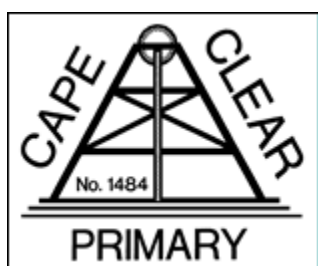


School Strategic Plan 2018-2022

Cape Clear Primary School (1484)



Draft

Submitted for review by Lachlan Day (School Principal) on 14 July, 2019 at 05:44 PM
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

School Strategic Plan - 2018-2022

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School vision	<p>At Cape Clear Primary School we aim to provide the best possible education for every single one of our students by providing opportunities for our students including:</p> <ul style="list-style-type: none">- Core skills in Literacy and Numeracy skills (our core focus)- Developing strong '21st Century Skills' – Creativity, Collaboration, Communication and Critical thinking skills- Expertise in the use of ICT (integrated in all curriculum areas)- Providing a vibrant specialists Curriculum including Design Technology, Food Technology, LOTE (LOTE) Visual Art, Performing Art, Science and Physical Education.- A strong focus on social and emotional intelligences defined in the delivery of the Respectful Relationships Program. <p>Underpinning these subject areas is our commitment to delivering a personalised, point of need curriculum for all students. We acknowledge that all students have different abilities regardless of age and background, and that we can cater best for all students if we have a deep understanding of their needs and abilities and design teaching and learning experiences accordingly. We want students to have a deep understand of the content they are being taught and thus provide many varying opportunities for students to create, reason, apply and articulate their learning.</p>
School values	<p>We promote our core values of Integrity, Commitment, Excellence, Confidence and Persistence with students daily and strive as a community to live by these values in our everyday lives.</p>
Context challenges	<p>Cape Clear Primary School is a small rural primary school located in the town of Cape Clear, approximately 40km south west of Ballarat. In recent years the enrolment numbers have fluctuated between 12 and 38 students. In 2015 the school had an enrolment of with 6 students. At the beginning of 2019 the school had an enrolment of 30.</p> <p>The school is set in spacious, well maintained grounds and also has access to an adjoining oval. The school buildings and classrooms are in good condition, well maintained and provide plenty of space for student learning. The school is also well provided for in terms of learning technologies and the school staff have made a formal commitment to ICT integration through inclusion of that goal in their annual performance & professional development plans. The school however is looking into a 1 to 1 iPad program to begin in 2020. Currently we have ICT devices at a ratio of 1:3 (due to the fluctuating enrolment numbers within the school and the large increase in enrolments since 2015).</p> <p>Structured programs are provided in all Key Learning Areas, with specialist staff employed to provide LOTE (Japanese), P.E. Visual Arts and Performing Arts for children across all year levels. Individual reading support has been maintained with the support of a</p>

	<p>number of E.S staff providing individual support in this area.</p> <p>A small learning community means that students are provided with a high level of individual attention and individual learning needs can be closely monitored and well catered for. All students in the school have Individual Education Plan's with specific SMART Goals for Literacy, Numeracy and Personal and Interpersonal Learning.</p> <p>The School is an active and integral part of the Cape Clear community. With one full time, 3 part-time teachers, one Chaplain and 4 Education Support Staff, the school welcomes the input of the community and assists with community activities where these complement school activities and or benefit the community.</p> <p>At present, there are no families who live within walking distance of the school; hence all of them travel to school by car. We are currently looking at reinstating the school bus service.</p> <p>Relatively inexpensive housing has drawn many people to Cape Clear, with most living on small land-holdings. In the past, farming was the major industry in the area, however this is no longer the case. Unemployment is high, and those community members with jobs usually work outside of the town. Many of the students who attend Cape Clear Primary School come from low income families. The SFO (Student Family Occupation Index) is currently 0.57, which makes the school some what disadvantaged with most of the parents either unemployed or working in casual, unskilled labour. In acknowledgement of the student background, the school staff are highly vigilant of students' wellbeing needs and very responsive to these.</p> <p>The school relies upon active parent representation on school council from six families and two staff. As well as this formal association, the school has a good level of parent cooperation and involvement in afternoon clubs, Parent Helpers in the Literacy Block, working bees, fundraising initiatives, community Christmas Concerts, annual whole school camps and regular sporting endeavours.</p> <p>Staff, students and parents at the school are close-knit and supportive and this is reflected in the opinion surveys.</p> <p>Within the 30 student cohort we have four students receiving funding under the Students with Disabilities Program. One student is Level 4 funded with severe physical disability, two students are funded at Level 3 for behavioural issues/concerns and one student is funded level with ASD. We also have a large number of students who don't quite meet disability funding, but have many learning needs including ASD, ADHD, anxiety, low IQ, school refusal and ODHD.</p> <p>The school engages with local Community Health Groups to assist families and students access resources and provide social and emotional wellbeing programs.</p>
<p>Intent, rationale and focus</p>	<ul style="list-style-type: none"> • The school fosters close links with parents and the broader school community through its commitment to open and regular communications. • 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 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. <p>Cape Clear primary School will continue to empower students to embrace learning, achieve their personal best and build their emotional, social and physical wellbeing.</p>

