Coatesville Primary School Strategic Plan 2018-2021

Endorsement			Re-Endorsement (if a Goal, KIS or Target is changed)		Re-endorsement (if a Goal, KIS or Target is changed)	
Principal:	.... [name]	[date]	....[name] .... [date]		....[name].........................[date]	
School council:	.... [name]	[date]	....[name] .... [date]		....[name].........................[date]	
Delegate of the Secretary:	.... [name]	[date]	....[name] .... [date]		....[name].........................[date]	

School vision	School values	Context and challenges	Intent, rationale and focus
Nurture the educational journey of all within the school community, so that we "aspire higher," through an engaging and relevant, inquiry-based curriculum, that empowers us to be internationally minded, lifelong learners.	Our whole school Values of Achievement, Cooperation, Respect, Responsibility and Harmony guide the behaviours of the school community and are well known from Prep-Grade 6	The school's Student Family Occupation (SFO) Index has been trending downward and was 0.2343 in 2017, which was below the state median. The Index of Community Socio-Educational Advantage (ICSEA) was 1104 in 2016, which was above the national mean of 1000. Thirty-five per cent of students have a language background other than English, with the most common languages spoken at home being Hebrew, Greek and Russian. The school is an authorised International Baccalaureate -Primary Years Programme (IB-PYP) World School. Learning is centred upon an inquiry approach in-line with IB-PYP principles. Within this approach, teachers differentiate learning through a wide range of structured, guided and open-ended activities. The school community shares a common vision to build students' conceptual understanding knowledge, skills and attitudes to develop internationally minded global citizens who make a difference through taking action.	Over the next 4 years Coatesville Primary School will be focussed on improving student outcomes in achievement, engagement and wellbeing as outlined in the goals below. Our recent Peer Review showed that we were above state mean in all areas of NAPLAN but were well below similar schools. We aim to improve achievement data in order to ensure that we are growing the skills and knowledge of all students during their educational journey at Coatesville.

Four-year goals (for improving student achievement, engagement and wellbeing)	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets (for improving student achievement, engagement and wellbeing)
Goal 1. To improve student growth in literacy numeracy and science.	-Building practice excellence -Curriculum Planning & Assessment -Evidence-based high impact teaching strategies	**1.1 To develop a new instructional model to teaching Literacy based around the Orton Gillingham approach.** Actions: -Appoint literacy coordinator to create and implement a new instructional model in line with the DET Literacy and Numeracy Strategy -Audit current Literacy teaching practices and staff knowledge of teaching Literacy -Build staff capacity in the teaching of Literacy through targeted professional learning, coaching, peer observation and feedback. **1.2 To refine and embed our instructional model of teaching Mathematics** Actions: -Appoint Numeracy coordinator to refine and embed our instructional model in line with the DET Literacy and Numeracy Strategy -Audit current Mathematic teaching practices and staff knowledge of teaching Mathematics -Build staff capacity in the teaching of Mathematics through targeted professional learning, coaching, peer observation and feedback. **1.3 To develop a school wide approach to teaching, assessing and reporting in Science and Digital Technologies through the lens of STEAM** Actions: -Appoint a STEAM coordinator to develop a school wide approach to STEAM -Audit current curriculum delivery, assessment and resources in Science and Digital Technologies -Build staff capacity in the teaching of Science and Digital Technologies through targeted professional learning, coaching, peer observation and feedback.	By 2021, the percentage of Year 3 and 5 students in the top two NAPLAN bands to be at or above similar schools for Numeracy, Reading and Writing. By 2021, matched cohort relative growth in NAPLAN to be at or above the similar school mean for Numeracy, Reading and Writing. By 2021, matched cohort relative growth in NAPLAN to be greater than 30% 'High Growth' and lower than 20% for 'Low Growth' for each year for Numeracy, Reading and Writing. For each year from 2018 to 2021, School Staff Survey component means for all modules for both the overall score and percentage endorsement, to be at or above 80%. For each year from 2018 to 2021, maintain or improve on 2017 factor percentage of positive endorsements on the Student Attitudes to School Survey.
Goal 2. To develop the Capabilities of the whole child as described by the Victorian Curriculum and promote learner agency.	*Intellectual engagement and self-awareness* *-Setting expectations and promoting inclusion*	**2.1 To develop staff knowledge of and capacity to teach and assess the Capabilities to develop learner agency** Actions: -Align the Capabilities with the IB-PYP Transdisciplinary Skills -Develop scope and sequence for the transdisciplinary teaching, assessing and reporting of the Capabilities -Build staff capacity to teach and assess the capabilities to further develop learner agency	By 2021, all teachers will be assessing and reporting against the IB-PYP Transdisciplinary Skills in line with the Victorian Curriculum. By 2021, responses to all elements of the Cognitive Engagement Domain of the Attitudes to School Survey will be at or above 80%
Goal 3. To develop a community where individuals are healthy, safe, resilient and willing to contribute to the wellbeing of self and others.	*Community engagement in learning* *-Parents and carers as partners* *-Intellectual engagement and self-awareness* *-Empowering students and building school pride*	**3.1. To embed the concepts of positive psychology into the Coatesville wellbeing approach.** Actions: -Audit current wellbeing approach -Create wellbeing PLC to redesign our schoolwide approach to wellbeing to incorporate positive education, community involvement and proactive interventions to build Respectful Relationships -Implement new wellbeing approach	By 2021, 90% of students respond positively to school connectedness on the positive climate for learning domain of Student Attitudes to School Survey. By 2021, 90% of students respond positively to resilience on the learner characteristics domain of Student Attitudes to School Survey. By 2021, Parent Opinion Survey results will all be above 80%. Maintain the whole school average student absence to be considerably below state average for primary schools.