School Strategic Plan for Camp Hill Primary School
1976
2016-2019

Endorsements

Endorsement by School Principal	Signed……………………………………. Name Leonie Roberts Date 20.10.2015
Endorsement by School Council	Signed……………………………………. Name Sam Cook Date 20.10.2015 School Council President's endorsement represents endorsement of School Strategic Plan by School Council
Endorsement by the delegate of the Secretary	Signed……………………………………. Name…………………………………………. Date…………………………………………

School Profile

Purpose	The purpose of Camp Hill Primary School is to develop and nurture life long learners within an engaging, global learning community, where the uniqueness and contributions of individuals are valued, shared and celebrated.
Values	Following are the core values in which underpin our purpose and are the guiding principles of our school: Caring: Being kind, helpful and sympathetic towards other people Honesty: To always tell the truth Confidence: Believing in yourself and others Trust: Safely express opinions, beliefs, thoughts and feelings in a secure environment Respect: Recognising the rights, feelings, wishes and individual differences of others through our speech and manners
Environmental Context	Camp Hill Primary School is centrally located in Rosalind Park, with most students either driven or walking to and from school. The school has a very strong and positive reputation within the Bendigo community and as a result is seen as a desirable location for parents to enrol their children. These factors contribute to the number of enrolment enquires outnumbering the number of vacancies within the school, particularly in the Prep area. The school enrolment procedure is guided by a School Neighbourhood Zone and policy, which was developed in conjunction with the DET Regional Office. Camp Hill Primary School aims to develop in each student an ability to maximise their potential and respect for themselves and others. We maintain and continue to build a peaceable school, where the school culture is positive, stimulating, harmonious and safe. We uphold the principles of healthy living which influences policies and practices within

the school. Recently the school was acknowledged for the practices in place in this area when it won the 2015 Peoples' Choice Award as Bendigo's Healthiest School.

The range of specialist programs is seen as a strength of the school and highly valued by students and the school community. The quality of these programs add depth to the teaching and learning offered at Camp Hill Primary School. The following specialist classes operate: Visual Arts, Performing Arts, Library, languages: Indonesian p-6 and Chinese 5-6, Reading Recovery and Sustainable Practices. Additional Performing Arts experiences available to students include: the Short Circus, dance troupes, Rhythm Band and Choir. The students involved in these groups represent Camp Hill Primary School at many regional events. In 2014 and 2015 as part of the Bendigo Team China group of schools, a staff member and five students undertook a 9 day immersion program in China.

Treating students with respect, compassion and setting high expectations of behaviour and learning is essential if we are to expect students to model these traits. The overall learning environment and tone of Camp Hill Primary School reflects this. The school also uses the Restorative Practices approach to repair the damage when students make poor decisions in the playground. The school has a team of staff designated to address specific welfare needs of our students and families. The team lead by the Assistant Principal includes a student welfare worker, a psychologist, a social worker and speech therapist. Many outside organisations are actively involved in the school, as the school endorses a concept of "continuity of care" and "partnerships between the school and the community" as the key to improving the services provided to students and their families.

In response to supporting our community, the school has undertaken to offer a number of welfare based programs to assist parents. These actions are perceived as a positive aspect of the school. Parenting Programs have been initiated to provide support for parents in developing positive relationships with their children. These programs and services have been geared to improve service by recognising the school community's needs beyond learning and academia.

The school has 2 principal class staff, 1 leading teacher and 31 teachers and 6 Education Support staff (some teaching and ES staff are employed part time). The school staffing profile includes Multicultural Educational Support staff members who are employed by the Greater Bendigo English As an Alternative Language Governance Team.

