

School Strategic Plan 2023-2027

Canadian Lead Primary School (5383)



Submitted for review by Susan Knight (School Principal) on 20 October, 2023 at 07:39 AM

Endorsed by Anne Gawith (Senior Education Improvement Leader) on 20 October, 2023 at 07:44 AM

Awaiting endorsement by School Council President

School Strategic Plan - 2023-2027

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School vision	<p>School Vision</p> <p>At Canadian Lead Primary School we develop every child's academic, personal and social potential in a safe, inclusive, and supportive school environment. Our school is committed to developing strong literacy and numeracy skills for all students, as these lay the foundation for future learning and positive life outcomes.</p> <p>Our aim is for our students:</p> <ul style="list-style-type: none">- To be respectful, kind, and happy.- To be able to make good choices and a positive contribution to our school and the wider community.- To maximize their academic potential so they have opportunity and choice in their future endeavors.
School values	<p>Canadian Lead's School Values are:</p> <p>Respect: Treating others, ourselves, and belongings well.</p> <p>Personal Best: Always trying our very best in everything we do.</p> <p>Kindness: Being friendly, generous, and looking after others and ourselves.</p>
Context challenges	<p>Canadian Lead Primary School is located in Ballarat East and was created in 1994 following the amalgamation of Eureka Street, Golden Point and Richards Street Primary Schools. Our school has stable enrolments reflecting the established nature of our suburb. We have an attractive outside environment, with expansive grounds containing junior, middle and senior playgrounds, a soccer and football oval and basketball courts, and an indoor gymnasium. A large vegetable garden area and shaded seating areas complement the active play spaces. Our classrooms are designed to facilitate calm and orderly learning environments. Individual classrooms sit alongside open spaces which can be shared by large groups, and include a well-resourced library. All classes are situated under the one roof, providing a high level of connectivity across the school. Classroom programs are complemented by specialists in Physical Education, Performing and Visual Arts and LOTE (Mandarin Chinese). Key challenges involve the diversity of our student population. We have a number of students with additional social and learning needs and our staff provide a high level of support to our students and their families. Staff regularly engage in additional professional learning, including working with health and well-being professionals to ensure we are offering the best possible school experience to all students.</p>
Intent, rationale and focus	<p>Our school is a welcoming and inclusive community. Our dedicated staff work collaboratively to provide quality and engaging classroom, wellbeing, specialist, and extra-curricular programs. Teachers and parents and carers work together to ensure the very</p>

best outcomes for our students, so they experience success at school and in life. We are committed to a high level of academic achievement for our students, with an equal focus on wellbeing and social support so that all students reach their potential.

Our strengths include:

- Our inclusive community.
- The sense of teamwork.
- The provision of additional support for all students.
- The use of evidence-informed programs and approaches.
- Our unwavering commitment to improving learning and wellbeing outcomes so that every student experiences success.

Key challenges and future focus areas include:

- Student attendance.
- Continuing to ensure high quality, evidence-based, consistent teaching and wellbeing practices across the school.
- Developing students' connection to school and strong, positive, healthy peer relationships.
- Strengthening home and school partnerships.
- Continuing to develop staff capacity to take on leadership roles and responsibilities.

The programs of, and teaching in, Canadian Lead Primary School will support and promote the principals and practices of Australian democracy including a commitment to: an elected government; the rule of law; equal rights for all before the law; freedom of religion; freedom of speech and association; the values of openness and tolerance.

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Goal 1	Maximise achievement and learning growth for all students in literacy and numeracy
Target 1.1	Increase the percentage of students above Benchmark NAPLAN growth in reading, writing and numeracy. Targets to be developed by SEIL and principal.
Target 1.2	<p>To increase the percentage of Year 3 students in the strong and exceeding NAPLAN bands:</p> <ul style="list-style-type: none">• Numeracy from 59% (2023) to 70% (2027)• Writing from 67% (2023) to 70% (2026)• Reading from 59% (2023) to 70% (2026) <p>To increase the percentage of Year 5 students in the strong and exceeding NAPLAN bands:</p> <ul style="list-style-type: none">• Numeracy from 54% (2022) to 65% (2026)• Writing at from 46% (2022) to 65% (2026)• Reading from 58% (2022) to 70% (2026) <p>Targets to be confirmed by SEIL and principal.</p>
Target 1.3	<p>To increase the percentage of students making at least one year's growth according to Teacher Judgement in:</p> <ul style="list-style-type: none">• reading & viewing from 60% (2022) to 80% (2027)• writing from 64% (2022) to 80% (2027)• measurement & geometry from 62% (2022) to 80% (2027)

	<ul style="list-style-type: none"> • number & algebra from 59% (2022) to 80% (2027) • statistics and probability from 61% (2022) to 80% (2027)
Target 1.4	<p>To increase the percentage of positive responses on the School Staff Survey factors</p> <ul style="list-style-type: none"> • Collective efficacy from 54% (2022) to 70% (2027) • Academic emphasis from 63% (2022) to 70% (2027) • Instructional leadership from 84% (2022) to 90% (2027)
Key Improvement Strategy 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build staff knowledge and capacity of the multi-tiered system of support (MTSS) framework to provide extension and intervention to meet the learning needs of all students.
Key Improvement Strategy 1.a Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embed agreed whole-school approaches to curriculum planning, assessment and shared Instructional practices.
Key Improvement Strategy 1.b	

<p>Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	
<p>Key Improvement Strategy 1.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	<p>Build teacher capacity to provide effective learning focused feedback to students.</p>
<p>Key Improvement Strategy 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	
<p>Goal 2</p>	<p>To improve the engagement and wellbeing of all students</p>
<p>Target 2.1</p>	<p>To increase the percentage of positive responses on the AtoSS factors:</p> <ul style="list-style-type: none"> • Sense of connectedness from 63% (2023) to 80% (2027) • Sense of confidence from 63% (2023) to 80% (2027) • Not experiencing bullying from 80% (2023) to 90% (2027) • Managing bullying from 69% (2023) to 80% (2027)
<p>Target 2.2</p>	<p>To decrease the percentage of students with 20 or more absence days from 51% (2022) to 30% (2027).</p>

<p>Key Improvement Strategy 2.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	<p>Strengthen multi-tiered systems of support that enhance student wellbeing, engagement, and inclusion.</p>
<p>Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	
<p>Key Improvement Strategy 2.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	
<p>Key Improvement Strategy 2.b The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	<p>Embed a consistent approach to supporting positive behaviour</p>
<p>Key Improvement Strategy 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	<p>Embed a whole-school approach to improving attendance rates</p>
<p>Key Improvement Strategy 2.c Activation of student voice and agency, including in leadership and learning, to</p>	

strengthen students' participation and engagement in school	
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