0 in 2018) • Self-regulation and goal setting—70 or above (from 32.3 in 2018) • Managing bullying—60 or above (from 19.9 in 2018)
Key Improvement Strategy 3.a Setting expectations and promoting inclusion	Review the school’s behaviour management approach and embed a school–wide positive behaviour program (SEPI).
Key Improvement Strategy 3.b Health and wellbeing	Implement a social skills program which explicitly teaches students character strengths and learner dispositions, enabling them to develop a growth mindset and to self regulate (H&W).
Key Improvement Strategy 3.c Parents and carers as partners	Strengthen the learning partnerships between home and the school to strengthen communication and support improved student outcomes (PCP).

