School Strategic Plan for Cairnlea Park Primary School
Western Metropolitan Region
2013-2016

<table>
<thead>
<tr>
<th>Endorsement by School Principal</th>
<th>Signed .............................. (Principal's signature)</th>
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<tbody>
<tr>
<td>Name</td>
<td>Glenn Knight</td>
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<tr>
<td>Date</td>
<td>November 19th 2012</td>
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<thead>
<tr>
<th>Endorsement by School Council</th>
<th>Signed .............................. (School Council President's signature)</th>
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<tbody>
<tr>
<td>Name</td>
<td>Mile Kotoski</td>
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<td>Date</td>
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<tr>
<th>Endorsement by Regional Director or nominee</th>
<th>Signed .............................. (Regional Director or nominee's signature)</th>
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<td>Name</td>
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### School Profile

<table>
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<tr>
<th>Purpose</th>
<th>Our purpose at Cairnlea Park Primary School is to develop in our students a love of life-long learning and social competencies in a creative and co-operative way.</th>
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</table>
| Values  | Our school has the following values: Respect, Responsibility Kindness, Excellence, Friendship, Caring and Acceptance. We live these values daily through the B4U Act program by following these principles:  
- Be Kind  
- Be Safe  
- Be Responsible  
- Be Your Best  
in the playground, in classrooms, at the canteen and in corridors and walkways |
| Environmental Context | Cairnlea Park Primary School is located approximately 20 kilometres west of Melbourne’s CBD. The school is centred on the newly developed suburb of Cairnlea but has been in existence since 1874 when it was known as Deer Park Primary School, changing its name in 2010. Due to the rapid growth of new housing in Cairnlea, enrolment have grown from 212 at the end of 2004 to nearly 900. The school has a very diverse enrolment with families originating from many countries in Asia, the Middle East and Eastern Europe. The school has an SFO of .6134 and approximately 48% of families receive the EMA. Enrolments are currently in the 870-890 range and should reach 900+ in 2013. The school is considering applying for an enrolment ceiling due to the enrolment numbers. The school places great emphasis on 21st century learning with an ever expanding use of ICT to enhance student learning. A 1:1 netbook program operates in years 4, 5 and 6 and iPads are being introduced across the Prep-Year 2 area. Interactive white boards are installed in every classroom.  
The e5 instructional model is used across the school and is supported by a targeted school based coaching and professional learning program. The school grounds are well developed with large areas of artificial turf installed along with an extensive range of shaded play equipment. The oval has been redeveloped and is usable most school days, except when extremely wet.  
All rooms are well resourced and are both heated and air-conditioned. An area of concern is the lack of a large meeting area for staff conferences and collegiate activities.  
The school also hosts the Western Special Assistance Unit-Language which caters for up to 12 students from western suburban schools who have a diagnosed severe language disorder. |
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<th>Strategic Intent</th>
<th>Goals</th>
<th>Targets</th>
<th>Key Improvement Strategies</th>
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<tr>
<td><strong>Student Learning</strong></td>
<td>To improve learning outcomes for students from Prep to Year 6 in the areas of English and Mathematics through a whole school model of agreed teacher practice.</td>
<td>The percentage of students at or above the expected standards against VELS/AusVELS will increase from 74% in 2011 to 90% in 2016.</td>
<td>Enhance the teaching and learning practices (Year Prep to Six) through the development of an agreed school-wide pedagogy based on the e5 instructional model.</td>
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<td><strong>Student Engagement and Wellbeing</strong></td>
<td>To promote social skills and levels of engagement to ensure students feel safe, happy and stimulated.</td>
<td>Student attendance levels to be at or below 10 days of absence by 2016 for 90% of the Year Prep to Six students.</td>
<td>Promote improved levels of student attendance through the implementation of strategies and programs that target levels of absence and late coming.</td>
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<tr>
<td><strong>Student Pathways and Transitions</strong></td>
<td>To provide a seamless and effective program for students into, through and out of the school</td>
<td>By 2016, parent opinion survey means to be above State means annually.</td>
<td>Ensure the transition process is a positive experience for all involved and supports students in their learning.</td>
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## Key Improvement Strategies
(KIS across the three student outcomes areas)

To improve learning outcomes for students from Prep to Year 6 in the areas of English and Mathematics through a whole school model of agreed teacher practice.

### Year 1
- Use e5 as basis for staff discussion of teaching and learning approaches focused on improving teacher practice.
- Review the whole school Teaching and Learning pedagogy statement. Document and communicate the policy to all sections of the school.
- Formulate a strategy for implementing the “Inquiry Approach” throughout the school.
- Develop the skills of PLT leaders. Ensure PLT Planning and review is based on the Strategic Plan and current student learning data.
- Establish a strategic, data driven coaching program for English and Mathematics with internal coaches and an external consultant for reading.

