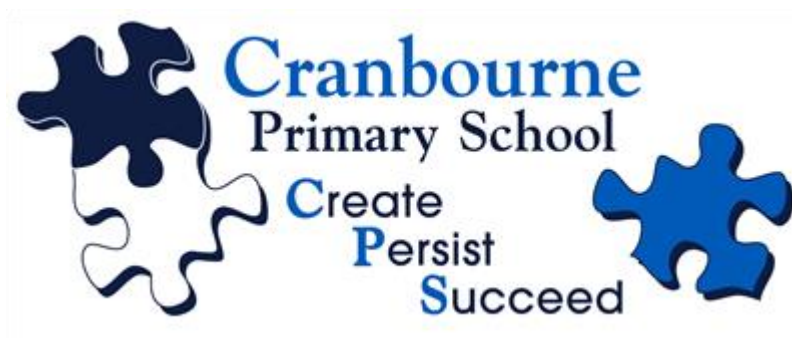


School Strategic Plan 2018-2022

Cranbourne Primary School (2068)



Submitted for review by Dianne Fernand (School Principal) on 11 September, 2018 at 03:01 PM

Endorsed by Anne Martin (Senior Education Improvement Leader) on 19 September, 2018 at 10:15 AM

Endorsed by Belinda Walker (School Council President) on 19 September, 2018 at 03:34 PM

School Strategic Plan - 2018-2022

Cranbourne Primary School (2068)

<p>School vision</p>	<p>The teaching and learning pedagogy at Cranbourne Primary supports the members of the school community to develop intrinsic PRIDE in their learning - Persistence, Responsibility, Independence, Discipline, Enthusiasm</p>
<p>School values</p>	<p>At Cranbourne Primary School the staff, students and parents value 'Learning Together'. We work cooperatively in an inclusive and safe learning environment which enables students to feel valued and have a sense of belonging. We expect, encourage and support students to be responsible, independent learners who have a strong sense of community – local, national and global. Cranbourne Primary School places a strong emphasis on students feeling connected with their community. Staff in all areas of the school have opportunities to develop relationships with students across the school through whole school events and activities which are formulated around the House system. We have a commitment to students' well-being, through a holistic approach to students.</p>
<p>Context challenges</p>	<p>High and increasing EAL cohort, including approx. 20 of refugee status (according to visa codes). Whole school understanding of school's Instructional Model. Supporting the well-being of school community - socio economic, EAL, family dynamics Teacher capacity and knowledge - majority of young and/or inexperienced teachers. Last 2 years have seen significant staffing changes, therefore lack of consistency in teaching teams. Development of role clarity and responsibilities across the school.</p>
<p>Intent, rationale and focus</p>	<p>Intent - To improve instructional and shared leadership across the school, through role clarity and responsibilities. To improve student outcomes and provide opportunities for student voice and agency. Empowering students to self manage and regulate their learning. Rationale- Distributed leadership will create a culture of quality teaching and learning, which will lead to improved student achievement. Working together with teachers to review teaching practice and co-ordination of the curriculum creates consistency of pedagogical</p>

	<p>practice. Building student voice, agency and leadership will provide opportunities for students to be partners in decision making. Focus- Professional leadership by developing instructional and shared leadership Excellence in Teaching and Learning by building practice excellence Positive climate for Teaching and Learning by empowering students and building school pride</p>
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Goal 1	To improve instructional and shared leadership across the school to ensure improvement in student outcomes.
Target 1.1	<ul style="list-style-type: none"> • By 2022, the percentage of Prin/Teach endorsement of Collective efficacy of the school staff survey will be at or above the state mean. (School climate module). • By 2022, the percentage of Prin/Teach endorsement of Leading change in the school staff survey will have 90% endorsement. (Professional leadership module).
Target 1.2	<ul style="list-style-type: none"> • The Professional Learning Community (PLC) Maturity Matrix shows improvement each year.
Key Improvement Strategy 1.a Instructional and shared leadership	Develop the instructional leadership capabilities across the school.
Key Improvement Strategy 1.b Instructional and shared leadership	Build a whole school culture of collective accountability and shared responsibility for student learning.
Goal 2	To improve the learning growth of all students in literacy
Target 2.1	Each year all students to achieve 12 months growth in reading as measured by teacher judgements and standardised testing e.g. Fountas and Pinnell and PAT reading.

Target 2.2	<p>By 2022, increase the percentage of students in Year 3 and Year 5 in the top two bands in NAPLAN in reading and writing.</p> <p>By 2022, the percentage of students achieving high relative growth in NAPLAN reading and writing for Year 3 to Year 5 and Year 5 to Year 7 to be at or above the state mean.</p>
Key Improvement Strategy 2.a Building practice excellence	Build deep knowledge of the curriculum standards and learning continuum from pre- foundation to Year 8.
Key Improvement Strategy 2.b Building practice excellence	Build teacher capacity to collect and use assessment data for student learning and to monitor student learning growth over time.
Goal 3	To improve student voice and agency in their learning.
Target 3.1	<p>By 2022, improve the percentage endorsement for all survey factors in the AToS of the Learner characteristics and dispositions domain.</p> <p>By 2022, improve the percentage endorsement of the Student voice and agency factor in the AToS domain of Social engagement.</p>
Target 3.2	By 2022 the average day absence Foundation to Year six will be at or above the state mean.
Key Improvement Strategy 3.a Empowering students and building school pride	Develop policies and practices to build student motivation and engagement through student voice and agency.

