School Strategic Plan
Clifton Hill Primary School - 1360
2015 - 2018

School Profile

Vision	Clifton Hill Primary School provides opportunities for individuals to thrive and reach their potential as well-rounded, global citizens within a challenging and nurturing environment.
Values	Within the Clifton Hill Primary School community we model and foster the following values: o Empathy o Integrity o Respect o Responsibility o Tolerance o Inclusion
Environmental Context	Clifton Hill Primary School is a thriving inner suburban school on a small site with 690 students enrolled for 2015. It is the closest school for 65% of students enrolled with the remaining 35% being drawn mainly from neighbouring middle class inner suburban areas. A minority of students are drawn from public housing. Having undergone rapid gentrification, the area is laced with high quality Victorian and Edwardian housing complemented by warehouses converted to modern developments. Nearby, Queens Parade offers the community an attractive local shopping strip with a variety of cafes, restaurants, gourmet providores and speciality stores. Parental expectation of student performance continues to remain high. The school ICSEA value indicates that 77% of families are in the top quarter socio-educational advantage and most parents are tertiary educated and working in professional fields. The school differentiates the curriculum for all students and has a strong number of high achieving students at all year levels. Clifton Hill Primary school provides strong support and resources for students with disabilities. The school's strong academic reputation attracts students from outside the area and waiting lists apply at all levels. With regard to student learning, NAPLAN indicators reveal consistently strong comparative performance, with mean scores consistently in the top 20% of all government primary schools. The NAPLAN indicators also provide clear evidence of improved student learning. There is clear evidence that the school adds considerable value to student learning. This is illustrated in the cohort that moved from Year 3 in 2011 to Year 5 in 2013 where the proportions of students making high relative growth was far superior to

	that recorded across the state.
	The school uses the ACER Social-Emotional Wellbeing (SEW) Survey to gauge student engagement and wellbeing outcomes. The 2013 survey revealed very high comparative levels of student emotional, social and learning skills. Charts provided to the review panel show the school has superior levels of 'high' and 'medium' indicators than the all schools population data. Observations and discussions provided anecdotal evidence confirming that high levels of student cognitive, emotional and behavioural engagement exist. Average attendance rates for all students in the school have been comparatively high, at levels in the top 20% of schools. The 2013 attendance rates for Foundation to Year 6 varied between 94% and 96% and were above the level predicted for the school. The school receives strong support from a dynamic parent community. The School Council is an active body of parents and teachers who discuss issues and make important decisions around school improvement. Each year a dedicated committee coordinates a successful school Fair to raise funds for school based initiatives. In 2014, the Fair raised 108,000 clear of all costs. The community is concerned about the proposed East-West Link road development.
Service Standards	General • The school fosters close links with parents and the broader school community through its commitment to open and regular communications. • 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. • The school offers all students differentiated instruction. • The school actively identifies students who have particular learning needs – including gifted students. • The school offers a broad range of extra-curricular opportunities accessible to all students. • The school supports high achieving students by offering a broad range of enrichment programs. Specific • The school will respond to all communication by parents and caregivers within 2 working days. • Parents will be engaged regularly when their child does not behave in a socially acceptable manner. • All teachers will provide timely and targeted feedback to students on their work.

Strategic Direction

ACHIEVEMENT – ENGLISH AND MATHEMATICS			
	Goals	**Targets**	**Key Improvement Strategies**
Achievement refers to both the absolute levels of learning attainment and growth in student learning that schools strive to support. *While recognising that literacy and numeracy are essential foundations for students' success, achievement outcomes encompass a broader view of learning, spanning the full range of curricular domains, as well as students' co-curricular achievements.*	Staff at Clifton Hill Primary School will improve student learning outcomes in English and Mathematics showing 1.2 years growth in 1 year for our students	In Literacy: • Naplan Reading score average cohort growth of 85 • Naplan Writing score average cohort growth of 79 • Naplan Spelling score average cohort growth of 93 • Naplan Grammar and Punctuation cohort growth of 86 Torch scale score average cohort growth of 1.2 years in every 1 year for Grade 2 - 6. See table below.	▪ Introduce longitudinal tracking of students' achievement in English and Mathematics to quantify the value added across the school ▪ Analyse trend data annually to assess average growth of students and identify underperforming students. ▪ Offer targeted Professional Development in the areas of English, Mathematics and data analysis for all staff ▪ Align staff Performance and Development Plans with goals in the Strategic Plan ▪ Implement moderation procedures to improve consistency between standardised tests and teacher judgement results