### Year 2
- Review Cairnlea Park Primary School Assessment and Reporting Plan to incorporate AusVELS in English and Mathematics.
- Professional Learning Teams focus further on improved teacher assessment practices and clear understanding of AusVELS progression points.
- Develop practice of regular use of achievement data in Professional Learning Teams to drive teacher planning.
- Extend student enrichment and extension programs across the school.

### Year 3
- Review the school Languages Program and survey the school community.
- Review as required aspects of the Literacy and Numeracy program based on AusVELS.
- Review the Teacher Recognition and Improvement Program.

### Year 4
- Implementation of revised Languages Policy based on AusVELS.
- Implementation of the revised Teacher Recognition and Improvement Program.

### Achievement Milestones
(Changes in practice and behaviours)

- Introduce formally the e5 Instructional Model
- Teaching and Learning Policy implemented throughout the school.
- Professional Development provided to staff on the “Inquiry Approach” with evidence of implementation in planning documents.
- Provide ongoing mentoring and Professional Development to PLT leaders through regular timetabled meetings.
- Each team will have access to coaching to assist with planning and interpreting student performance data and building teacher capacity.

- All staff using AusVELS progression points as basis for assessments.
- Continue regular, timetabled Professional Learning Team meetings focusing on e5 Instructional Model, pedagogical and moderation issues.
- Teacher Recognition and Improvement Plans (TRIP) to continue to demonstrate the use of performance data for class planning.
- Implement a student enrichment and enhancement Program.

- Develop a revised Languages Policy based on AusVELS.
- All staff using e5 in their daily practice with an emphasis on the Inquiry Approach.
- All teachers successfully differentiating the curriculum in their planning to cater for and engage all students.

- New Languages Policy introduced and implemented across the school.
- New Teacher Recognition and Improvement Program introduced and implemented throughout the school.
To promote social skills and levels of engagement to ensure students feel safe, happy and stimulated.

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<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
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| - Extend the student leadership/student voice across the school.  
- Develop a Community Connectedness Program with a specific focus on the Asian Community  
- Develop a communication forum for chronic absenteeism  
- Implementation of the B4U Act Program. | - Leadership training for Year five students  
- Extend the Community Connectedness Program for working parents with a specific focus on the Asian Community  
- Investigation of Restorative Practices. | - Establish a Student Attendance Support Group for students with a high level of student absence.  
- Review the system of transitioning late comers into classrooms.  
- Implementation of Restorative Practices throughout the school. | - Review B4U Act program  
- Extend the Student Attendance Support Group for students with a high level of student absence. |
| | | | - Student Engagement Coordinator to liaise regularly with Junior School Council and School Captains.  
- Student Engagement, ESL coordinators and Multicultural Aides to hold regular information sessions with EAL parents.  
- Regular section in the newsletter with information on the effects of high level absences.  
- Increased personal responsibility for student behaviour. | | - Student Engagement Committee consult with staff to evaluate B4U Act program.  
- Regular meetings to promote time management and strategies to ensure punctuality. |
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<tr>
<th>Year</th>
<th>Activities</th>
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| **Year 1** | - Develop and implement a strategic approach to the induction of new arrivals across all year levels.  
- Review the current processes for student transition into, through and out of the school.  
- Revise current kindergarten to prep transition program, through parent and teacher feedback and survey.  
- Conduct a focus group with Asian Community parents with an emphasis on successful transition to school.  
- Student Engagement Coordinator to oversee the induction of new arrivals to the school.  
- Student Engagement Team to revise and develop new Transition Policies and Procedures  
- New Prep Transition Program implemented  
- Asian Community will develop a greater sense of connectedness to Cairnlea Park Primary School. |
| **Year 2** | - Protocols and processes established for transition of students from year to year with trial whole school transition program implemented in last week of school.  
- Review the current processes for the sharing of student information from year to year between staff.  
- Continue focus groups with Asian Community parents with Student Engagement Coordinator and the assistance of the Multi-Cultural Aides.  
- All year levels participate in transition program in last week of school year.  
- All student files and portfolios will be kept electronically on Student Management and Reporting Tool (SMART) enabling class teachers to access all relevant student information.  
- The Asian Community will continue to develop a greater sense of connectedness to Cairnlea Park Primary School. |
| **Year 3** | - Use student performance data to track student learning through the school and consider impact of movement and change on student learning.  
- Continue the PLT focus on successful student transition throughout the school.  
- Extend focus groups for the working Asian Community parents with Student Engagement Coordinator and the assistance of the Multi-Cultural Aides.  
- Critical movement points (between AusVELS levels) documented and understood by teachers.  
- In PLT meetings teachers regularly use SMART to track, monitor and discuss student learning.  
- The Asian Community will continue to develop a greater sense of connectedness and pride in Cairnlea Park Primary School. |
| **Year 4** | - PLT focus on review of current school processes that assist students to move into the school at times other than prep entry.  
- Protocols and processes established for the transfer of students into the school during the year.  
- Evaluation of transition protocols and processes throughout the school.  
- Transition processes for entry students, at times other than prep, put into action.  
- Transition programs evaluated. |