	The explicit teaching of literacy and numeracy skills is a priority across all year levels and teachers work closely in teams to develop and document whole school yearly, termly and weekly planners for Literacy and Numeracy. This ensures a consistent, whole school approach is achieved and enhanced student learning outcomes are realized. Students have Individual Learning Plans where needed and staff and parents work together in a cooperative and supportive environment. Camp Hill Primary School is an open, friendly and caring school that strives to provide quality education that maximizes all student abilities and produces well-adjusted, responsible and self-reliant students.
Service Standards	• The school commits to creating a culture of high expectations and high achievement • The school commits to the provision of a whole school challenging and engaging learning program • The school guarantees all students access to a broad, balanced and flexible curriculum including skills for learning and life. • The school provides a safe and stimulating learning environment to ensure all students can achieve their full potential. • All students will receive instruction that is adapted to their individual needs. The learning of all students is supported through a differentiated learning program. • The school commits to the active sharing of its vision and goals, to ensure school community engagement in the school's strategic plan. • The school fosters close links with parents and the broader school community through its commitment to open and regular communications. • The school will support families to engage in their child's learning. The school commits to timely communication with our school community. This regular open communication includes apps, webpage, weekly newsletter, term curriculum updates/class newsletters, informal parent meetings student progress reports, parent information events and parent teacher interviews.

Strategic Direction

Achievement		Key improvement strategies
Goals	To improve Student outcomes in Literacy and Numeracy	1. Build capacity and disposition of staff to develop a shared understanding of highly effective instructional strategies which are consistently implemented by teachers.
Targets	1. All students deemed capable make one years expected growth in numeracy and literacy as measured by Ausvels/Victorian curriculum. (Benchmark pending awaiting 2015 data) 2. NAPLAN relative growth for a least 75% of Year 5 students to remain at either medium or high growth in reading and writing. The relative growth for numeracy and spelling to move from 25% of students making low growth to 75% of students making medium/high growth.	2. Enhance the capacity of staff to develop sustainable avenues that promote student agency across the school, and in particular in their learning. 3. Build staff capacity in the use of data to develop and implement a personalized learning model.
Theory of action (optional)	Improving teacher capacity in teaching and learning will improve student outcomes If we connect feedback to student goals, then students will be empowered, progress will accelerate and curiosity will be enhanced.	

Year 1 KIS	Actions	Success criteria
1.Build capacity and disposition of staff to develop a shared understanding of highly effective instructional strategies which are consistently implemented by teachers.	• Commence documenting a whole school scope and sequence of essential learning for mathematics	• Mathematics planning documents reflecting depth and breadth of curriculum content.
	• With the use of a Mathematics coach develop a shared understanding of highly effective instructional strategies in mathematics, which are implemented school wide.	• Mathematics relative growth in NAPLAN demonstrates a positive increase.
	• Expose teachers to the new Victorian Curriculum.	• The Victorian Curriculum is evident in some planning documents.

	• Employ a literacy coach to develop a shared understanding around the core components of the Reading Block in Years 3-5.	• Planning documents reflecting a more consistent approach across the 3-5 year levels
	• A continued focus on identifying an agreed Spelling and Grammar school-wide approach.	• An agreed Spelling and Grammar documented curriculum with essential learnings in a scope and sequence.
	• Build teacher capacity, confidence and practice in relation to teaching and assessing spelling, punctuation and grammar.	• Pedagogical knowledge gained from professional learning is evident in classroom programs.
	• Leadership to consult with teachers around possible meeting structure changes to enable increased team planning time.	• Change to meeting structures to reflecting more teacher planning time.
2.Enhance the capacity of staff to develop sustainable avenues that promote student agency across the school, and in particular in their learning.	• Leadership team to investigate increased student agency in goal setting around student learning and in particular articulation of their learning.	• Leadership team has the capacity to work with teachers around conditions to promote student agency.
	• Students in years 3-6 begin to set challenging SMART goals in literacy based on assessment feedback provided teachers.	• Student motivation in Student Attitudes to School survey demonstrates an increase in results.
	• Development of a Mathematics assessment schedule.	• Timely assessments in mathematics undertaken to information planning and teaching.
3.Build staff capacity in the use of data to develop and implement a personalized learning model.	• Leadership Team to research best practice for the future purchase of cross school hardware, Professional Learning and its application to teaching and learning including student goal setting and reporting to parents.	• Staff have enhanced access to technology hardware and are further developing capabilities in use of technology for teaching and learning and communication.

