

School Strategic Plan 2021-2025

Clifton Hill Primary School (1360)



Excellence in Education

Submitted for review by Nerida Mellerick (School Principal) on 16 June, 2022 at 09:10 AM

Endorsed by Pauline Rice (Senior Education Improvement Leader) on 27 June, 2022 at 05:10 PM

Awaiting endorsement by School Council President

School Strategic Plan - 2021-2025

Clifton Hill Primary School (1360)

School vision	Clifton Hill Primary school strives for excellence in educational outcomes for all students regardless of background and ability.
School values	<p>Within the Clifton Hill Primary School community, we foster resilience through teaching and modelling the following values:</p> <p>Kindness and Empathy - We care for one another, speak and act with consideration, friendliness and respect. We try our best to understand the feelings and experiences of others.</p> <p>Gratitude - We show appreciation for what we have and what others do for us, and we give back in return.</p> <p>Inclusiveness - We embrace difference, treat people fairly and create opportunities so that everyone feels like they belong.</p> <p>Critical and Creative Thinking - We question, analyse and evaluate and we look for new and innovative ideas and solutions.</p>
Context challenges	<p>Clifton Hill Primary School is an inner city school of 731 students. Clifton Hill Primary School is a thriving inner suburban school on a small site, with 731 students enrolled for 2021. 1 percent of students have English as an additional language, and 1 percent are Aboriginal or Torres Strait Islander. The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE) which takes into account parents' occupations and education. Clifton Hill Primary School's socio-economic band value is: Low (0.0737); meaning that the school has a low level of disadvantage.</p> <p>The school is in the process of getting back to normal operations after the Covid-19 pandemic and well-being is a focus. A key action in relation to student leadership, wellbeing and belonging is the introduction of a new school leadership program for Year 6 students in 2021. The Year 6 School leaders consist of 4 School captains and 20 supporting leaders with various leadership responsibilities ranging from Art, Sport to Environmental leaders. This leadership initiative will extend across the school Year 1 - 6. This initiative will continue to be embedded into the school culture over the next four years.</p> <p>Due for completion in 2021, Clifton Hill Primary School is building a new 10 classroom campus across the other side of Gold Street. This new building will offer excitement and challenge as the schools Year 5 and 6 students will move across and the school manages the associated logistics. These new classrooms will create additional space in the existing school buildings to explore additional specialist teaching spaces and regain full use of the purpose built library.</p> <p>Clifton Hill Primary School has a significant number of high achieving students within each year level. This poses the challenge of differentiation as teachers work hard to engage, challenge and stimulate all learners in their classrooms. Clifton Hill Primary School has 9 students funded through the Program for Students with Disabilities (PSD) and 6.3 Education Support Staff (ES). There have</p>

	<p>been a number of students commence school at CHPS in 2021 who require extra support and do not yet have funding or will not be eligible for funding. CHPS has a strong focus on catering for students with additional needs, including both for funded and unfunded students. Teachers are expected to differentiate student learning so that all students can progress and achieve success. All funded students have an Individual Education Plan (IEP) and regular SSG meetings with parent(s), relevant external professionals, an Assistant Principal and the classroom teacher. Students who are working 6-12 months below level or 18 months above level, and do not have a working group, are also provided with an IEP. IEPs are also used to support students with additional needs such as dyslexia, ADHD, ASD and behavioural issues. The school provides grade or subject acceleration, where appropriate, for gifted and talented students.</p>
<p>Intent, rationale and focus</p>	<p>Clifton Hill Primary school aims to support student learning, participation and sense of belonging within our school community. We aim to continue to improve learning outcomes for all students, regardless of background. We want to provide challenge for all students - those requiring support, those students working at the expected level and those students who require extension. Clifton Hill Primary School prides itself on the professionalism and integrity of its teaching staff and it aims to continue to provide the highest quality education for its students.</p> <p>Clifton Hill Primary School will continue to provide excellent education for its students through:</p> <ul style="list-style-type: none"> -Improving student learning outcomes in literacy and numeracy with a focus on differentiation and ensuring challenge for all students -Building Professional Learning Communities (PLCs) with a particular focus on data literacy -Incorporating peer observations into teacher practice and embedding them as part of the school culture -Improving writing instruction, assessment and moderation with a focus on building confidence in teacher judgements -Ensuring student agency in learning, particularly feedback strategies, learner agency and construction of challenging learning goals -Conducting an integrated curriculum review -Supporting students' mental health and wellbeing post COVID, through a range of initiatives including Respectful Relationships, Smiling Mind and e-Pulse -Strengthening learning partnerships with parents and carers including use of systematic reporting, sharing learning goals and accessible online platforms <p>Leadership will continue to build a positive school climate for learning and well-being through practices and relationships based on high expectations, shared values and a culture of trust. The school will work systematically over the next four years to build teacher capacity, track data and focus on student learning, engagement and well-being. Staff professional development will be targeted and centred around the core priorities.</p>

