**School Strategic Plan 2018-2022**

Coldstream Primary School (5127)



Submitted for review by Phillippa Adgemis (School Principal) on 07 December, 2018 at 08:00 AM  
Endorsed by Coralee Pratt (Senior Education Improvement Leader) on 07 December, 2018 at 09:22 AM  
Endorsed by Kelly Borg (School Council President) on 08 December, 2018 at 10:48 AM

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| School vision | To develop a community of learners who can negotiate the learning outcomes so that all students and teachers are engaged, challenged and extended to exceed their potential. To develop exemplary citizenship and caring, respectful demeanours where every person is respected and valued. |
| School values | We leap into learning by showing teamwork, teamwork and responsibility. |
| Context challenges | High number of challenging children (academically, ASD, trauma) with stretched human resources for dealing with their needs. Community expectations have not been high for their children. Culture in the school of the sportsfield sledging and derision. Growing awareness of levels of need in the community not well resourced financially, socially or emotionally. More family dysfunction becoming apparent. |
| Intent, rationale and focus | Create an agreed and viable curriculum. Embed a whole school reading and writing instructional model that promotes high quality, consistent teaching and learning in literacy (BPE) Embed a culture of curriculum planning and assessing the impact of learning programs, adjusting them to suit individual needs (CPA) Embed a whole school reading and writing instructional model that promotes high quality, consistent teaching and learning in literacy (BPE) Embed a culture of curriculum planning and assessing the impact of learning programs, adjusting them to suit individual needs (CPA) Establish consistency in pedagogical understandings and practices. Develop even greater consistency in wellbeing across the school. |

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| Goal 1 | To maximise the achievement and learning growth of every student in literacy. |
| Target 1.1 | Students relative growth in NAPLAN is   |  |  |  | | --- | --- | --- | | **DOMAIN** | **2018** | **2021 target** | | Reading | 40% | > 40% | | Writing | 20% | > 30% | | Spelling | 10% | > 25% | |
| Target 1.2 | Top 2 bands of NAPLAN in Year 3   Bottom 2 bands NAPLAN in Year 3   |  |  |  |  | | --- | --- | --- | --- | | **DOMAIN** | **2021 target** | **DOMAIN** | **2021 target** | | Reading | 40% | Reading | 0% | | Writing | 40% | Writing | 0% | | Spelling | 40% | Spelling | 0% | |
| Target 1.3 | SSS to show:   |  |  | | --- | --- | | **DOMAIN** | **2021 target** | | Collective focus on Teaching and Learning | >90% | | Collective efficacy | >90% | | Collective responsibility | >90% | |
| Target 1.4 | Reduced inconsistency between the teacher judgement data and the NAPLAN data from the 2018 data in literacy. |
| Key Improvement Strategy 1.a Curriculum planning and assessment | Develop and document whole school curriculum, including scope and sequence that promotes high quality teaching and learning in literacy (CPA) |
| Key Improvement Strategy 1.b Building practice excellence | Embed a whole school reading and writing instructional model that promotes high quality, consistent teaching and learning in literacy (BPE) |
| Key Improvement Strategy 1.c Curriculum planning and assessment | Embed a culture of curriculum planning and assessing the impact of learning programs, adjusting them to suit individual needs (CPA) |
| Goal 2 | To maximise the achievement and learning growth of every student in numeracy. |
| Target 2.1 | Students relative growth in NAPLAN is   |  |  |  | | --- | --- | --- | | **DOMAIN** | **2018** | **2021 target** | | Numeracy | 33% | > 40% | |
| Target 2.2 | Top 2 bands of NAPLAN in Year 3    Bottom 2 bands NAPLAN in Year 3   |  |  |  |  | | --- | --- | --- | --- | | **DOMAIN** | **2021 target** | **DOMAIN** | **2021 target** | | Numeracy | 40% | Numeracy | 0% | |
| Target 2.3 | SSS to show:   |  |  | | --- | --- | | **DOMAIN** | **2021 target** | | Elements in the PL dimensions | >80% | | Collective efficacy | >90% | |
| Target 2.4 | Reduced inconsistency between the teacher judgement data and the NAPLAN data from the 2018 data in Numeracy. |
| Target 2.5 | Documented curriculum with scope and sequence for each Grade level and subject area. |
| Key Improvement Strategy 2.a Curriculum planning and assessment | Develop and document whole school curriculum, including scope and sequence that promotes high quality teaching and learning in numeracy (CPA) |
| Key Improvement Strategy 2.b Curriculum planning and assessment | Strengthen the capacity of individual teachers and teams to analyse and use assessment data to plan a differentiated teaching and learning program that targets the learning needs of all students (CPA) (EIL) |
| Key Improvement Strategy 2.c Building practice excellence | Develop capacity in staff to lead and implement effective teaching and learning (BPE) |
| Goal 3 | To increase the active engagement of every student in their learning |
| Target 3.1 | AToSS to show:   |  |  |  | | --- | --- | --- | | **AToSS dimension** | **2018** | **2021 target** | | Student voice and agency | 56% | > 80% | | High expectations for success | 95% | > 90% | | Motivation and interest | 77% | >80% | | Effective teaching practice variables | 70% | > 80% | |
| Target 3.2 | SSS to show:   |  |  |  | | --- | --- | --- | | **SSS dimension** | **2018** | **2021 target** | | Trust in students and parents | 57% | > 80% | | Academic emphasis | 56% | > 80% | |
| Target 3.3 | POS to show:   |  |  |  | | --- | --- | --- | | **POS Dimension** | **2018** | **2021 target** | | Student motivation and support | 86% | > 90% | | Stimulating learning | 87% | > 90% | |
| Key Improvement Strategy 3.a Empowering students and building school pride | Use appropriate evidence to differentiate curriculum so that all students experience challenge, success and improved learning. (ESP) |
| Key Improvement Strategy 3.b Intellectual engagement and self-awareness | Use effective feedback strategies to gather information on students understanding, to assist students to advance their own learning and to verify the impact of their practice. (IES) |
| Key Improvement Strategy 3.c Setting expectations and promoting inclusion | Set goals in partnership between students and teachers to assist students to understand the success criteria, commit to the learning and provide the appropriate mix of success and challenge. (SEI) (HITS1) |
| Key Improvement Strategy 3.d Setting expectations and promoting inclusion | Build a culture where teachers and students work together and student voice and agency is heard and respected. (SEI) |