

School Strategic Plan 2022-2026

Cardinia Primary School (3689)



Submitted for review by Susan Wepster (School Principal) on 19 February, 2023 at 05:17 PM
Endorsed by Wayne Chester (Senior Education Improvement Leader) on 03 March, 2023 at 09:15 AM
Endorsed by Simone Hobbelen (School Council President) on 07 March, 2023 at 09:15 AM

School Strategic Plan - 2022-2026

Cardinia Primary School (3689)

School vision	Cardinia Primary School is committed to providing a safe, supportive and inclusive environment for all students, staff and members of our community. Our school recognises the importance of the partnership between our school, parents/carers and the community to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, creating an inclusive and safe school environment for our students.
School values	<p>Philosophy At Cardinia Primary School:</p> <ul style="list-style-type: none">- we will provide a safe, nurturing and engaging learning environment;- we will be inclusive and accept all members of the school community;- we will implement consistent whole school teaching and learning practices through agreed systems and processes;- we will provide explicit instruction with clear learning intentions, success criteria and high expectations of all students;- we will encourage each student to strive for their personal best through differentiated learning;- we will empower students to take ownership and be actively involved in their learning;- we will encourage students to be active participants in their school and wider community;- we will value creativity and innovative thinking;- we will closely monitor student wellbeing and achievement; and- we will value our role as educators and through targeted professional development strive for continuous improvement. <p>Cardinia Primary School's values are: RESILIENCE We keep trying and never give up. We think positively. We accept challenges. We know that mistakes are part of learning. We bounce back from things that hurt and disappoint us. RESPECT We respect the needs and rights of everyone.</p>

	<p>We accept and embrace difference. We listen to each other and our teachers. We follow the rules. We look after our school and treat school resources with care.</p> <p>WORKING TOGETHER</p> <p>We can achieve more together than we can on our own. We learn from each other. We work as a team. We make sure no one is left out. We are part of the community.</p> <p>PERSONAL BEST</p> <p>We always put in our very best effort. We have a go, even when things are hard. We accept help and support from others. We try to learn from our mistakes. We focus on our own achievements.</p> <p>CARING</p> <p>We care about others and consider their feelings. We are fair and kind. We include everyone. We look after ourselves and take care of each other. We are a big family.</p>
Context challenges	<p>Our review indicated we need to strengthen our accountability measures across the school. We have not embedded a culture where peer observation and feedback increases professional learning growth and embeds initiatives We have not consistently analysed and responded to survey feedback While our whole school instructional model was embedded in reading, it has not extended to other subject areas. We do not have an agreed, evidence-based strategy for teaching Writing While we have formative assessment taking place, the review found that we need to strengthen these practices including feedback to students We need to develop a shared understanding of student voice and learner agency, and activate these across the school</p>
Intent, rationale and focus	<p>Intent To meet our goals of improving academic outcomes for students we will build practice excellence in all our classrooms. We will develop curriculum documentation in key learning areas and put in place structures and processes that will allow the delivery of the</p>

curriculum consistently across the school. The Cardinia Primary School Instructional Model will be reviewed and fully implemented across the school. A significant enabler is the PLC structure; PLCs drive the consistency across the school. Through PLCs, we will deepen our understanding and strengthen our implementation of collaboration. PLCs use Action Research Cycles so that every teacher learns the effective analysis and use of student data to drive instruction. Instruction will be differentiated to meet the needs of every student. Teams will study and implement the High Impact Teaching Strategies across the school. We will increase student voice and agency in their learning, by empowering students and increasing their connectedness to their school. We will continue to use the GEM (Gratitude, Empathy and Mindfulness) framework, along with Respectful Relationships and The Resilience Project, to maintain and continue to grow the wellbeing of everyone in the school, acknowledging that the wellbeing work already in place provides a platform for the work of the Strategic Plan, 2022 – 2026.

Rationale

Cardinia Primary School is committed to providing a safe, caring and inclusive learning environment that inspires, challenges and supports all students to achieve their personal best. By implementing consistent whole school teaching and learning processes through agreed systems and processes, as well as enhanced collaboration, over the next four years we will build practice excellence in all our classrooms.

