School Strategic Plan 2022-2026

Cranbourne Carlisle Primary School (5510)

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VICTORIA State Government | Education and Training

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School vision	At Cranbourne Carlisle Primary School our vision is to ensure all children understand the purpose for their education and are actively involved in planning, monitoring and assessing their learning, building passion and engagement. Our mission is to provide an education that equips all children with the skills, knowledge and understandings that allow them to thrive at school and in life.
School values	Cranbourne Carlisle Primary School's values are Respect, Resilience, Curiosity, Collaboration • We aim to build, develop and extend resilience and positive self-image, with a focus on respecting ourselves, others and the world. • To inspire a passion for learning through building curiosity and collaboration in a supportive learning environment that challenges thinking and inspires excellence
Context challenges	Our school has over 60% of students who come from an EAL background and many of these children do not have an English speaking adult within the home. This makes difficult, communication between home and school as well as the challenges it presents for learning support within the home. We have two MEAs supporting our Afghan community, one supporting our Indian families and one supporting our African students. We do not have on-site language and cultural support for the 16 other nationalities who face the same language barriers. Cultural sensitivities and lack of financial resources for families also impacts upon student involvement in extra-curricular opportunities. Parental engagement in school decision making is difficult due to language and cultural barriers.
Intent, rationale and focus	Over the coming 4 years our school's intent is to improve student academic and wellbeing outcomes with a focus on all students annually achieving 12 months or more growth in Reading, Writing, Number and Algebra. A renewed focus on supporting EAL students will be embedded across all goals. This is important to our school as historical data indicates that 12 months growth is not consistent for all students, especially those who are above benchmark or those children who are PSD funded. Additionally, our staff indicate that they do not feel they have the tools required to effectively offer differentiation and appropriate support for EAL learners. Explicit teaching of wellbeing strategies has begun but lacks consistency across year levels. Our focus is to establish consistent approaches to teaching and learning by embedding our instructional models for literacy and numeracy. We will continue to provide staff with coaching to build pedagogy that supports authentic differentiation and teaching at point of need. Our PLT leaders will be supported to build their data literacy skills and members of the leadership team will continue to attend PLT meetings to ensure consistency across year levels. Our staff meeting schedule will be designed to build collective efficacy through shared weekly learning following the model of FISO 2.0 PLT inquiry cycle. Student wellbeing remains a priority with additional staff employed to create a wellbeing and intervention team. We will refine and further develop our approach to teaching Respectful Relationships and we will develop a whole school tiered intervention and

	support model guided by SWPBS. In the first year of the SSP we will have all staff trained and accredited in delivering EAL curriculum, learning intervention and support. We will have created systems and structures to ensure staff induction and PDP processes are consistent. Documents will be developed that clearly outline our expectations of teaching and learning at CCPS, providing support to understand and implement programs and pedagogy. Student voice and agency will be investigated through focus groups of students and teachers. In the following years of the SSP we will review the introduced structures including the instructional models to ensure these processes are appropriately meeting the needs of teachers, students and families. We will move towards student led conferences rather than parent-teacher meetings. Classroom spaces will include flexible seating options and furniture that supports student choice. Student voice will be included in school wide decision making, including the employment of new staff (where appropriate). Our AToSS data will reflect a more connected group of students & NAPLAN will show more students in the top 2 bands for Reading, Writing and Mathematics.

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Goal 1	To improve student achievement and learning growth, particularly in literacy and numeracy.
Target 1.1	By 2026, increase the percentage of Year 3 students in the top two NAPLAN bands: • Numeracy from 21% (2022) to 29% • Reading from 39% (2022) to 48% • Writing from 49% (2022) to 58%
Target 1.2	By 2026, increase the percentage of Year 5 students in the top two NAPLAN bands: • Numeracy from 9% (2022) to 17% • Reading from 20% (2022) to 28% • Writing from 17% (2022) to 25%
Target 1.3	By 2026, increase the percentage of students assessed as above benchmark growth in NAPLAN: • Numeracy from TBD (2022) • Reading TBD (2022) • Writing TBD (2022)

Target 1.4	By 2026, increase the percentage positive endorsement in the School Staff Survey for the following measures: • Academic emphasis from 62% (2021) to 66% • Guaranteed and viable curriculum from 74% (2021) to 78% • Professional learning through peer observation from 56% (2021) to 60%
Target 1.5	By 2026, increase the percent positive responses score AtoSS for *stimulating learning* from 72% (2021) to 76%.
Target 1.6	By 2026, increase the percentage of students making at or above expected level growth against the Victorian Curriculum in: • Number and Algebra from 61% in 2021 to 66% • Reading and viewing from 74% in 2021 to 80% • Writing from 63% in 2021 to 68%
Key Improvement Strategy 1.a Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Build teacher's curriculum knowledge to utilise a range of assessment strategies to teach to student's point of learning need.
Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Implement the school's Instructional Model to ensure it supports the provision of differentiated teaching practices.
Key Improvement Strategy 1.c 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	Build teacher capability to implement high impact teaching strategies through professional learning, peer observation, feedback, and coaching.

Goal 2	To improve student wellbeing and engagement.
Target 2.1	By 2026, increase the percent positive responses score on AtoSS for the following factors: • Sense of confidence 58% (2021) to 76% • Student voice and agency 55% (2021) to 63% • Managing bullying 56% (2021) to 66% • Effective classroom behaviour 61% (2021) to 70%
Target 2.2	By 2026, increase the percentage positive endorsement in the School Staff Survey for the following measures: • Collective responsibility 75% (2021) to 80% • Collective efficacy 63% (2021) to 67%
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	Research, develop and implement a whole school wellbeing and engagement framework.