

School Strategic Plan 2022-2026

Castlemaine Primary School (0119)



**Castlemaine
Primary School
N° 119**

Submitted for review by Peter Mcconnell (School Principal) on 15 May, 2023 at 11:16 AM

Endorsed by Leonie Roberts (Senior Education Improvement Leader) on 15 May, 2023 at 11:16 AM

Awaiting endorsement by School Council President

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School vision	Castlemaine Primary School's vision is to empower students to reach their personal best.
School values	<p>Castlemaine Primary School's values are Respectful, Responsible, Learning and Community.</p> <ul style="list-style-type: none"> - We are respectful towards ourselves and each other, our school and personal resources, and our built and natural environment. - We are responsible for our own behaviour, for our school and personal resources, and our built and natural environment. - We are committed to learning, developing skills and strategies that will help us succeed in life. - We are committed to community, developing positive relationships within our school, local and global communities.
Context challenges	<p>PRSE self evaluation & review found the key challenges for the school are to:</p> <ul style="list-style-type: none"> • enhance student engagement and agency in learning • continue to focus on student connectedness and wellbeing, including attendance • foster opportunities for Student leadership • ensure learning growth for all students • refine and mature Professional Learning Communities • encourage and proactively involve parents and carers as partners in learning • implement a process to engage all stakeholders, which results in consistency in approach to behaviour management
Intent, rationale and focus	<p>Intent: Enhance students' engagement and agency in learning Rationale: Through the PRSE and Review process, it was identified that school was Evolving on the FISO element of Engagement. Focus: To implement student learning goals in literacy and numeracy. Build teaching knowledge to support students to develop authentic learning goals. Strengthen the role of the SRC in the school. Develop re-engagement plans for students with chronic absences. Develop a whole school action plan approach to student absences. Professional learning for staff around providing authentic feedback to students.</p>

Intent: Learning growth for all students

Rationale: The PRSE and Review process found that students achieved high levels in NAPLAN, particularly for Reading and Writing, however growth was not as visible in the NAPLAN data or teacher judgements, suggesting that the capacity for promoting, monitoring and achieving growth was an area for priority development.

Focus:

Build teachers data literacy.

Provide professional learning around the Department literacy and numeracy resources.

Use PLC as a vehicle for professional learning.

Strengthen the peer observation program across the school.

Develop an evidence based instructional model for mathematics.

Developed a School Improvement Team to monitor plan and oversee the implementation of the school strategic plan.

Maintain and monitor the implementation of literacy across the school.

Strengthen and teacher capacity to moderate and triangulate student assessment data.

Conduct mathematics focused parent – family sessions to educate parents in contemporary approaches to the teaching of mathematics.

Provide support to parent – carers with supporting their child with literacy and numeracy learning at home.

Intent: Develop competent, resilient students equipped to thrive in the contemporary world.

Rationale: Throughout the PRSE and Review process, students revealed high levels of dependence on staff for decision making, and limited opportunities for them to evaluate and plan their own learning. A universal and explicit approach to fostering positive behaviour, resilience and respect was highlighted as a focus for the next Strategic Plan.

Focus:

Collaborate to document the school wide approach to behaviour management.

Development of Berry St non-negotiables.

Establish a Wellbeing school improvement team.

Strengthen relationships with stakeholders eg Nalderun and CSC.

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Goal 1	Enhance students' engagement and agency in learning.
Target 1.1	By 2026, increase the percentage positive endorsement on the AtoSS for: <ul style="list-style-type: none"> • Stimulated learning from 63% in 2021 to 80% • Student voice and agency from 51% in 2021 to 70% • Attitudes to attendance from 71% in 2021 to 86%
Target 1.2	By 2026, reduce the percentage of students with 20 or more days absent from 57% in 2022 to 20% or less.
Key Improvement Strategy 1.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Empower children to identify and evaluate their next steps in learning.
Key Improvement Strategy 1.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Build teacher capacity to activate student voice and agency
Key Improvement Strategy 1.c Activation of student voice and agency, including in leadership and learning, to	Strengthen leadership opportunities and pathways for all students

strengthen students' participation and engagement in school	
Key Improvement Strategy 1.d Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Embed a whole school approach to improving student attendance
Goal 2	Learning growth for all students
Target 2.1	By 2026, increase the percentage of students indicating positive endorsement on the student Attitudes to School Survey (AtoSS) for: <ul style="list-style-type: none"> • Differentiated learning challenge from 77% in 2021 to 85% • Self-regulation and goal setting from 70% in 2021 to 85%
Target 2.2	Target to be developed based on NAPLAN results when revised approaches to analysis and presentation of data become available
Target 2.3	By 2026 increase the percentage of Year 1-6 students demonstrating at or above expected growth in learning on the Vic Curriculum as measured by Semester 2 Teacher Judgements for: <ul style="list-style-type: none"> • Reading and Viewing from 69% in 2022 to 85% • Writing from 68% in 2022 to 85% • Number and Algebra from 61% in 2022 to 80%

Target 2.4	By 2026, increase the percentage of staff indicating positive endorsement on the School Staff Survey for Academic emphasis from 74% in 2022 to 80%
Key Improvement Strategy 2.a Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Enhance teacher capacity to use assessment data to plan, implement and monitor differentiated learning.
Key Improvement Strategy 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Promote collaboration through PLCs to modify teacher practice to improve student outcomes.
Key Improvement Strategy 2.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop consistent, high quality instructional practice in mathematics.
Key Improvement Strategy 2.d Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Engage parents and carers as partners in learning
Goal 3	Develop competent, resilient students equipped to thrive in the contemporary world.
Target 3.1	By 2026 increase the percentage positive endorsement on the AtoSS for:

	<ul style="list-style-type: none"> • Perseverance, from 65% in 2021 to 77% • Resilience, from the percentage attained in 2022 (when data becomes available) to an aspirational percentage informed by available data from Castlemaine PS, similar schools, network and state • Sense of connectedness, from 64% in 2021 to 84% • Effective classroom behaviour from 66% in 2021 to 80%.
Target 3.2	<p>By 2026, increase the percentage positive endorsement on the SSS for:</p> <ul style="list-style-type: none"> • Trust in students and parents from 79% in 2022 to 85%
<p>Key Improvement Strategy 3.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>	Strengthen the wellbeing structures, processes and practices to support student wellbeing
<p>Key Improvement Strategy 3.b 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>	Embed a consistent approach to behaviour management across the school that supports the needs of current and future students
<p>Key Improvement Strategy 3.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	Foster relationships within and beyond the school community to enhance students' world view and connectedness

