

School Strategic Plan 2023-2027

Camp Hill Primary School (1976)



Submitted for review by Christopher Barker (School Principal) on 11 October, 2023 at 09:19 AM
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<p>School vision</p>	<p>Camp Hill Primary School's vision is to celebrate the uniqueness and contributions of all members within the community of life-long learners. We support and recognise the integrity of individuals who are happy, caring and curious global citizens.</p>
<p>School values</p>	<p>Camp Hill Primary School's values are Respect, Caring, Honesty, Trust and Confidence. Respect: Recognising the rights, feelings and wishes and individual differences of others through speech and manners. Caring: Being kind, helpful and sympathetic towards other people. Confidence: Believe in yourself and others Honesty: To always tell the truth. Trust: Safely express opinions, beliefs, thoughts and feelings in a secure environment.</p>
<p>Context challenges</p>	<p>In the centre of Bendigo, Camp Hill Primary School has been a community-based school for 145 years. Originally with 1200 students onsite, Camp Hill Primary School has a long history of providing education to the students of Bendigo and surrounding areas. The school grounds consist of three main buildings, the large red brick building accommodates the senior students, library, language room and the administration office. Located on the back basketball court area are four mod 5 portables which provide learning spaces for the Year 3 and 4 students. The junior students are located in the Building Education Revolutions Building (BER), newest of the school buildings, located at the rear of the school site. Two separate stand-alone rooms cater for specialist art and music. The school's play facilities include two adventure playgrounds, two basketball courts and a covered soccer pitch. The school was founded in 1878 with the opening of the main red brick building; this building is on the Victorian heritage register. 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. School enrolments are currently stable at approximately 280 students, with 21.5 equivalent full time teaching staff.</p> <p>The school review panel recommends the following areas of focus be captured in the next School Strategic Plan:</p> <ul style="list-style-type: none"> – Numeracy, with a focus on improving differentiation especially for high ability students. Greater consistency in the variation of levels of differentiation in classrooms to support and challenge students in numeracy but in particular high ability students. – Writing strategies and intervention especially for junior students who need extra support after remote learning. – Building the capacity of middle leaders to lead PLC practices with authentic collaboration (deeper than shared planning). <p>Using the Victorian Curriculum, Curriculum Companion and formative assessments to inform differentiated planning and improvements in teaching practice including focus groups for all students.</p> <ul style="list-style-type: none"> – Student agency and Student Voice: Feedback to teachers. Provide greater opportunity for students to provide feedback on

	<p>the impact of teaching through survey instruments and real time data gathering (formal and informal).</p> <ul style="list-style-type: none"> - Student wellbeing – resilience, perseverance and self-regulation. - Behaviour management and home/school partnership.
<p>Intent, rationale and focus</p>	<p>Our intent over the life of this strategic plan is to:</p> <p>Goal 1 - Maximise learning growth for every student in literacy and numeracy.</p> <p>Rationale</p> <p>Analysis of the school’s NAPLAN data indicated declining levels of students in the top two bands and below similar schools in numeracy across the school. There were also low numbers in the Exceeding proficiency in 2023 for numeracy and Year 3 writing. The panel therefore agreed to a goal to maximise the learning growth of every student in literacy and numeracy.</p> <p>Our focus to achieve this goal will be by:</p> <p>Achievement of this goal was to be supported by further embedding the work of the Professional Learning Communities to strengthen the way teachers use data in a cycle of inquiry in order to differentiate, build their practice and improve student learning outcomes.</p> <ul style="list-style-type: none"> -Deepen the capacity of staff to embed PLC evidence-based practices and a consistent instructional model that includes focus groups for all learners. -Build the capacity of staff to use formative assessment data to inform differentiated planning, teaching and learning at all students’ point of need, including high ability students. -Build the capacity of middle leaders to facilitate consistency of structures, collaboration, data analysis and peer observations/coaching to improve teacher practice in PLCs. <p>Our intent over the life of this strategic plan is to:</p> <p>Goal 2 - To improve student engagement and wellbeing.</p> <p>Rationale</p> <p>The Panel noted that positive endorsement in the student survey of ‘student voice and agency’ was an area for further development. This was validated in discussions with students in classrooms and focus groups where agency was not consistently understood by staff and students.</p> <p>Our focus to achieve this goal will be by:</p> <p>Simplifying voice and agency to assist students to become more motivated, confident learners using resources, other than the teacher, to support and reflect on their mindset and effort. This will build their capacity to be partners in goal setting and identifying strategies to improve their wellbeing and connectedness to school. Provision of opportunities to give feedback to teachers will also support student voice in wellbeing.</p> <ul style="list-style-type: none"> - Deepening teacher and student capability to know what student voice and agency looks like - Develop a behaviour framework which strengthens the home/school partnership in engagement and wellbeing - Support students to develop the skills and capabilities to positively impact wellbeing through building resilience, self-regulation and perseverance.