	• Teachers participate in professional learning around the development of SMART student learning goals.	• Students in years 3-6 develop SMART goals
Year 2 KIS 1. Build capacity and disposition of staff to develop a shared understanding of highly effective instructional strategies which are consistently implemented by teachers.	• Continue the use of a Mathematics coach develop a shared understanding of highly effective instructional strategies in mathematics, which are implemented school wide.	• Mathematics relative growth in NAPLAN demonstrates a positive increase.
	• Complete documenting a whole school scope and sequence of essential learning for mathematics	• Mathematics planning documents reflecting depth and breadth of curriculum content.
	• Continue to build teacher capacity and practices in relation to teaching and assessing spelling, punctuation and grammar.	• The agreed Spelling and Grammar documented curriculum is evident across the school in planning documents. •
	• Further unpack the Victorian Curriculum.	• Victorian curriculum strongly embedded in all curriculum planning documents and term planners.
2. Enhance the capacity of staff to develop sustainable avenues that promote student agency across the school, and in particular in their learning.	• Increase teacher and student confidence, knowledge and skills in using a learning management system providing continual feedback loops on student outcomes.	• All teachers are using student performance data to plan differentiated sequences of learning.
	• All students in Years 1-6 begin to set challenging SMART goals in literacy and numeracy based on assessment feedback provided teachers.	• Improvement in student motivation and learning confidence as measured in the ATSS.
	• Leadership Team to oversee the professional learning around student agency	• Teachers have a greater knowledge and understanding around what constitutes student agency and the impact on student learning.

3. Build staff capacity in the use of data to develop and implement a personalized learning model.	• Teachers participate in further professional learning around the development of negotiated student learning goals.	• Improvement in teacher confidence around developing negotiated learning goals.
	• Teachers plan and implement a differentiated approach to teaching and learning in both literacy and numeracy based on student learning goals.	• Improvement in NAPLAN writing, spelling and grammar and punctuation data for year 3 and 5. Teachers using student performance data to plan differentiated sequences of learning.
Year 3 KIS 1. Build capacity and disposition of staff to develop a shared understanding of highly effective instructional strategies which are consistently implemented by teachers.	• Use of spelling and grammar scope and sequence to inform teacher planning documents.	Evident in year prep to six planning documents.
	• Use of whole school Mathematics scope and sequence document to plan mathematics.	Consistency in planning across all levels of he school.
2. Enhance the capacity of staff to develop sustainable avenues that promote student agency across the school, and in particular in their learning.	• Develop programs/structures which nurture opportunities for student agency/voice	Programs in place to allow increased student agency/voice.
3. Build staff capacity in the use of data to develop and implement a personalized learning model.	• Team of staff to investigate ways to communicate the personalised learning goals with parents	Investigative team to present their findings to staff.
	• Students set a range of negotiated learning goals	An increase in student motivation data in the ATSS.
Year 4 KIS 1. Build capacity and disposition of staff to develop a shared understanding of highly effective instructional strategies which are	• Evaluation of the effectiveness of literacy and numeracy coaching programs.	Evaluation completed

consistently implemented by teachers.		
2. Enhance the capacity of staff to develop sustainable avenues that promote student agency across the school, and in particular in their learning.	• Evaluation of the effectiveness of the implemented programs to promote student agency within the school.	Evaluation complete.
3. Build staff capacity in the use of data to develop and implement a personalized learning model.	• Personalised learning goals are articulated to parents.	Parents are well informed with regards to their child's personalised learning goals.

Engagement

Engagement		Key improvement strategies
Goals	• To promote high levels of student engagement in learning and connectedness with their peers, teachers, school and community.	• Enhance staff capacity to link extra-curricular and specialist learning opportunities into classroom programs. • Enhance transition processes including working in partnership with local secondary schools and preschools. • Increasing opportunities for students to input into decision making.

Targets	**ATTS Variables**	**2015**	**2019**
	Connectedness to Peers	4.11	4.52
	Student Motivation	4.31	4.74
	School Connectedness	4.33	4.76
	Stimulating Learning	3.97	4.36
	Parent Opinion Survey	**2014**	**2019**
	Transition	5.94	6.23

	variable		
	Attendance Rate	**2014**	**2019**
	School mean absence rate per student	13.32	11.00
Theory of action (optional)	If staff systematically link all curriculum into learning opportunities, student engagement will increase, levels of understanding will deepen and levels of achievement and curiosity will rise.		
	Students will have an increased positive transition experience if relationships between stakeholders are effective and communication is clear.		

	Actions	**Success criteria**
Year 1 KIS Enhance staff capacity to link extra-curricular and specialist learning opportunities into classroom programs.	• Raise conversation with staff re informal dialogue regarding "next year's work".	• Staff meeting time allocated to a discussion on "next year's work", in particular the provision of student agency and voice.
	• Provide staff with professional development to assist in the development of protocols for planning.	• Staff to have completed professional development in relation to developing protocols for planning.
Enhance transition processes including working in partnership with local secondary schools.	• Enhance communication and partnerships with preschools and secondary schools around Transition practices, preschool to Prep and year 6 to 7.	• Parents have received regular information at relevant times in regards transition.
Increasing opportunities for students to input into decision making.	• Gather school data through locally implemented feedback mechanisms to ascertain student and community engagement with learning and the school: Student focus groups Parent focus groups Student and Parent surveys.	• Focus groups and surveys have been undertaken to ascertain student engagement in learning and connectedness to peers, teachers and the school.
	• Investigate strategies in the implementation of the ATTS including empowering students to own the survey.	• Student mentors to have delivered information to peers in relation to the completion of the ATTS
	• Maintain vigilance in following up absences and	• As a result of 'Everyday Counts' strategies, student

	encourage attendance through 'Everyday Counts' strategies and using outside agencies including the region.	absenteeism continues to show decline and remain below the state average.
Year 2 KIS Enhance staff capacity to link extra-curricular and specialist learning opportunities into classroom programs.	• Develop a protocol to enhance planning by both classroom and specialist teachers to connect learning.	• Protocols have been established to enhance protocols to enhance planning between classroom and specialist teachers.
Enhance transition processes including working in partnership with local secondary schools.	• Continue to communicate and inform students, parents and families regarding transition practices.	• Parents have been provided with relevant information in relation to key dates, processes and practices.
Increasing opportunities for students to input into decision making.	• Gather school data through locally implemented feedback mechanisms to ascertain student and community engagement with learning and the school: Student focus groups Parent focus groups Student and Parent surveys	• Surveys have been undertaken to ascertain student engagement in learning and connectedness to peers, teachers and the school.
	• Continue to be vigilant in following up absences and encourage attendance through 'Everyday Counts' strategies and using outside agencies including the region.	• As a result of 'Everyday Counts' strategies, student absenteeism continues to show decline and remain below the state average.
Year 3 KIS Enhance staff capacity to link extra-curricular and specialist learning opportunities into classroom programs.	• Implement a protocol to enhance planning by both classroom and specialist teachers to connect learning.	• Planning protocols have been developed and implemented.
Enhance transition processes including working in partnership with local secondary schools.	• Continue to communicate and inform students, parents and families regarding transition practices.	• Parents have been provided with relevant information in relation to key dates, processes and practices.

Increasing opportunities for students to input into decision making.	• Gather school data through locally implemented feedback mechanisms to ascertain student and community engagement with learning and the school: Student focus groups Parent focus groups Student and Parent surveys	• Student and Parent focus groups have bee held to provide greater depth of knowledge in relation to the ATTS and Parent Opinion survey. • As a result of responding to student and parent feedback data in the targeted areas in the ATTS and Parent Opinion survey show improvement.
	• Continue to be vigilant in following up absences and encourage attendance through 'Everyday Counts' strategies and modify practices if necessary to insure attendance is at its lost possible rate per student.	• As a result of ongoing implementation of 'Every Day Counts' strategies and on going monitoring, the mean for students absent at CHPS is below the State mean.
Year 4 KIS Enhance staff capacity to link extra-curricular and specialist learning opportunities into classroom programs.	• Evaluate the effectiveness in the protocols in planning as a means of optimising learning in the Specialist and classroom program.	• ATTS variables, Connectedness to Peers, Student Motivation, School Connectedness and Stimulating Learning show improvement and are above the State mean. • Planning documents reflect close links between specialist subjects and the classroom.
Enhance transition processes including working in partnership with local secondary schools.	• Evaluate the effectiveness of the transition process.	• Evaluate of the process is completed and future achievement targets have been set.
Increasing opportunities for students to input into decision making.	• Evaluate the effectiveness of protocols in planning between specialist and subjects and classrooms. • Evaluation of the data gathering instruments as a tool to providing students the opportunity to decision making.	• Evaluation of the planning protocols has been undertaken. • Data reflects students feel they have had greater input into decision making.

