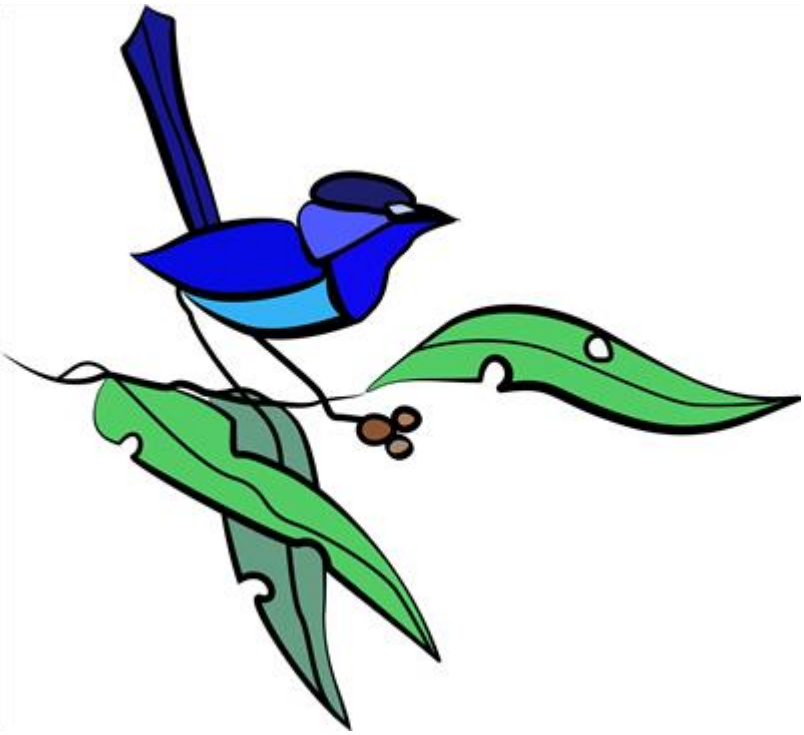
# School Strategic Plan 2018-2022

Christmas Hills Primary School (1362)



Submitted for review by David Tyndall (School Principal) on 20 March, 2019 at 11:15 PM
Endorsed by Clare Read (Senior Education Improvement Leader) on 21 March, 2019 at 08:22 AM

VICTORIA State Government | Education and Training

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| **School vision** | Christmas Hills Primary is committed to providing a safe, stimulating and supportive learning environment that provides students optimal opportunities for academic and personal growth. We are a student-centred learning environment with a strong focus on creative and engaging learning experiences. We are driven to ensure that all children feel valued and respected at all times, by all members of the school community.<br>We aim to ensure outstanding quality teaching whilst promoting a strong sense and understanding of the importance of parents in the education of their children. We seek to foster strong, positive and respectful partnerships between the school and home. |
| **School values** | The Christmas Hills Primary is proud to place the children of our school at the fore of every decision we make. Their needs, interests and well being is the focus of the work we do together each and every day. As a community, we value difference and diversity and work to create a school where individuals are supported, nurtured and allowed to grow and learn in ways that best suit their needs. Our school values are built around our emblem, the Blue Wren, whom we have named 'CHIRPS'. The Values were jointly decided by students, staff and parents and they are: Caring, Honest, Inquisitive, Resilient, Persistent, Sharing. These are the qualities we work to instil in our school community. |
| **Context challenges** | Christmas Hills Primary School is uniquely positioned in a small, bush setting but within reach of more densely populated residential areas. Our small, multi-age classrooms offer incredible benefits for our children. We have much greater scope for support through significantly more one-on-one or small group time with each student. This provides a learning environment that is deeply individualised and focussed on happiness and well-being. The school has the opportunity to further enhance student well-being by fostering positive and respectful attitudes to each other and learning. During the last strategic planning period, the school had a proportion of students with 20 days or more absence that was inconsistent with similar schools. Focus groups with parents and staff indicated to the panel that specific strategies had been trialed to improve the attendance of students with high levels of absence and that some impact had been made but that a structured approach still remains a worthwhile goal.<br><br>Maintaining and affording consistent staffing to create shared responsibility and increased confidence in the delivery of quality educational programs is another challenge for small schools, including CHPS. The school has the ability to prioritise a staffing model that has the capacity to enhance collaborative teaching practices through, collegiate time, observation, moderation, professional development and reflective practices. The school's multi-modal, multi-age learning model is a defining characteristic that needs to be nurtured. A focus on increasing teacher capabilities engaging in collaborative practices and inducting new staff in the implementation of the school's agreed practices continues to be maintained. However, the school recognises that it takes time and resources to develop the expertise to implement the highly personalised learning model and build the trust required to engage in collaborative practices and looks forward to developing this through future involvement in projects and build collective efficacy. |