School Strategic Plan - 2021-2025

Clifton Hill Primary School (1360)

Goal 1	Maximise the learning growth for all students (in literacy and numeracy).
Target 1.1	<p>By 2025 increase the percentage of students in Years 3 and 5 achieving in the top 2 NAPLAN bands for the domains of:</p> <p>Year 3</p> <ul style="list-style-type: none">• Reading from 78 per cent (2021) to 85 per cent• Writing from 64 per cent (2021) to 75 per cent• Numeracy from 57 per cent (2021) to 70 per cent <p>Year 5</p> <ul style="list-style-type: none">• Reading from 74 per cent (2021) to 80 per cent• Writing from 40 per cent (2021) to 50 per cent• Numeracy from 67 per cent (2021) to 75 per cent
Target 1.2	<p>By 2025 the percentage of Year 5 students assessed as ‘at and above’ benchmark growth in NAPLAN to be:</p> <p>Year 5</p> <ul style="list-style-type: none">• Reading from 87 per cent (2021) to 91 per cent• Writing from 84 per cent (2021) to 90 per cent• Numeracy from 81 per cent (2021) to 90 per cent

<p>Target 1.3</p>	<p>By 2025 increase the percentage of Year 5 students maintaining in the top two bands (adjusted each year of the SSP) for:</p> <ul style="list-style-type: none"> • Reading from 82 per cent (2021) to 82 per cent or higher • Writing from 50 per cent (2021) to 70 per cent or higher • Numeracy from 86 per cent (2021) to 86 per cent or higher
<p>Target 1.4</p>	<p>By 2024, the percentage of Year F-6 students assessed as being above age expected level on Victorian Curriculum Levels F-10 will increase:</p> <p>English</p> <ul style="list-style-type: none"> • Reading from 54 per cent in 2021 to 70 per cent • Writing from 30 per cent in 2021 to 50 per cent <p>Mathematics</p> <ul style="list-style-type: none"> • Number and Algebra from 47 per cent in 2021 to 60 per cent
<p>Target 1.5</p>	<p>By 2025, improve the percentage of positive endorsement on SSS teaching & learning -planning module for the components of:</p> <ul style="list-style-type: none"> • Academic Emphasis from 73 per cent (2021) to 85 per cent • Professional Learning through peer observation from 35 per cent (2021) to 70 per cent • Understand how to analyse data from 41 per cent (2021) to 65 per cent

Key Improvement Strategy 1.a Building practice excellence	Strengthen the capacity of teams to build teacher practice and capabilities.
Key Improvement Strategy 1.b Curriculum planning and assessment	Deepen and embed teacher capacity to use data to inform teaching, learning and assessment at the student's point of need.
Goal 2	To strengthen and embed learner agency.
Target 2.1	By 2025 increase the percentage of positive endorsement on the 4-6 Student Attitudes to School Survey for the factors of: <ul style="list-style-type: none"> • Student voice and agency from 61 per cent (2021) to 76 per cent • Stimulated learning from 77 per cent (2021) to 85 per cent • Self-regulation and goal setting from 81 per cent (2021) to 85 per cent
Target 2.2	By 2025 increase the percentage of positive endorsement on the Parent Opinion Survey for the factors of: <ul style="list-style-type: none"> • Student agency and voice from 76 per cent (2021) to 85 per cent • Student motivation and support from 80 per cent (2021) to 90 per cent • Stimulating learning environment from 82 per cent (2021) to 90 per cent
Target 2.3	By 2025, improve the percentage of positive endorsement on SSS teaching & learning -modules for the components of: <ul style="list-style-type: none"> • Use student feedback to improve practice from 52 per cent (2021) to 80 per cent

	<ul style="list-style-type: none"> Promote student ownership of learning from 59 per cent (2021) to 80 per cent
Key Improvement Strategy 2.a Empowering students and building school pride	Embed a consistent whole school understanding and approach to student agency in learning.
Key Improvement Strategy 2.b Intellectual engagement and self-awareness	Deepen and embed student capability to set goals, monitor and reflect on their learning progress.
Goal 3	To develop confident, resilient students equipped to thrive in the contemporary world.
Target 3.1	By 2025 increase the percentage of positive endorsement on the 4-6 Student Attitudes to School Survey for the factors of: <ul style="list-style-type: none"> Sense of confidence from 78 per cent (2021) to 85 per cent Not experiencing bullying from 81 (2021) to 85 per cent Emotional Awareness and regulation from 72 (2021) to 85 per cent
Target 3.2	By 2025 increase the percentage of positive endorsement on the Parent Opinion Survey for the factors of: <ul style="list-style-type: none"> Teacher communication from 71 per cent (2021) to 80 per cent Parent participation and involvement from 71 per cent (2021) to 80 per cent
Key Improvement Strategy 3.a Health and wellbeing	Continue to strengthen the school's processes for supporting resilience, health and wellbeing.

Key Improvement Strategy 3.b
Building communities

Strengthen partnerships with the school community.