End of each year	Expected Growth	1.2 x Expected Growth
Yr 2– Yr 3	5.2	6.2
Yr 3 – Yr 4	4.9	5.9
Yr 4 – Yr 5	4.6	5.6
Yr 5 – Yr 6	4.3	5.1

Naplan Numeracy score average cohort growth of 107 from

Grade 3 to Grade 5.

PATMaths scale score average cohort growth of 1.2 years in every 1 year for Grade 1 - 6. See table below.

End of each year	Expected Growth	1.2 x Expected Growth
Yr 1 – Yr 2	15.94	19.12
Yr 2 – Yr 3	11.99	14.39
Yr 3 – Yr 4	8.37	10.04
Yr 4 – Yr 5	5.26	6.31
Yr 5 – Yr 6	2.87	3.45

ACHIEVEMENT - SCIENCE			
	Goals	**Targets**	**Key Improvement Strategies**
Achievement refers to both the absolute levels of learning attainment and growth in student learning that schools strive to support. While recognising that literacy and numeracy are essential foundations for students' success, achievement outcomes encompass a broader view of learning, spanning the full range of curriculum domains, as well as students' co-curricular achievements.	Clifton Hill Primary will develop, implement and assess an engaging, comprehensive and sequential Science curriculum for students from F-6, both within specialist science lessons and the classroom.	• Scope & Sequence documents for Science Understanding, Science Inquiry Skills and Science as a Human Endeavour for Foundation to Year 6 • School uses data about students' engagement and understanding in Science to inform future planning • 90% of 2014 Year One and Two students will be above level in Science • Science Understanding and Skills is comprehensively assessed • All strands and substrands of Science (Science Understanding, Science Inquiry, Science as a Human Endeavour), will be evident in term planners and work programs	• Develop professional knowledge of specialist science teacher and classroom teachers • Purchase appropriate equipment, materials and reference texts • Collaborate with Melbourne University and other relevant organisations • Facilitate collaboration between Specialist Science teacher and classroom teachers during shared planning week • Use whole-school planners and checklists to ensure consistency and accountability across the school • Specialists Science teacher and Curriculum Coordinator to review curriculum annually in term 4. • Remove science units from general scope and sequence to allow science skills and understandings to be incorporated into English and Mathematics across the whole year

ENGAGEMENT

	Goals	Targets	Key Improvement Strategies
Engagement refers to the extent to which students feel connected to and engaged in their learning and with the broader school community. Engagement spans students' motivation to learn, as well as their active involvement in learning. Engagement also refers to students engagement as they make critical transitions through school and beyond into further education and work.	All Clifton Hill Primary School students are highly motivated, engaged and connected to a 21st century learning environment.	ACER Social Emotional Wellbeing Survey targets: • 20% decrease of students across all cohorts disagreeing with the statement ***I am someone who loves to learn (S) I love to learn (P)*** • 20% decrease of students across all cohorts agreeing with the statement ***When I don't understand something I'm learning I think that, "I really don't think I have what it takes to be successful" (S)/When I don't understand something I think, "I can't do this" (P)*** • 20% decrease of students across all cohorts disagreeing with the statement ***I have at least one teacher who spends time talking with me about things other than my schoolwork*** by at least 20% ▪ All Rich Assessment Tasks combine measurement of skills and understandings within relevant core subject areas and 21st century skills including: • Critical Thinking and Problem Solving • Communication and Collaboration • Creativity and Innovation	• Student feedback used to give students a voice so they may inform, monitor, take increasing responsibility for and actively shape their own learning • Student and teacher reflection incorporated into lesson planning to make learning visible • 21st century skills built into Literacy and Numeracy activities and Rich Assessment Tasks, combining a focus on core curriculum content and the skills of: • Critical Thinking and Problem Solving • Communication and Collaboration • Creativity and Innovation ▪ Incorporate the 21st century skills of critical thinking into term planners using Tony Ryan's Thinkers Keys within Literacy, Mathematics and Integrated Studies. ▪ Added opportunities offered for students to develop critical thinking and problem solving skills, communication and collaboration skills, and creativity and innovation skills by participating in optional groups such as: • Tournament of Minds • Philosophy Club • Gateways Challenge • PALs • Administration of the ACER Social Emotional Wellbeing survey every year to provide current information and allow for greater cohort comparison

