

School Strategic Plan 2019-2023

Canadian Lead Primary School (5383)



Submitted for review by Susan Knight (School Principal) on 20 December, 2019 at 01:16 PM

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School Strategic Plan - 2019-2023

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School vision	<p>At Canadian Lead Primary School we develop the 'head, heart and hands' of every student. We strive to develop every child's academic, personal and social potential in a safe and supportive school environment. Our aim is for our students to be: Engaged in all aspects of school life; resilient, kind and happy; able to make good choices and a positive contribution to our school community; and to have choices in their future endeavors. We are committed to developing strong literacy and numeracy skills for all students as these lay the foundation for future learning. We also provide opportunities for students to experience a broad range of curriculum areas. We work closely with our school families to ensure the very best outcomes for our students so they experience success at school and in life.</p>
School values	<p>We promote a positive and healthy approach to learning and life in all members of our school community. The school values of Excellence, Responsibility, Respect and Persistence underpin all activities in our school. Team work is a key feature of our school. Our dedicated staff work collaboratively to provide quality and engaging classroom, specialist and extra-curricular activities. Teachers and parents work together to ensure the best possible academic, social and personal learning outcomes for our students. Canadian Lead's Shared School Values are:</p> <p>Respect: Looking after ourselves, others and property. Responsibility: Being reliable, accountable for the things you say and do, contributing to our school community, taking care of the environment. Excellence: Always doing your very best Persistence: Never giving up</p> <p>Canadian Lead's Positive Learning Behaviors provide a shared language to articulate what it means to be successful at school. Our Positive Learning Behaviors are: Bounce Back; Celebrate My Strengths and Abilities; Manage My Feelings; Try, Try Again; Respect Feelings of Others; Take Pride in What I Do; Work With Change; Work With Others: Am Respectful, Careful and Grateful; Do My Best; Am Prepared; Have a Growth Mindset.</p>
Context challenges	<p>Canadian Lead Primary School is located in Ballarat East and was created in 1994 following the amalgamation of Eureka Street, Golden Point and Richards Street Primary Schools. Our school has growing enrolments with expected housing growth in our school catchment area.</p> <p>We have an attractive outside environment that is safe and secure, with expansive grounds containing junior and senior playgrounds, a soccer pitch, football oval and basketball courts, complimented by an indoor gymnasium. A large vegetable garden area and</p>

	<p>shaded seating areas complement the active play spaces. A new playground constructed with an inclusive schools grant is due to be installed in Term 1 2020.</p> <p>Our classroom spaces are designed to facilitate a flexible learning environment with individual classrooms alongside a significant amount of open space which can be shared by large groups. All classes are situated under the one roof, providing a high level of connectivity across the school. This leads to a strong community feeling within units i.e. Junior Hub, Middle Unit, and Senior Unit. Special features include a beautiful library space, a dedicated LOTE (Chinese Mandarin) classroom and a large open Junior Hub, where F/1 students have space to learn, play and socialise.</p> <p>Enrolments have increased from 165 in 2015 to a predicted enrolment of 210 in 2020. Students will be grouped into 11 classes in 2020. The school staffing profile comprises 14.6 full time equivalent (FTE) teaching staff and 9.9 FTE education support staff. This consists of two Principal Class Officers, 17 teachers and 15 Education Support Staff. The school has a leadership team comprising two Principal class officers, a Literacy Leader, a Learning Specialist and three classroom teachers who fulfil the roles of Professional Learning Community leaders. Classroom programs are complemented by specialists in Physical Education, Performing and Visual Arts and LOTE (Mandarin Chinese).</p> <p>Key challenges involve the diversity of our student population. We have a number of students on the Program for Students with Disabilities and with ASD and other behavioral and social challenges. Our staff provide a high level of support to our students and their families and regularly engage in additional professional learning, including working with health and wellbeing professionals to ensure we are offering the best possible school experience to all students.</p>
<p>Intent, rationale and focus</p>	<p>At Canadian Lead Primary School we strive for the best possible educational outcomes for our students, particularly in terms of English and Mathematics. We are committed to the implementation of evidence-based teaching practices across the school. All of our Key Improvement Strategies (KIS) are linked to the priorities and initiatives outlined in The Framework for Improving Student Outcomes model (FISO), the High Impact Teaching Strategies (HITS) and the Practice Principles. Our goals can be directly linked to the Education State targets of:</p> <ul style="list-style-type: none"> *Learning for life - More students achieving excellence in reading, maths, science and the arts. *Happy, healthy and resilient kids - Building the resilience of our children and encouraging them to be more physically active. *Breaking the link - Ensuring more students stay in school and breaking the link between disadvantage and outcomes for students. *Pride and confidence in our schools - Making sure every community has access to excellence, in every government school and classroom. <p>We are aiming to improve student achievement and growth in English and Mathematics particularly in regards to learning gain and high achievement.</p> <p>We will continue to support at-risk students, both in terms of evidence-based intervention programs and additional wellbeing support.</p> <p>We will continue to develop staff skills and provide programs to develop students social and emotional wellbeing.</p> <p>We will develop increased opportunities for student voice and agency in their learning.</p> <p>We are committed to developing a high-functioning Professional Learning Community of teachers as a mechanism to drive improved student learning outcomes.</p> <p>We will continue to focus on curriculum planning and formative assessment to ensure we are meeting the learning needs of all students.</p>