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| **Intent, rationale and focus** | The school is focused on improving literacy achievement outcomes and learning growth, particularly in Year 5 Reading and Writing. The school community have high expectations for all students and ragard literacy as a key foundation to achieve its aim for students to be decision-makers, problem-solvers and independent learners. The school will prioritise the development of a strong, consistent, explicit and differentiated approach to teaching and learning by improving teacher capabilities through collaborative planning and professional development through projects such as the University of Melbourne Network of Schools (UMnoS).<br><br>Christmas Hills Primary School is committed to fostering a positive climate for learning through a high-quality, stable and consistent teaching and learning model and active and authentic student voice and agency in learning. It is important that students develop positive learning dispositions, increase self-motivation, engagement and confidence. We will build teacher capacity to negotiate assessment methods and criteria with students and use formative assessment to determine individual learning goals. We will continue to develop tools and processes through which students can take ownership of their learning and become increasingly self-directed.<br><br>School climate impacts a wide range of health and well-being outcomes as well as students' motivation to learn and achieve. Student well-being, inclusion and engagement will be at the centre of establishing a framework to develop agreed behaviours that are representative of the school's values for students, staff, parents and the community. A safe, respectful, welcoming, and supportive environment will be improved through revising the school's values with the whole school community, implementing and embedding a whole-school framework for prompting a positive school climate and building the capacity of staff to foster meaningful partnerships with parents and carers. |

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| **Goal 1** | Improve literacy achievement outcomes and learning growth. |
| **Target 1.1** | By 2022, the three-year average for the proportion of students making high NAPLAN relative gain will be at or above 50% for reading and writing. |
| **Target 1.2** | By 2022, the three-year average for the proportion of students in the top 2 bands of NAPLAN will be at or above:<br>• Year 3 - 70% in reading and 60% in writing.<br>• Year 5 - 70% in reading and 60% in writing. |
| **Target 1.3** | By 2022, teacher judgements will show 100% of students will be at or above the expected level in reading and viewing and writing. |
| **Target 1.4** | By 2022, staff survey results for *Use data for curriculum planning* will increase from 33% to 67%. |
| **Key Improvement Strategy 1.a**<br>Evaluating impact on learning | Build teacher capacity to moderate assessment and use data to diagnose student learning needs and plan for learning. (CPA) |

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| **Key Improvement Strategy 1.b**<br>Evidence-based high-impact teaching strategies | Build the capacity of teachers to use evidence-based high impact teaching strategies. (HITS). |
| **Key Improvement Strategy 1.c**<br>Intellectual engagement and self-awareness | Teachers build student capacity to monitor and evaluate their own achievement and co-design aspirational goals with students. (IESA) |
| **Goal 2** | To increase student voice and agency in learning. |
| **Target 2.1** | By 2022, Attitudes to School percentage positive responses for:<br>• *Student voice and agency* will increase from 80% to 92%.<br>• *Motivation and interest* will increase from 70% to 90%.<br>• *Effective teaching time* will increase from 83% to 92%.<br>• *Self-regulation and goal setting* will increase from 85% to 95%.<br>• *Learning confidence* will increase from 65% to 90% |
| **Target 2.2** | By 2022, the percentage positive response on the Parent Opinion survey for *Stimulating learning environment* will increase from 89% to 95%. |
| **Key Improvement Strategy 2.a**<br>Empowering students and building school pride | Build teacher capacity to negotiate assessment methods and criteria with students and use these to determine individual learning goals (ESBSP). |
| **Key Improvement Strategy 2.b**<br>Intellectual engagement and self-awareness | Develop tools and processes for teachers to assist students to take ownership of their learning to become increasingly self-directed (IESA). |

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| **Goal 3** | To improve student wellbeing, inclusion and engagement. |
| **Target 3.1** | By 2022, Staff survey percentage positive endorsement for:<br>• *Staff trust in students and parents* will increase from 62% to 80%.<br>• *Parent and community involvement* will increase from 77% to 85%. |
| **Target 3.2** | By 2022, Parent opinion survey percentage positive responses for:<br>• *Parent participation and involvement* will increase from 71% to 84%.<br>• *School pride and confidence* will increase from 88% to 95%. |
| **Target 3.3** | By 2022, Attitudes to School percentage positive responses for:<br>• Resilience will increase from 75% to 90%.<br>• Learning confidence will increase from 65% to 90%. |
| **Key Improvement Strategy 3.a**<br>Vision, values and culture | Revise the school's values with the whole school community. (VVC) |
| **Key Improvement Strategy 3.b**<br>Setting expectations and promoting inclusion | Implement and embed whole-school framework setting high expectations for a positive school climate. (HW) |
| **Key Improvement Strategy 3.c**<br>Parents and carers as partners | Build the capacity of staff to foster meaningful partnerships with parents and carers. (PCP). |