WELLBEING			
	Goals	**Targets**	**Key Improvement Strategies**
Students' health, safety and wellbeing are essential to learning and development. An inclusive, safe, orderly and stimulating environment for learning is critical to achieving and sustaining students' positive learning experiences.	Clifton Hill Primary School fosters high levels of student wellbeing across the school through the consistent and targeted development of students' social-emotional understandings and thinking skills.	• 20% decrease in the percentage of students across all cohorts agreeing with the statement ***I feel lonely.*** • 20% decrease in the percentage of students across all cohorts disagreeing with the statement ***In school, I am learning about different feelings people can have and how I can cope with stress***. • 20% decrease in the percentage of students across all cohorts disagreeing with the statement ***I can calm down quickly when I feel bad (P)/I have difficulty calming down quickly when I get very upset (S)*** ▪ Further develop students' 21st Century learning skills in the area of leadership and responsibility	• By 2019 Clifton Hill Primary School will have implemented a school-wide program that promotes student wellbeing and enhances parent and community understanding of the school's approach to teaching and learning through increased communication • High levels of student trust and positive relationships with peers and teachers will continue to be developed • CHPS will continue to provide a safe and inclusive environment through opportunities for students to socialize with one another through participation in the Buddies program and optional lunchtime activities such as PALS, Chess Club, Library, Choir, Music Bands, etc. • CHPS will continue to offer opportunities for students to develop their leadership skills through student-led assemblies, PALS, Junior School Council and the Buddies program

PRODUCTIVITY			
	Goals	**Targets**	**Key Improvement Strategies**
Productivity refers to the effective allocation and use of resources, supported by evidence and adapted to the unique contexts of each school. Successful productivity outcomes exist when a school uses its resources – people, time, space, funding, facilities, community expertise, professional learning, class structures, timetables, individual learning plans and facilities – to the best possible effect and in the best possible combination to support improved student outcomes and achieve its goals and targets.	Teachers' knowledge base, analytical skills and expertise will be improved through participation in mentoring, coaching and/or peer observation.	• All graduate teachers will be allocated a mentor and meet weekly in order to achieve full VIT registration • All teachers with 1-4 years experience will participate in regular coaching conversations and peer observations with goals linked to their Performance Development Plans • Teacher collaboration results from the annual School Staff Survey will reside above the 67th percentile when compared to schools of our type • At least three forms of feedback, including peer observation are present in all teacher Performance Development Plans	• All graduate staff will be allocated a VIT trained mentor for their first year of teaching • Teachers with 1-4 years experience will be active members of a coaching team • The school will have a pool of trained, experienced coaches to support the broader teaching workforce • Professional development in structured observations will be provided to all teachers • All staff are involved in regular professional conversations via mentoring, coaching and PLTs • Research is used to facilitate professional conversations and guide the development of new practice • Annual evaluation of induction and coaching programs

School Strategic Plan 2014- 2017: Indicative Planner

Purpose: the purpose of the indicative planner is to assist the school to prioritise key improvement strategies to support resource allocation and to describe the changes in practice and behavior that might be observable at the school if the key improvement strategies are being implemented as intended