	<p>We will continue to access evidence-based professional learning for staff to ensure high quality teaching across every classroom. We will continue to create a positive school climate in which every community member is valued.</p> <p>At Canadian Lead Primary School we will continue to build on the enablers identified in the 2019 School Review. These included consistent use of the schools Instructional Model, assessment for differentiation, the PLC process, team planning, intervention, use of equity funds for targeted professional support, strong instructional leadership, integration of ICT, and additional well-being support for students.</p>
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Goal 1	To improve learning outcomes for all students with a focus on English and Mathematics.
Target 1.1	<p>By the end of 2023, 90% of F-6 students assessed against the Victorian Curriculum (VC) English and Mathematics Levels F-10 will be at or above the age expected level (C or above) in:</p> <ol style="list-style-type: none">1. The English Strands of Reading and Writing (2019 Semester 1 Reading: 86.5%; 2019 Semester 1 Writing: 74%)2. The Mathematics Number and Algebra Strand (2019 Semester 1: 88%)
Target 1.2	By the end of 2023, all students assessed against the Victorian Curriculum English and Mathematics Levels F-10 will make at least one Victorian Curriculum Level of learning progress (12 months growth) in each school year during the SSP period in the English Strands of Reading and Writing and the Mathematics Number and Algebra Strand.
Target 1.3	<p>By the end of 2023, the percentage of Year 3 and Year 5 students in the top two NAPLAN bands will increase as follows:</p> <ul style="list-style-type: none">• Year 3<ol style="list-style-type: none">1. Reading, from the 2016-18 average of 39% to 50%2. Writing, from the 2016-18 average of 44% to 50%3. Numeracy, from the 2016-18 average of 27% to 40%• Year 5<ol style="list-style-type: none">1. Reading, from the 2016-18 average of 23% to 50%2. Writing, from the 2016-18 average of 11% to 50%

	3. Numeracy, from the 2016-18 average of 19% to 40%
Target 1.4	By the end of 2023, the percentage of Year 5 students assessed as making high relative learning gain in NAPLAN Reading, Writing and Numeracy will be equal to or greater than 25% (2019: Reading 14%; Writing 24%; Numeracy 14%).
Key Improvement Strategy 1.a Evaluating impact on learning	Build the capacity of staff to use assessment data to inform differentiated teaching and learning with a focus on extending all students
Key Improvement Strategy 1.b Evidence-based high-impact teaching strategies	Continue to embed the CLPS Instructional Model in every classroom and learning area
Key Improvement Strategy 1.c Instructional and shared leadership	Build high quality instructional leadership
Key Improvement Strategy 1.d Parents and carers as partners	Build the CLPS communication strategy to include a strong focus on supporting parents to understand the learning requirements at each level
Goal 2	To develop engaged, passionate, critical thinkers who demonstrate the school's Positive Learning Behaviours.
Target 2.1	By 2023, the percentage of Year 4-6 students responding positively to the following measures contained in the Student Attitudes to School Survey to increase: <ul style="list-style-type: none"> 1. Student Voice and agency from 58% (2019) to at or above 75% 2. Motivation and interest from 70% (2019) to at or above 80%

Target 2.2	By 2023, reduce the percentage of students with 20 or more absence days to below 20% (36% 2019).
Target 2.3	By 2023, reduce the percentage of unapproved absences to 4% (6.5% 2019).
Key Improvement Strategy 2.a Empowering students and building school pride	Further activate student voice, leadership and agency in learning
Goal 3	To develop happy, respectful and resilient students who reflect the CLPS values
Target 3.1	<p>By 2023, the percentage of Year 4-6 students responding positively to the following measures contained in the student Attitudes to School Survey to increase for the following survey factors:</p> <ol style="list-style-type: none"> 1. Students at this school treat each other with respect from 31% (2019) to at or above 65% 2. Students at this school treat teachers with respect from 29% (2019) to at or above 65% 3. I can recover in a short time when something bad happens to me from 67% (2019) to 80% 4. I will try again when I don't succeed from 79% (2019) to 85%
Key Improvement Strategy 3.a Health and wellbeing	Provide differentiated behaviour management support to ensure all students are included in and benefit from teaching and learning

Key Improvement Strategy 3.b Setting expectations and promoting inclusion	Build staff and student capacity to embed and measure the success of the CLPS Positive Behaviour Matrix
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