All of the above statements are important in the learning process - this means that we;

- Nurture a love of learning
- recognise learning is a life-long skill
- take responsibility for learning by encouraging risk taking
- provide challenging learning experiences that develop self esteem
- acknowledge effort and achievement
- encourage children to reach their individual potential
- value the opinions and contributions of others
- cater for individual teaching and learning styles and
- continually monitor progress and report on student progress.

Priority Areas:

1. Excellence in Teaching and Learning - building practice excellence/curriculum planning and assessment.

Following the school review we will be focusing on improved teacher planning, collaborative practices around planning, development of a whole school instructional model, peer observations, curriculum documentation, school wide assessment schedule and professional development in both formative and summative assessment.

2. Positive climate for learning - improved student voice, conferencing, goal setting, IEP's, professional development around student agency and ownership of learning.

Development of a learning community that builds positive relationships which strengthen connection and develops the character of the child - building of partnerships with schools, community groups, health groups etc, focus on attendance.

3. Improved student engagement in learning - inclusion of families in the learning process, parent helpers course, pre-school (SEED) program, developing student connectedness through learning opportunities, celebrations, incursions/excursions.

The plan over the four years of the strategic plan will be mapped out on a GHANT Chart. Milestones will be celebrated, and we will be constantly reviewing practices. Beginning with excellence in teaching and learning (as prioritised above).

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Goal 1	Improve individual student learning outcomes in literacy and numeracy
Target 1.1	<p>aftering note: please consider adding current benchmarks for each, e.g.</p> <ul style="list-style-type: none"> • Year 3 reading from xx% to 75% • Year 3 writing rom... <p>By 2022 the percentage of students achieving medium and high relative learning growth from Year 3 to Year 5 on NAPLAN Reading, Writing and Numeracy to be 75% or greater.</p>
Target 1.2	By 2022 the percentage of students achieving at or above Victorian Curriculum standards at Years F-6 to be 60% or greater.
Key Improvement Strategy 1.a Building practice excellence	Develop an agreed and consistently implemented instructional model that ensures the individual learning needs of all students are met
Key Improvement Strategy 1.b Curriculum planning and assessment	Develop whole school scope and sequence documents that promote high quality planning and teaching and learning.
Key Improvement Strategy 1.c Curriculum planning and assessment	Build teacher capability to use a range of assessment strategies and to analyse the data to inform teaching and learning
Goal 2	Foster a learning community which supports and nurtures the development of the whole child

Target 2.1	By 2022 reduce the percentage of students with greater than 20 days absence per year from 28% to 20%.
Target 2.2	By 2022 improve the percentage of positive responses for the Social Engagement module factors of the Attitudes to School Survey to 90% or greater.
Key Improvement Strategy 2.a Empowering students and building school pride	Use an inquiry learning approach to promote student voice and involve students in decision making
Key Improvement Strategy 2.b Empowering students and building school pride	Develop a learning community that builds positive relationships which strengthen connections and develops the character of the child
Goal 3	Improve student engagement in learning by increasing community participation in implementing the school's vision
Target 3.1	By 2022 improve the percentage of positive responses for the factors of the Parent Community Engagement and Student Development modules from 0% (cohort too small to report) to 75%.
Target 3.2	By 2022 improve the percentage of positive responses for the Attitudes to School Survey resilience factor from 64% to 80%, the self-regulation and goal setting factor from 93% to 95% and the attitudes to attendance factor from 62% to 80%.
Key Improvement Strategy 3.a Parents and carers as partners	Actively engage the parent community as positive partners in learning

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