Key Improvement Strategies		Actions	Achievement Milestone
Achievement **English and Mathematics**	Year 1	▪ Build staff capacity with Phillip Holmes Smith to educate staff on how to measure individual student growth and how to use this data to inform their teaching ▪ All applicable assessment data will be collected and uploaded onto the SPA platform ▪ Systems to upload and organise data will be designed and implemented ▪ Participation of a selected group of staff in Assessment and Learning Partnerships Professional Development Program ▪ Develop and update whole school English and Mathematic curriculum documents ▪ An evidence based professional learning cycle will be introduced through new staff performance development plans ▪ Leadership team to analyse trend data to assess average growth of students and identify underperforming students	▪ All staff will implement SPA Student Tracker as a core component of their assessment strategy ▪ A group of teachers will be skilled in research based practice around student assessment and effective running of PLTs ▪ All staff will have access to current English and Mathematic documents ▪ All staff will have will have professional development plans focused on current professional growth, improvement of practice and impact on student learning
	Year 2	▪ Consolidate teacher assessment practices and continue to examine data, target intervention, provide relevant assessment and develop teacher accountability	▪ All staff will demonstrate how the use of data analysis influences teaching and learning approaches ▪ Key learning from 2015 Assessment and Learning Partnerships Professional

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		- Establishment of PLTs to examine student assessment & learning - Consolidate implementation of SPA Student Tracker across Years F – 6 - Systems to upload and organise data will be refined and implemented - Leadership team will analyse NAPLAN data and communicate to all teaching staff - Leadership team to analyse trend data to assess average growth of students and identify underperforming students	Development Program present in all teaching teams - All staff will access SPA student tracker in their fortnightly planning sessions using it to measure the growth of each student - All staff in Years 3 to 6 will use NAPLAN data to inform curriculum differentiation in the classroom - Positive growth across English and Mathematics data will be evident
	Year 3	- Implement consistent use of whole school English and Mathematics curriculum documents through improved moderation practices - Professional development for all staff in developing a rigorous and differentiated Mathematics Curriculum - Leadership team to analyse trend data to assess average growth of students and identify underperforming students	- English and Mathematics curriculum documents will be used to support bi-annual moderation meetings - All staff will have an extended understanding of planning, implementing and assessing the Mathematics curriculum 1.1 years growth will be evident across English and Mathematics data
	Year 4	- Leadership team to analyse trend data to assess average growth of students and identify underperforming students - Professional development for all staff in developing a rigorous and differentiated English Curriculum	- Student learning outcomes in English and Mathematics show 1.2 years growth in 1 year - All staff will have an extended understanding of planning, implementing and assessing the English curriculum 1.2 years growth will be evident across English and Mathematics data

Achievement **Science**	Year 1	- Complete Science Knowledge & Understanding scope & sequence document - Collect teacher feedback related to the role of the classroom teacher during and after science lessons - Conduct 'engagement survey' of all students in 3-6 (end semester 1) - Analyse data from engagement survey - Develop Science Inquiry Skills assessment checklists and/or rubrics - Annual meeting of Science Teacher and Curriculum coordinator to develop consistency and ensure cohesive practice across school - Science Teacher to meet with each grade level termly during planning week to discuss the following term's Science unit - Explore additional assessment tools	- Science Knowledge & Understanding scope & sequence document distributed to teachers - The role of the classroom teacher will be defined through a set of shared expectations 81% of 2015 Grade 3 students will be assessed as 'above level' in Science in the areas of *Science Knowledge and Understandings* and *Science Inquiry Skills* - Analysis of data from student engagement survey will be used as a baseline to develop targets for year 2, 3 and 4 - Science Inquiry Skills checklists used by classroom teachers during Science lessons
	Year 2	- Complete Science Inquiry Skills scope & sequence document - Conduct 'engagement survey' of all students in 3-6 (end semester 2) - Review curriculum documents and implementation - Analyse data from engagement survey in relation to set targets - Annual meeting of Science Teacher and Curriculum coordinator to develop consistency and ensure cohesive practice across school	84% of 2016 Grade 3&4 students will be assessed as 'above level' in Science the areas of *Science Knowledge and Understandings* and *Science Inquiry Skills* - Science Inquiry Skills scope & sequence document distributed to teachers
	Year 3	- Conduct 'engagement survey' of all students in 3-6 (end semester 2) - Review curriculum documents and implementation	87% of 2017 Grade 4&5 students will be assessed as 'above level' in Science the areas of *Science Knowledge and Understandings* and *Science Inquiry*

