

# School Strategic Plan 2022-2026

Casey Fields Primary School (5570)



Submitted for review by Gerard Lowrie (School Principal) on 31 October, 2022 at 10:41 AM

Endorsed by Anne Martin (Senior Education Improvement Leader) on 07 November, 2022 at 08:37 AM

Awaiting endorsement by School Council President

# School Strategic Plan - 2022-2026

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<p><b>School vision</b></p>	<p>Together we are committed to providing a safe, supportive and inclusive environment that inspires every individual to succeed. Together we are dedicated to creating learning experiences that engage each individual to explore and discover through their own journey of curiosity. We are a community of global citizens who challenge the world around us. Together we succeed.</p>
<p><b>School values</b></p>	<p>ASPIRE: We dream big and place no limits on what we can achieve together. UNITE: We are stronger as a team and achieve our best together. EXPLORE: We are design thinkers on a journey of curiosity.</p>
<p><b>Context challenges</b></p>	<p>Casey Fields Primary School is in its third year of teaching students. It has been deliberate in developing a Casey Fields way of teaching and learning. With a continuously growing student population, there has been an emphasis on recruitment in order to bring in the best possible teachers to build upon our early successes as a school. With this in mind, strategic recruitment (particularly in the present environment) and strong induction programs are essential in order to meet the challenge of maintaining high standards and instructional consistency in a rapidly growing staff.</p> <p>Our student population is 706 with 404 students (57%) falling into the category of EAL. 158 students (22%) are equity funded. In order to cater for our diverse population staff our staff need regular professional learning to ensure every child at Casey Fields has the best possible opportunity to learn to their full potential. The development of the Tutoring and Intervention program will need to continue, along with a focussed approach to and coordination of EAL at our school is essential.</p> <p>With our first 3 years of existence being heavily impacted by COVID-19 our challenge of creating a community and sense of belong amongst our students is a priority. Further development of our CREW program is required so as to build the foundations of pastoral care and a restorative approach at Casey Fields PS.</p>
<p><b>Intent, rationale and focus</b></p>	<p>Our aim is to create a 21st-century school not just in the physical environment but in our approaches to teaching, learning, well-being and community as well. This involves looking into current and best practice and encouraging not just our staff, but our students and wider community to think creatively when faced with a challenge or uncertainty.</p> <p>We believe that it is incumbent upon us to create a school that best equips our students to become successful and active global</p>

citizens in an ever-changing world. This is reflected in our school's D.N.A, the foundations of who we are: Aspire, Unite and Explore.

Continued strengthening and consolidation of our Teaching and Learning approaches, with a particular focus on how our approaches are impacting pedagogy (using the HITS), is a clear first step. This will be achieved through targeted Professional learning and classroom observations and coaching. An increase in the number of CREW sessions along with up-skilling of our staff on restorative approaches will further build upon the already strong foundations of the program. In order for our students to become independent and creative thinkers who take ownership of their educational journey, a focus on student voice and agency is paramount. As student voice is still in its infancy at our school, we intend to build it slowly over the next 4 years of our Strategic Plan.

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<b>Goal 1</b>	Improve teaching and learning
<b>Target 1.1</b>	<p>By 2026 increase the proportion of students performing in the top 2 NAPLAN bands in:</p> <ul style="list-style-type: none"><li>• Year 3 Numeracy from 28 per cent in 2021 to 30 per cent</li><li>• Year 5 Numeracy from 13 per cent to 2021 to 18 per cent</li><li>• Year 3 Reading from 45 per cent in 2021 to 50 per cent</li><li>• Year 5 Reading from 24 per cent in 2021 to 32 per cent</li></ul>
<b>Target 1.2</b>	<p>By 2026 increase the proportion of students achieving above expected growth across all cohorts, as determined by teacher judgement:</p> <ul style="list-style-type: none"><li>• In Number and Algebra from 12 per cent in 2020 – 21 semester 2 to 20 per cent</li><li>• Reading from 19 per cent in 2020 – 21 semester 2 to 25 per cent</li><li>• Writing from 8 per cent in 2020 – 21 semester 2 to 15 per cent</li></ul>
<b>Target 1.3</b>	<p>By 2026 increase the proportion of staff positive endorsement in the School Staff Survey item Academic emphasis from 66 per cent in 2021 to 74 per cent.</p>
<b>Key Improvement Strategy 1.a</b>	Embed the use of the instructional model for literacy and numeracy

Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
<b>Key Improvement Strategy 1.b</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Develop teaching capability to engage in reflective practices to enhance the impact on student learning
<b>Key Improvement Strategy 1.c</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Enhance teaching capability to effectively implement high impact teaching strategies
<b>Goal 2</b>	Improve student engagement
<b>Target 2.1</b>	By 2026 increase the proportion of positive student perception in the Attitudes to School survey: <ul style="list-style-type: none"> <li>• Student voice and agency from 58 per cent in 2022 to 66 per cent</li> <li>• Stimulating learning from 73 per cent in 2022 to 80 per cent</li> <li>• Self regulation and goal setting from 83 per cent in 2022 to 88 per cent</li> </ul>
<b>Target 2.2</b>	By 2026 increase the proportion of positive staff perception in the School Staff Survey <ul style="list-style-type: none"> <li>• Focus learning on real life problems from 88 per cent in 2022 to 90 per cent</li> <li>• Promote student ownership of goals from 81 per cent in 2022 to 85 per cent</li> </ul>

<b>Key Improvement Strategy 2.a</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Build teaching capability to activate student voice and agency in learning
<b>Key Improvement Strategy 2.b</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Strengthen opportunities for students to apply learning to real life contexts
<b>Goal 3</b>	Improve student wellbeing
<b>Target 3.1</b>	By 2026 increase the proportion of student positive perception in the Attitudes to School survey: <ul style="list-style-type: none"> <li>• Sense of confidence from 72 per cent in 2022 to 80 per cent</li> <li>• Sense of connectedness from 80 per cent in 2022 to 84 per cent</li> <li>• Teacher concern from 67 per cent in 2022 to 75 per cent</li> </ul>
<b>Target 3.2</b>	By 2026 increase the proportion of positive parent perception in the Parent Opinion survey <ul style="list-style-type: none"> <li>• Student development from 83 per cent in 2021 to 86 per cent</li> <li>• Promote positive behaviour from 83 per cent in 2022 to 87 per cent</li> <li>• Parent community engagement in 2021 from 77 per cent to 81 per cent</li> </ul>
<b>Key Improvement Strategy 3.a</b>	Further develop and embed the Crew wellbeing program as the school continues to grow.

Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion