

School Strategic Plan 2020-2024

Cairnlea Park Primary School (1434)



Submitted for review by Mark Mills (School Principal) on 01 February, 2021 at 10:11 AM
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Endorsed by Sandy Gregg (School Council President) on 02 February, 2021 at 02:10 PM

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School vision	<p>Cairnlea Park Primary School aims to develop enthusiastic and lifelong learners, striving to reach their full potential in an atmosphere of cooperation and respect. Cairnlea Park Primary School's objective is to ensure that all students leave our school with skills which will enable them to become independent lifelong learners.</p>
School values	<p>Cairnlea Park Primary School's mission is to provide educational excellence through stimulating learning programs in an affirming, secure and structured learning environment. Our motto "Our Best Always" and school values underpin our philosophy and these values are embedded in our teaching and learning programs.</p> <p>Cairnlea Park Primary School's values are :</p> <ul style="list-style-type: none"> Be Kind Be Safe Be Responsible Be Your Best <p>At Cairnlea Park Primary school we are kind to others, ourselves and the environment around us. We treat everyone with tolerance, acceptance and understanding. We act safely and show care for others and are responsible for the management of our own behaviour and learning. We are encouraged to be confident, positive, persistent and resilient, and to strive for our personal best. We always try our hardest and encourage others to do the same</p>
Context challenges	<p>The Panel found that a barrier to improving outcomes in writing was that a cohesive and whole-school approach to the teaching of writing had yet to be fully implemented. The school's approach to developing literacy had firstly focussed on reading, with the intention of moving to writing once other practices had been embedded. Some practices were transferrable to writing, such as the use of an instructional model and the development of a guaranteed and viable curriculum. The assessment of writing, moderation of assessment within and across teams, and differentiated planning to support the learning growth of each students were practices not yet fully established. Teacher efficacy in the teaching of grammar was identified as an issue and this triggered the development of a curriculum scope and sequence and glossary of terms for grammar being documented. Professional learning was also provided. Assessment and intervention were available from Foundation. Progress was made in Foundation to Year 3 in NAPLAN writing outcomes with the Year 3 target being met. Impact was yet to be seen at Year 5. The Panel agreed that improvement in student learning outcomes in writing remained a priority.</p>
Intent, rationale and focus	<p>Improve the student learning outcomes in literacy The percentage of students achieving in the top two bands of NAPLAN writing decreased from 65% in Year 3 2017 to 17% in Year 5, 2019. The percentage of students achieving high benchmark growth for writing was 20% in 2019, equal to similar schools and lower than the state. Teacher judgement data for reading growth showed 18% of students achieving above expected growth, below that for NAPLAN high benchmark growth of 31%. The Panel recommended this to be a continuing priority for the next school strategic plan.</p> <p>Improve the student learning outcomes in numeracy The percentage of students in the top two bands of NAPLAN numeracy in Year 3 in 2017 was 49% and in Year 5 2019 was 35%. The drop in the percentage of students in the top two bands of NAPLAN numeracy was a consistent pattern between 2016 and 2019. The percentage of students with high benchmark growth for numeracy in NAPLAN decreased from 42% in 2016 to 21% in 2019. The Panel recommended numeracy be a continuing priority for the next school strategic plan.</p> <p>Empower students to have agency in their learning During classroom observations, the Panel found that students had limited opportunities to have voice and agency in learning. Practices to support students to set goals and monitor their progress were inconsistent. Student focus group feedback to the Panel confirmed this finding as did data from the AtoSS for the student voice and agency factor. The Panel agreed this was an area of priority for the next school strategic plan.</p>

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Goal 1	Improve the student learning outcomes in literacy
Target 1.1	By 2024, increase the percentage of students in the top 2 bands of NAPLAN writing for Year 5 from 17% in 2019 to 25% in 2024
Target 1.2	By 2024, increase the percentage of students with high benchmark growth for NAPLAN writing from 20% in 2019 to 24% in 2024
Target 1.3	By 2024, increase the percentage of student with medium and high benchmark growth in reading from 79% in 2019 to 85% in 2024
Target 1.4	By 2024, increase the percentage of students making high expected growth using teacher judgement for reading from 18% in 2019 to 25% in 2024 and for writing from 13% in 2019 to 20% in 2024
Key Improvement Strategy 1.ay Building practice excellence	Develop the pedagogical skills of teachers to embed a whole-school approach to the teaching of reading and writing
Key Improvement Strategy 1.by Curriculum planning and assessment	Strengthen formative assessment practices
Key Improvement Strategy 1.cy Building practice excellence	Develop a professional learning team process that engages teachers in a reflective cycle of planning, pedagogy and assessment using evidence-based strategies
Goal 2	Improve the student learning outcomes in numeracy
Target 2.1	By 2024, increase the percentage of students with NAPLAN high benchmark growth for numeracy from 21% in 2019 to 30% in 2024
Target 2.2	By 2024, increase the percentage of students making at or above expected growth using teacher judgement data for number and algebra from 81% in 2019 to 85% in 2024
Target 2.3	By 2024, increase the percentage of students reported by teacher judgement as above the expected level in number and algebra from Foundation to Year 6 from 26% in 2019 to 32% in 2024
Key Improvement Strategy 2.ay Curriculum planning and assessment	Develop teacher curriculum knowledge to confidently move students along the numeracy continuum
Key Improvement Strategy 2.by	Deepen teacher effectiveness in applying the instructional model to target the learning opportunities for each student

Building practice excellence	
Key Improvement Strategy 2.cy Intellectual engagement and self-awareness	Develop and embed the use of rubrics for the essential learnings in numeracy to support students to be self-regulated learners
Goal 3	Empower students to have agency in their learning
Target 3.1	By 2024, increase the percentage positive endorsement on the SSS for: <ul style="list-style-type: none"> • collective efficacy from 78% in 2019 to 81% in 2024 • seek feedback to improve from 73% in 2019 to 81% in 2024 • professional learning through peer observation and feedback from 44% in 2019 to 55% in 2024
Target 3.2	By 2024, increase the percentage positive response on the AtoS for: <ul style="list-style-type: none"> • sense of confidence from 87% in 2019 to 89% in 2024 • student voice and agency from 77% in 2019 to 84% in 2024 • effective classroom behaviour from 83% in 2019 to 86% in 2024
Target 3.3	By 2024, increase the percentage positive response on the POS for: <ul style="list-style-type: none"> • effective teaching from 82% in 2019 to 88% in 2024 • student voice and agency from 77% in 2019 to 82% in 2024 • student motivation and support from 81% in 2019 to 88% in 2024
Key Improvement Strategy 3.ay Empowering students and building school pride	Develop a shared understanding of student voice and agency, and the pedagogy that supports it
Key Improvement Strategy 3.by Building practice excellence	Build the capabilities of teachers to plan and implement classroom practices that support students to take responsibility for their learning
Key Improvement Strategy 3.cy Empowering students and building school pride	Develop the capabilities of students to set goals, monitor their progress and provide feedback about their learning