		▪ Analyse data from engagement survey in relation to set targets ▪ Science Teacher to meet with each grade level termly during planning week to discuss the following term's Science unit ▪ Science Teacher to meet with each grade level termly during planning week to discuss the following term's Science unit ▪ Annual meeting of Science Teacher and Curriculum coordinator to develop consistency and ensure cohesive practice across school	*Skills*
	Year 4	▪ Conduct 'engagement survey' of all students in 3-6 (end semester 2) ▪ Review curriculum documents and implementation ▪ Complete Science as a Human Endeavour scope & sequence document ▪ Analyse data from engagement survey in relation to set targets ▪ Science Teacher to meet with each grade level termly during planning week to discuss the following term's Science unit ▪ Annual meeting of Science Teacher and Curriculum coordinator to develop consistency and ensure cohesive practice across school	▪ 90% of 2018 Grade 5&6 students will be assessed as 'above level' in Science the areas of *Science Knowledge and Understandings* and *Science Inquiry Skills* ▪ Science as a Human Endeavour scope & sequence document distributed to teachers

Engagement	Year 1	• Introduction of a Philosophy club for students to develop critical thinking skills • Tournament of Minds offered to senior students • Professional Development for staff in Tony Ryan's Thinkers Keys • Staff trialling of Tony Ryan's Thinkers Keys within Literacy, Numeracy and Integrated unit planners Review of the success of critical thinking initiatives (as above).	• Inclusion of critical thinking activities and opportunities within Core Curriculum planners • Improvement in data on the ACER Social Emotional Wellbeing Survey related to specified target questions equal to a rise of 5%
	Year 2	• Tournament of Minds and Philosophy club offered to senior students • Professional Development for staff in stimulating critical thinking, problem posing/solving, creativity and innovation skills and capabilities • Team Planning for the development of and incorporation of critical thinking, problem posing/solving, creativity and innovation skills within Literacy, Mathematics and Integrated Studies planners • Research into Thinker's Keys adapted from other teaching professionals, for example, Catherine Attard – Mathematics • Whole staff sharing of strategies/ lessons/ projects that develop critical thinking, problem posing/ solving, creativity and innovation skills	• Integrated Unit Planners offer students opportunities to investigate questions of interest, collaborate to solve real world problems and think creatively/innovatively towards and about their learning • Improvement in data on the ACER Social Emotional Wellbeing Survey equal to a rise of 10% as compared to the 2013 data
	Year 3	• Tournament of Minds and Philosophy club offered to senior students • Sustaining growth in the incorporation of critical thinking, problem posing/solving, creativity and innovation skills and capabilities within all areas of the curriculum • Weekly team planning to continue the development and implementation of critical thinking, problem solving and creativity and innovation initiatives	• Evidence of opportunities for • Critical Thinking and Problem Solving • Communication and Collaboration • Creativity and Innovation within Rich Assessment Tasks and projects throughout all curriculum areas • Further improvement in data on the ACER Social Emotional Wellbeing Survey equal to a rise of 15% as compared to the 2013 data

