**School Strategic Plan 2019-2023**

Camp Hill Primary School (1976)



Submitted for review by Christopher Barker (School Principal) on 29 September, 2020 at 07:53 AM  
Endorsed by Damien Jenkyn (Senior Education Improvement Leader) on 29 September, 2020 at 08:57 AM  
Awaiting endorsement by School Council President

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| School vision | Camp Hill Primary School vision 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. |
| School 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 |
| Context challenges | School Context Camp Hill Primary School is centrally located in Rosalind Park and was established as a school in 1877.The school, as a place for learning, has a very 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 the DET enrolment policy.  Enrolments remain consistent largely due to the enforcement of the neighbour zone. The school has witnessed an increase in the number of students from refugee or non-English speaking backgrounds, these students constitute approximately 7% of our student population. The school's values of Respect, Confidence, Honesty, Trust and Caring form the corner stone of behavioural expectations for students at our school. The school has a strong focus on healthy living, which extends into our Resource Smart sustainability program, where our students are actively involved in the school's sustainable garden, monitoring of a local water catchment and through the student led Green Team monitor our waste and recycling. The school identified a number of key challenges from the self evaluation and fieldwork findings. These challenges are: • Develop staff capacity to consistent implement the agreed Reading, Writing and Mathematics instructional models across the school • The consistent use of data and a range of assessment strategies to teach to students’ point of need • The triangulation of data to accurately assess students at their expected level • All staff completing assessment tasks as identified on the assessment schedule • Develop scope and sequence documents which are consistent across the school • The development of consistent and aligned whole school planning documents with agreed non-negotiable elements • The development of daily planning documents which reflect differentiated learning tasks • The alignment of whole school, team and weekly planners and the expectations for each • Improve the opportunity for student engagement across the school  • Build teacher capacity to develop rigorous learning tasks that allow for authentic differentiation and student engagement.  • The development of whole school protocols which will allow for staff and students to give and receive feedback |
| Intent, rationale and focus | Our intent over the life of this strategic plan is to: Goal 1 - Improve student learning outcomes in Literacy and Numeracy Rationale An analysis of the school’s NAPLAN data identified that in 2018, the percentage of students achieving low relative growth in Reading, Writing and Numeracy was higher than that of similar and network schools and the state score. Additionally, the school's Panorama Report indicated Year 5 students were achieving well below similar schools in Writing, with the percentage of students in the top two bands also lower compared to like-schools. Year 5 Writing and medium to high relative growth were therefore identified as areas requiring focus for the next SSP. Our focus to achieve this goal will be by: • Embedding an agreed Reading, Writing and Mathematics instructional models across the school • Building teacher capability to utilise data and a range of assessment strategies to teach to students’ point of need • Building teacher knowledge of effective evidenced-based teaching practices through professional learning and feedback to ensure consistent implementation.  Goal 2 - To improve engagement in learning for all students. Rationale Following observations of classrooms, team and PLC team meetings, discussions with teachers and an analysis of planning documentation, the Panel identified that whole school curriculum documentation and planning to address the needs of students were areas for future focus in the next SSP.  Our focus to achieve this goal will be by: • Developing whole school scope and sequence documents that reflect the Victorian Curriculum and promote high quality teaching and learning • Implementing consistent and aligned whole school planning documents with agreed non-negotiable elements • Building teacher capacity to develop rigorous learning tasks that allow for authentic differentiation and student engagement.  Goal 3 - To empower students to be active participants in their learning. Rationale Classroom observations and focus groups identified inconsistent understanding and knowledge of student voice and agency by both teachers and students. There was little evidence of student input into curriculum and the Attitude to School survey data for student voice and agency was lower than most other variables. The Panel also identified that student feedback, to their peers and to teachers was an area for future focus for the new SSP.   Our focus to achieve this goal will be by: • Building teacher capacity to develop authentic opportunities for voice and agency  • Developing whole school processes and protocols for the giving and receiving of feedback for both students and teachers.  Our SSP will prioritise improvement in student outcomes in literacy and numeracy, increase student engagement and agency. |

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| Goal 1 | Improve student learning outcomes in Literacy and Numeracy |
| Target 1.1 | **NAPLAN**   * By 2023, the percentage of Year 5 students achieving medium-high growth in Numeracy will increase from 66 per cent to 83 per cent * By 2023, the percentage of Year 5 students achieving medium-high growth in Reading will increase from 61 per cent to 81 per cent * By 2023, the percentage of Year 5 students achieving medium-high growth in Writing will increase from 53 per cent to 76 per cent. |
| Target 1.2 | **Staff Opinion Survey**   * By 2023, the positive endorsement for Collective focus on student learning will increase from 74 per cent to 85 per cent * By 2023, the positive endorsement for Teacher collaboration will increase from 65 per cent to 75 per cent * By 2023, the positive endorsement for Collective responsibility will increase from 73 per cent to 85 per cent. |
| Key Improvement Strategy 1.a Evidence-based high-impact teaching strategies | Embed the agreed Reading, Writing and Mathematics instructional models across the school |
| Key Improvement Strategy 1.b Evaluating impact on learning | Build teacher capability to utilise data and a range of assessment strategies to teach to students’ point of need |
| Key Improvement Strategy 1.c Evidence-based high-impact teaching strategies | Build teacher knowledge of effective evidenced-based teaching practices through professional learning and feedback to ensure consistent implementation. |
| Key Improvement Strategy 1.d Evaluating impact on learning | Action Plan to accelerate improvement |
| Goal 2 | To improve engagement in learning for all students |
| Target 2.1 | **Attitude to School Survey**   * By 2023, the positive endorsement for Sense of Confidence will increase from 77 per cent to 85 per cent * By 2023, the positive endorsement for Sense of Connectedness will increase from 78 per cent to 85 per cent * By 2023, the positive endorsement for Teacher Concern will increase from 78 per cent to 85 per cent. |
| Target 2.2 | **Staff opinion Survey**   * By 2023, the positive endorsement for Guaranteed and Viable Curriculum will increase from 58 per cent to 75 per cent * By 2023, the positive endorsement for School Climate will increase from 73 per cent to 80 per cent. |
| Key Improvement Strategy 2.a Curriculum planning and assessment | Develop whole school scope and sequence documents that reflect the Victorian Curriculum and promote high quality teaching and learning |
| Key Improvement Strategy 2.b Curriculum planning and assessment | Implement consistent and aligned whole school planning documents with agreed non-negotiable elements |
| Key Improvement Strategy 2.c Intellectual engagement and self-awareness | Build teacher capacity to develop rigorous learning tasks that allow for authentic differentiation and student engagement |
| Goal 3 | To empower students to be active participants in their learning |
| Target 3.1 | **Attitude to School Survey**   * By 2023, the positive endorsement for Student Voice and Agency will increase from 75 per cent to 85 per cent * By 2023, the positive endorsement for Effort will increase from 79 per cent to 85 per cent. |
| Target 3.2 | **Staff Opinion Survey**   * By 2023, the positive endorsement for Collective focus on student learning will increase from 74 per cent to 85 per cent. |
| Key Improvement Strategy 3.a Empowering students and building school pride | Build teacher capacity to develop authentic opportunities for voice and agency |
| Key Improvement Strategy 3.b Evidence-based high-impact teaching strategies | Develop whole school processes and protocols for the giving and receiving of feedback for both students and teachers. |