Focus

We will build on the PLC structure, ensuring that teams have the time and resources they need in order to drive the changes at the school. By creating time within the school day we will emphasising the importance of the PCL initiative. Teams will continue developing the documentation necessary and ensuring that every teacher understands and delivers the appropriate curriculum. The work of building teacher capacity will be ongoing across the life of the strategic plan. Professional Learning will be in school, led by Learning Specialists to spread as the knowledge held by staff across the school. We will ensure that teachers know how to teach what is being asked of them, and why they are doing it. The Instructional Model will be used in every lesson, with teachers being accountable for consistent, detailed planning reflecting the use of the model. Whole staff professional learning will occur weekly, and will be designed to meet the needs of all teachers. The High Impact Teaching Strategies will be further unpacked and implemented.

School Strategic Plan - 2022-2026

Cardinia Primary School (3689)

Goal 1	Optimise student attainment and growth in literacy and numeracy.
Target 1.1	By 2026, increase the percentage of Year 5 students assessed as meeting or above benchmark growth in NAPLAN in: <ul style="list-style-type: none">• Reading from 80% in 2021 to 84%• Writing from 55% in 2021 to 65%• Numeracy from 76% in 2021 to 80%
Target 1.2	By 2026, increase the percentage of Year 3 students in the top two NAPLAN bands in: <ul style="list-style-type: none">• Reading from 51% in 2022 to 55%• Writing from 33% in 2022 to 40%• Numeracy from 22% in 2022 to 30%
Target 1.3	By 2026, increase the percentage of Year 5 students in the top two NAPLAN bands in: <ul style="list-style-type: none">• Reading from 32% in 2022 to 36%• Writing from 15% in 2022 to 20%• Numeracy from 15% in 2022 to 22%
Target 1.4	By 2026, increase the percentage of F–6 students working above level in Semester 2 in the Victorian Curriculum in: <ul style="list-style-type: none">• Reading and viewing from 12% in 2021 to 20%

	<ul style="list-style-type: none"> • Writing from 6% in 2021 to 20% • Number and algebra from 12% in 2021 to 20%
Target 1.5	<p>By 2026, increase the percent positive response scores on the SSS for:</p> <ul style="list-style-type: none"> • Academic emphasis from 64% (2020–22 average) to 72% • Collective efficacy from 71% (2020–22 average) to 75% • Professional learning through peer observation from 36% (2020–22 average) to 56% • Understand formative assessment from 63% (2020–22 average) to 72%
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop whole school scope and sequence documents that promote high quality teaching and learning in literacy and numeracy.
Key Improvement Strategy 1.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Build teacher capability to use data and a range of formative assessment strategies to teach to students' point of learning.
Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop a common approach to curriculum planning and documentation across the school.
Key Improvement Strategy 1.d	Embed an agreed instructional model underpinned by the HITS for literacy and numeracy.

<p>The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	
<p>Key Improvement Strategy 1.e The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	<p>Develop leadership capacity to embed a PLC culture, characterised by collaborative inquiry, peer observation and feedback and shared accountability for continuous improvement.</p>
<p>Goal 2</p>	<p>Improve student engagement and participation in learning.</p>
<p>Target 2.1</p>	<p>By 2026, increase the per cent positive response scores on the AtoSS for Years 4–6 for the following factors:</p> <ul style="list-style-type: none"> • Student voice and agency from 51% (2020–22 average) to 64% • Stimulated learning from 66% (2020–22 average) to 76% • Sense of confidence from 66% (2020–22 average) to 78% • Effective teaching time from 74% (2020–22 average) to 80%
<p>Target 2.2</p>	<p>By 2026, increase the per cent positive response scores on the SSS in the following factors:</p> <ul style="list-style-type: none"> • Use student feedback to improve practice from 61% (2020–22 average) to 70% • Focus learning on real–life problems from 62% (2020–22 average) to 72% • Promote student ownership of learning goals from 57% (2020–22 average) to 70%
<p>Target 2.3</p>	<p>By 2026, increase the positive response scores on the POS for:</p>

	<ul style="list-style-type: none"> • Student agency and voice from 77% (2019–21 average) to 81% • Stimulating learning environment from 78% (2019–21 average) to 82%
<p>Key Improvement Strategy 2.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	Build teacher knowledge and practice to activate student voice, agency and leadership.
<p>Key Improvement Strategy 2.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	Build teacher capacity to provide effective learning focused feedback to students.
<p>Key Improvement Strategy 2.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	Develop metacognitive strategies to enable students to become self-regulated learners