

School Strategic Plan 2019-2023

Clayton South Primary School (4384)



Submitted for review by Megan Dell (School Principal) on 19 November, 2019 at 04:21 PM

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School Strategic Plan - 2019-2023

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School vision	At Clayton South Primary School, children are encouraged as individuals to achieve their best. We provide a happy, caring and stimulating environment. We work in a diverse community and do so with a sense of commitment and pride. Above all, we want their school experience to allow them to dream, imagine, be resilient and display respect and kindness to themselves, those around them and the environment.
School values	<p>Clayton South Primary School is a welcoming, dynamic learning community in which all have a sense of belonging and being valued. We are inspired lifelong learners, making a contribution to a better future.</p> <p>Our School Values Are:</p> <p>Community—feel valued, safe and supported in an environment that celebrates diversity</p> <p>Accepting—recognise and value the different cultures that exist in our community</p> <p>Respectful—friendly interactions between teachers, students and the community</p> <p>Excellence—value learning and achieve to their full potential</p> <p>Self- confidence—motivated with a positive attitude</p>
Context challenges	<p>Context:</p> <p>Clayton South primary is located in South Clayton, approx 27 kilometers from the Melbourne CBD. The school was founded in 1929. The school grounds include an indoor multi-purpose hall, three main buildings central openspaces and a of portables. The grounds includes thress seperate adventure playgrounds, two basketball and netball courts, and a school oval. Enrolments are approximately 125 students. Over the past four years, this has remained relatively stable. The school provides an approved curriculum framework differentiated to meet students needs. Specialist subjects include Physical Educaiton, Spanish (LOTE), and Visual Arts</p> <p>Challenges:</p> <ul style="list-style-type: none">* Tranisent population* high number of families who take exteneded overseas holidays during the school term

	<ul style="list-style-type: none"> * language barrier due to high percentage of EAL (over 50% of enrolments) * Lack of parent involvement in the classroom * Low Foundation enrolments * inability to retain younger staff due to lack of opportunities
Intent, rationale and focus	<p>Intent: Reduce the variability of teacher knowledge, expertise, and instructional practice across the school</p> <p>Rationale: Excellence in teaching correlates with students achieving their potential to optimise and accelerate the learning and growth of every student</p> <p>Focus: Building practice excellence / Achievement / intellectual engagement & self awareness / Engagement</p>

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Goal 1	To improve achievement outcomes in literacy and numeracy for every student
Target 1.1	<ul style="list-style-type: none">• By 2023, the percentage of Year 5 students assessed at or above the national minimum standard in NAPLAN reading will increase from 64% (2018) to 75%• By 2023 the percentage of Year 5 students assessed at or above the national minimum standard in NAPLAN numeracy will increase from 72% (2018) to 80%• By 2023 the percentage of Year 5 students assessed at or above the national minimum standard in NAPLAN writing will increase from 66% (2018) to 75%
Target 1.2	<p>By 2023, the percentage of Year 5 students assessed at achieving medium and high relative growth in reading will increase from 53% (2019) to at least 75% as measured by NAPLAN results</p> <p>By 2023, the percentage of Year 5 students assessed at achieving medium and high relative growth in writing will increase from 81% (2019) to at least 90% as measured by NAPLAN results</p> <p>By 2023, the percentage of Year 5 students assessed at achieving medium and high relative growth in numeracy will increase from 72% (2019) to at least 90% as measured by NAPLAN results</p>
Target 1.3	Every student will achieve at least one year's growth in English and Maths in teacher judgements. Student achievement will be tracked and measured through the use of a whole school data tracking program

Key Improvement Strategy 1.a Building practice excellence	Monitor and evaluate practice through the implementation of PLCs with an emphasis on data literacy to drive student achievement
Key Improvement Strategy 1.b Evidence-based high-impact teaching strategies	Embed the Clayton South Primary School Model for Learning and Assessment, targeting the use of high impact teaching strategies
Key Improvement Strategy 1.c Intellectual engagement and self-awareness	Build teacher capability to use data and a range of assessment strategies to appropriately challenge students and meet their needs
Goal 2	To build student voice and agency in learning across the school
Target 2.1	By 2023, improve positive student endorsement of <i>student voice and agency</i> from 91% to 95% (AtoSS)
Target 2.2	By 2023, improve positive parent endorsement of <i>student voice and agency</i> from 89% to 95% (Parent Opinion Survey)
Target 2.3	By 2023, improve positive teacher endorsement of <i>collective efficacy</i> from 81% to 90% (Teacher Opinion Survey)

<p>Key Improvement Strategy 2.a Empowering students and building school pride</p>	<p>To develop a common understanding of student voice and agency in learning</p>
<p>Key Improvement Strategy 2.b Intellectual engagement and self-awareness</p>	<p>Provide opportunities for students to actively contribute to curriculum design, planning and implementation</p>
<p>Key Improvement Strategy 2.c Empowering students and building school pride</p>	<p>Develop explicit strategies to embed student voice, agency and leadership within planning and the curriculum delivered</p>