		▪ Professional Development around the assessment of critical thinking, problem posing/solving, creativity and innovation skills and capabilities	
	Year 4	▪ Review of Tournament of Minds and Philosophy Club ▪ Review of Thinkers Keys ▪ Review of the incorporation and assessment of critical thinking, problem posing/solving, creativity and innovation into all curriculum areas	▪ Evidence of a 20% improvement in data on the ACER Social Emotional Wellbeing Survey related to target questions between 2013 and 2018
Wellbeing	Year 1	▪ Trialling of social and emotional wellbeing development strategies such as 'Circle Time' as determined by staff input. ▪ Professional development opportunities for the whole staff related to research based purpose and strategies/ programs for the teaching of Social and Emotional Wellbeing ▪ Professional Development towards the Kids Matter Framework for planning a Social and Emotional Wellbeing program ▪ Communication with the school community about the development and implementation of the Social and Emotional Wellbeing program ▪ Continue to offer current initiatives that foster Student Social and Emotional Wellbeing - PALS, Chess Club, Library, Choir, Music Bands, Buddies ▪ Whole school Social and Emotional Wellbeing program to be developed based on feedback from trials	▪ Completion of component one of Kids Matter (successfully reviewed internally) ▪ Improvement in data on the ACER Social Emotional Wellbeing Survey equal to a rise of approximately 5% as compared to the 2013 data related to target questions.
	Year 2	▪ Induction of new staff to Social and Emotional Wellbeing program. ▪ Team and section planning for and consistent implementation of whole school Social and Emotional Wellbeing program ▪ Review Behavioural Management data collection from Student Wellbeing Spread	▪ Completion of component two of Kids Matter (successfully reviewed internally) ▪ Further improvement in data on the ACER Social Emotional Wellbeing Survey equal to a rise of approximately 10% as compared to the 2013 data related to target questions ▪ Reduction in behavioural management

		• sheet • Continue to offer current initiatives that foster Student Social and Emotional Wellbeing - PALS, Chess Club, Library, Choir, Music Bands, Buddies ▪	• incidents
	Year 3	• Induction of new staff to Social and Emotional Wellbeing program • Review and revise Social and Emotional Wellbeing program for change and improvement purposes –input from student, teachers and parents needed • Sustained and continued growth in implementation of whole school Social and Emotional Wellbeing program • Review Behavioural Management data collection from Student Wellbeing Spread sheet ▪ Continue to offer current initiatives that foster Student Social and Emotional Wellbeing - PALS, Chess Club, Library, Choir, Music, Bands, Buddies	• Completion of component three of Kids Matter (successfully reviewed internally) • Further improvement in data on the ACER Social Emotional Wellbeing Survey equal to a rise of approximately 15% as compared to the 2013 data related to target questions. • Reduction in behavioural management incidents
	Year 4	• Induction of new staff to Social and Emotional Wellbeing program. • School wide review of Social and Emotional Wellbeing program • Review Behavioural Management data collection from Student Wellbeing Spread sheet	• Completion of component four of Kids Matter (successfully reviewed internally) • Evidence of a 20% improvement in data on the ACER Social Emotional Wellbeing Survey related to target questions between 2013 and 2018 • Reduction in behavioural management incidents

Productivity	Year 1	- Establishment of coaching team - All staff participate in professional learning focused on providing effective feedback - All staff to develop protocols for coaching	- All teachers with 1-4 years experience participate in formal coaching with program evaluated and documented for future use - Establishment of protocols for professional dialogue
	Year 2	- Coaching program extended to include at least one additional coach - All teachers participate in targeted, structured peer observation, as both observer and teacher	- Coaching program refined to facilitate greater individualised support to teachers with 1-4 years experience - Peer observation is included as one form of feedback for at least one goal in all teacher Performance Development Plans
	Year 3	- Coaching program refined and continued - Examine additional approaches to teacher feedback	- Coaching program refined to facilitate greater individualised support to teachers with 1-4 years experience and any additional identified teachers - Multiple approaches to teacher feedback are present in some teacher development plans
	Year 4	- Coaching program refined and continued - Implement shared model of teacher feedback	- Coaching program refined to facilitate greater individualised support to teachers with 1-4 years experience and any additional identified teachers - Multiple approaches to teacher feedback are present in teacher development plans