Wellbeing	**Key improvement strategies**
Goals	• Ensure all members of the school community feel they are in a safe, inclusive, stimulating and supportive	• Enhance the whole-school focus on the promotion of positive relationships, risk taking in learning and student

				resilience.

	ATTS Variable	2015	2019	
Targets	Student Morale	5.46	6.00	
	Student Distress	5.76	6.33	
	Student Safety	4.21	4.63	
Theory of action (optional)	When the school and teachers deliberately nurture the learning environment, for example through articulating values and partnering with parents, then students are increasingly connected to their learning and higher expectations are developed.			

	Actions	Success criteria
Year 1 KIS Enhance the whole-school focus on the promotion of positive relationships, risk taking in learning and student resilience.	• Investigate possible avenues to further extend Parent – School partnership programs.	• Investigation of parent – school partnerships have been undertaken
	• Continue to employ Student Welfare Worker	• Student Welfare Worker employment contract renewed for a further 12 months.
	• Continue to embed the School Values across the school.	• Student Engagement and Wellbeing team have undertaken investigations to identify further ways to embed the school values across the school.
	• Initial steps in the Resilient Youth Project have been undertaken and a reference group established	• Planning for the Resilience Project has been completed and the successful formation of a reference group completed. • Resilience Project completed and ongoing strategies to promote resilience have been identified.
	• Continue to maintain and update the induction program for all staff.	• Staff induction program has been updated to accommodate changes to protocols and other processes.
	• Develop and enhance the Grow social competency program.	• The Grow program for the coming year has been developed in accordance with the school values.
Year 2 KIS Enhance the whole-school focus on the promotion of positive relationships, risk taking in learning	• Continue to embed the School Values across the school.	• Activities and programs have been undertaken involving the students and broader school community to embed the school values.
	• Continue to enhance, implement and embed the Grow program across the school. That is, in Grow groups *and*	• Enhancements to the Grow program have been identified and initial stages of implementation

	within classrooms.	undertaken.
and student resilience.	• Implement new strategies that will foster parent – school partnerships.	• Parents have been provided with the opportunity to engage in curricular, extracurricular and welfare based activities.
	• Continue to maintain and update the induction program for all staff.	• Staff induction program has been updated to accommodate changes to protocols and other processes.
	• Continue to employ a School Welfare Worker.	• Welfare worker contract is renewed for a further 12 months.
Year 3 KIS Enhance the whole-school focus on the promotion of positive relationships, risk taking in learning and student resilience.	• Continue to enhance implement and embed the Grow program across the school, so that the program extends beyond the Grow meetings into the classroom.	• Activities for Grow have been undertaken in the classroom.
	• Implement strategies that will foster parent and school partnerships.	• Parent and school partnerships have been fostered.
	• Continue to embed the school values.	• Students and the school community have been involved in values based activities.
	• Continue to maintain and update the induction program for all staff.	• Staff induction program has been updated to accommodate changes to protocols and other processes.
	• Continue to employ a School Welfare Worker.	• Welfare worker contract is renewed for a further 12 months.
Year 4 KIS Enhance the whole-school focus on the promotion of positive relationships, risk taking in learning and student resilience.	• Evaluate the effectiveness of parent – school partnerships and the process undertaken to establish those partnerships.	• Evaluation of the partnerships and processes has been undertaken.
	• Evaluate the effectiveness of the staff inductions process.	• Evaluation completed.
	• Evaluate the Grow program across the school and identify areas for further growth.	• Evaluation completed.
	• Evaluate the school values to determine if they reflect the school community.	• An evaluation of the school's values has been undertaken to measure their appropriateness.
	• Evaluate the effectiveness of the school's welfare worker in maintaining the wellbeing of the school community.	• Evaluation is completed and strategies for future work identified.