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Goal 1	Maximise learning growth for every student in literacy and numeracy
Target 1.1	<p>NAPLAN target for student achievement against proficiency standards by 2027 to be confirmed:</p> <p>*To be finalised</p> <p>(New proficiency standards with 4 levels of achievement for each year level replacing the previous 10-band structure. Results from 2023 on will not be directly compared with results from 2008 to 2022)</p>
Target 1.2	<p>NAPLAN target for student learning growth by 2027 to be confirmed:</p> <p>*To be finalised</p> <p>(Learning NAPLAN growth measures will change in wording. Results from 2023 on will not be directly compared with results from 2008 to 2022)</p>
Target 1.3	<p>By 2027, increase the percentage of Year F-6 students assessed as being at or above age expected level on Victorian Curriculum Levels F-10:</p> <p>English</p> <ul style="list-style-type: none">• Reading from 87 % (2022) to 89 %• Writing from 84 % (2022) 86 %

	<p>Mathematics</p> <ul style="list-style-type: none"> • Number and Algebra from 88 % (2022) to 90 %
<p>Target 1.4</p>	<p>By 2027, improve the percentage of positive endorsement on School Staff Survey (SSS) School Climate module for the factors of:</p> <ul style="list-style-type: none"> • Academic emphasis from 52 % (2022) to 68 % • Teacher collaboration 23% (2022) to 63% <p>Teaching and Learning - Practice Improvement module for the factor of:</p> <ul style="list-style-type: none"> • Seeks feedback to improve practice 10% (2022) to 61%
<p>Target 1.5</p>	<p>By 2027, improve the percentage of positive endorsement on School Staff Survey (SSS) Teaching and Learning - Implementation module for the factors of:</p> <ul style="list-style-type: none"> • Moderate assessment tasks together 70% (2022) to 77% • Understanding of formative assessment 40% (2022) to 78% <p>Teaching and Learning – Planning module for the factors of:</p> <ul style="list-style-type: none"> • Planned differentiated learning activities 50% (2022) to 83% • Use data for curriculum planning 50% (2022) to 83%
<p>Key Improvement Strategy 1.a</p>	<p>Deepen the capacity of staff to embed PLC evidence-based practices and a consistent instructional model that includes focus groups for all learners.</p>

Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Key Improvement Strategy 1.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Build the capacity of staff to use formative assessment data to inform differentiated planning, teaching and learning at all students' point of need, including high ability students.
Key Improvement Strategy 1.c The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Build the capacity of middle leaders to facilitate consistency of structures, collaboration, data analysis and peer observations/coaching to improve teacher practice in PLCs.
Goal 2	To improve student engagement and wellbeing
Target 2.1	By 2027, increase the percentage of positive endorsement on the Year 4-6 student Attitudes to School Survey for the factors of: <ul style="list-style-type: none"> • Student voice and agency from 65 % (2022) to 75 % • Perseverance from 71 % (2022) to 77 % • Effective classroom behaviour from 73% (2022) to 79% • Sense of connectedness from 76% (2022) to 81%
Target 2.2	By 2027, improve the percentage of positive endorsement on School Staff Survey for the factors of: <ul style="list-style-type: none"> • Use student feedback to improve practice from 20% (2022) to 65%

	<ul style="list-style-type: none"> • Promote student ownership of learning from 70% (2022) to 80% • Trust in students and parents from 61% (2022) to 70%
<p>Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	Deepen teacher and student capability to know what student voice and agency looks like.
<p>Key Improvement Strategy 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	Develop a behaviour framework that strengthens the home/school partnership in engagement and wellbeing.
<p>Key Improvement Strategy 2.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	Support students to develop the skills and capabilities to positively impact wellbeing through building resilience, self-regulation and perseverance.
<p>Key Improvement Strategy 2.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	