Productivity

Goals		Key improvement strategies
	• To ensure consistency and alignment of all aspects of school operations and resource allocations to achieve the school vision.	1. Allocate resources to optimize student outcomes. 1. Continue to invest in the development and maintenance of all resources and facilities to a high standard.

Targets	
	1. POS indicates General satisfaction to remain at or above the 75th percentile over the life of the Strategic Plan.
	2. Improvement against the School Climate Survey as measured by percentage endorsement by staff:

Staff Climate Survey Area	2015 Percentage endorsement	2019 Percentage endorsement
a. Collective Efficacy	83.6%	85%
b. Collective focus on teaching and learning	90%	95%
c. Teacher Collaboration	63.5%	75%
d. Shielding and buffering	55.1%	68%

Theory of action (optional)	If the school strategically allocates resources to improve student outcomes, then outcomes will improve.

	Actions	Success criteria
Year 1 KIS 1. Allocate resources to optimise student outcomes.	• Investigate alternative leadership structures.	• Conversations with staff initiated around alternative leadership structures

	• Review of staff roles and responsibilities and to update roles to align with the work of the new school strategic plan.	• Roles and responsibilities updated and published.
	• Implement the structure required to support the new learning management system (Sentral).	• Sentral set up on server at start of the 2016 school year.
	• Conduct professional learning session with staff around Sentral	• Professional learning sessions conducted and staff increasing confidence in the use of Sentral.
	• Inform parents about the use of Sentral	•
	• Use of Sentral for the 2016 student reports.	• Semester one and two reports completed on Sentral.
	• Fund accordingly all focus areas in year one of the school strategic plan.	• Planned key improvement strategies undertaken.
	• Resource allocation will be aligned to the strategic plan priorities. School council finance committee compare actual expenditure against approved budgets and make adjustments and recommendations as required.	• Priorities met.
2. Continue to invest in the development and maintenance of all resources and facilities to a high standard.	• Continue to subcontract maintenance for grounds and buildings.	• Facilities maintained to a high standard.
	• Develop a school wide carpet replacement program where carpets are prioritized in order of urgency.	• Rooms identified and prioritised for their carpet replacement needs.
	• Enact the first phase of the whole school carpet replacement program, focusing on the rooms which are deemed OHS hazards.	• Carpets replaced in order of priority list.
Year 2 KIS	• Recruitment of new staff is based on an analysis of the match between student needs and current staff	• All new staff are inducted, assigned mentors, and engage in ongoing professional learning led by the

1. Allocate resources to optimize student outcomes	capability.	Principal
	• Provide appropriate levels of budget funds to support the purchase of quality mathematics material.	• Materials purchased
	• Adequate allocation of professional learning opportunities to staff.	• All staff attend professional learning throughout the year
	• Continue to enhance school-based leadership development and access by aspirants leaders to powerful external leadership programs.	• Encourage potential leaders to undertake professional learning courses in leadership.
2. Continue to invest in the development and maintenance of all resources and facilities to a high standard.	• Investigate equipping a conference/meeting room with furniture (eg SSW room)	• Findings presented to staff
Year 3	• Evaluate the impact of coaching in numeracy and literacy has had on teacher development.	• Evaluation completed and results shared.
	• Monitor and evaluate progress of the school strategic plan for resourcing the key areas of achievement, engagement and wellbeing. Analyse existing pattern of resource allocation in terms of alignment to learning goals.	• Appropriate resourcing undertaken as required from the evaluation process.
	• Continued commitment to facilities, resources, ICT and financial management reflected in Council budget to ensure highest quality educational experience for all students and staff	• Staffing profile reflects commitment to quality recruitment • All necessary maintenance and building works carried out.
Year 4	• Review of all financial, staffing, facilities, resourcing, community partnerships, professional learning and ICT approaches	• Strategic Review affirms all practices and resourcing approaches